

Pupil premium strategy statement 2021 - 2022

School overview

School name	St Mary's CE Primary School
Pupils in school	238
Proportion of disadvantaged pupils	98 pupils or 41%
Pupil premium allocation this academic year	£119 705
Academic year or years covered by statement	2020 - 2023
Publish date	September 2021
Review date	July 2021 July 2022 July 2023
Statement authorised by	Julia Pring
Pupil premium lead	Christine Bernard
Governor lead	Julia Pring

Disadvantaged pupil progress scores for last academic year

Measure	Score (2019)
Reading	- 5.9
Writing	- 4.0
Maths	- 4.4

Strategy aims for disadvantaged pupils

Measure		Score 2019		
		Reading	Writing	Maths
Meeting expected standard at KS2		57%	64%	57%
Achieving high standard at KS2		7%	0%	14%
Measure	Activity			
Priority 1	RWI developmental days training coaching and support, assessment and resources for targeted focused group as well as 1:1 support of KS1 children this will result in pupils moving up in phonics groups. To deliver the phonics scheme effectively.			
Priority 2	Update and replace reading stage books and buy modern books to tap into children's interests. Re stock library books with good quality texts for children to borrow Invest in writing, resources, training to develop pedagogy and to teach writing effectively.			
Priority 3	Invest in Maths curriculum that promotes Reasoning through 'low ceiling / high threshold' activities Purchase maths text book and resources to embed the mastery approach across the school			
Priority 4	Focused targeted teaching using high quality learning interactions in Early Years, to improve children's communication and language through supporting practitioners to develop their expertise in promoting rich language learning experiences - based on the EEF Early Years Toolkit 'Better Communication Research Programme 2012'			
Barriers to learning these priorities address	Significantly low attainment on entry to EYFS (PP children) Limited access to books and reading opportunities Barriers to parental engagement in children's learning include language, confidence and education Poor oral language skills which impacts on progress across the school or tap here to enter text. High levels of social and economic deprivation and temporary overcrowded housing conditions which leads to limited home learning environments Children don't have access to quality texts at home.			
Projected spending	£28 000			

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average progress scores in KS2 Reading (0)	July 22
Progress in Writing	Achieve National Average progress scores in KS2 Writing (0)	July 22
Progress in Mathematics	Achieve National Average progress scores in KS2 Maths (0)	July 22
Phonics	Achieve above LA average for PSC (75 %)	June 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	All staff to receive refresher training (new staff receive training) to deliver RWInc Phonics programmes and purchase of 'home' books
Priority 2	Recruit additional staffing to deliver small group targeted support in Maths and Literacy for disadvantaged pupil falling behind age related expectations.
Barriers to learning these priorities address	Support for parents through workshops and 1:1 session to increase confidence in supporting their children's learning.
Projected spending	£45 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Invest in technology to promote children's learning in all areas including new interactive screens in all classrooms sets of I pads and laptops, Apple TV and Now press play
Priority 2	Work with Home School Support Worker and Attendance and Welfare Officer to positively support families with attendance issues
Priority 3	School Home Support Worker provides families with advice, training and support. Families in need can get support with meeting basic needs.

Barriers to learning these priorities address	Disadvantaged pupils have the technology and internet access to complete online home learning. Improved attendance for disadvantaged pupils. Improve readiness to learn for the most disadvantaged pupils.
Projected spending	£46 705

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that quality time is available for CPD	CPD provided through INSET days staff meetings and external providers. Additional cover provided by senior leaders.
Targeted support	Release for SENDCO and Literacy Lead to train staff and volunteers.	Literacy lead paired with 'Straight to Teach' student to cover class as experience develops.
Wider strategies	Working with families who face challenges – engage in small targeted groups, peer support amongst parents.	Access to support agencies and support services within locality.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Disadvantaged pupils made good and very good progress. However, the attainment gap has not been closed due to the pandemic. As a result, continued investment in CPD resources and targeted group support.
Progress in Mathematics	
Progress in Phonics	Disadvantaged pupils have made good and very good progress. New aim of disadvantaged pupils exceeding LA and National Expectations in 22 screening check.
Attendance	Attendance remain above National Average during 20/21. There is a new focus on persistent absence for 2022.