



Pupil Premium Strategy Plan 2020-2021

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Vision

At St Mary's we want the Pupil Premium to make a difference. It is used to help our pupils to overcome any barriers to learning they may encounter, embedding our whole school vision of Excel, Enjoy, Explore – Be Amazing. We endeavour to use the Pupil Premium grant to maximum effect to ensure that disadvantage is no barrier to participation and achievement. We aspire to provide opportunities in all aspects of school life, for all of our Pupil Premium children to be the very best that they can and to develop a lifelong love of learning, and to develop high aspirations and ambitions for their future whilst here at St. Mary's.

Rationale

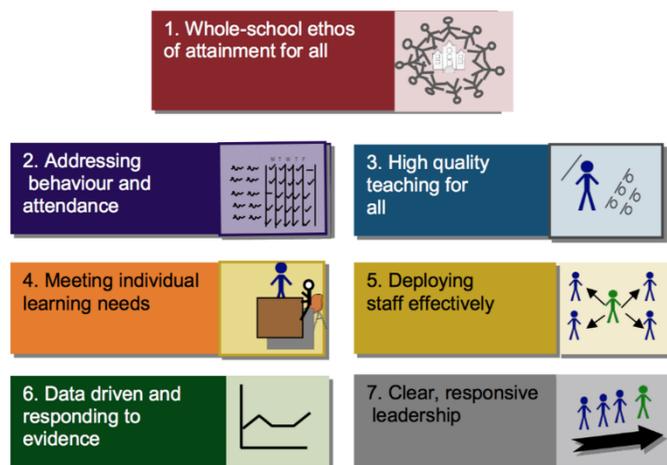
As a school we have built our Pupil Strategy for 2020-2021 around key areas identified from school work. We are aware that the DFE has suggested that a Pupil Premium strategy can be taken as a long term vision and strategic plan for three years. However, because of the changes in year to year of cohorts and the differing needs of children we have decided to maintain a yearly- strategy plan that can have regular monitoring.

On their return to school in September, we conducted a number of internal assessments on all children including our Pupil Premium children. Along with data reported in term 3, the results of these baseline assessments has informed this strategic plan.

This Pupil Premium strategy will take into account research and guidance from NFER and the EEF. The strategy will encompass the 7 building blocks for success identified by the NFER (figure 1) and the three tiered approach (figure 2) developed by EEF.

Figure 1

Figure 2



THE PUPIL PREMIUM TIERED MODEL



Pupil Premium Demographics:

For the academic year 2020 – 2021 we currently have 33 Pupil Premium Pupil premium children (15th Oct 2020)



| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | % of total PP children |
|--------------|-----------|----------|----------|----------|----------|----------|----------|------------------------|
| FSM | 3 | 2 | 3 | 5 | 5 | 4 | 2 | 24 (73%) |
| EV6 | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 5 (15%) |
| LAC | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 3 (9%) |
| SER | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 (3%) |
| Total | 4 | 3 | 3 | 5 | 7 | 6 | 5 | 33 |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | % of total PP children |
|--|-----------|--------|--------|--------|--------|--------|--------|------------------------|
|--|-----------|--------|--------|--------|--------|--------|--------|------------------------|

| Group | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|
| Year 5 | 4 | 1 | 1 | 3 | 2 | 1 | 2 | 3 | 1 |
| Year 4 | 2 | 3 | 2 | 2 | 4 | 1 | 3 | 2 | 2 |
| Year 3 | 3 | 2 | | 3 | 2 | | 3 | 2 | |
| Year 2 | 2 | 1 | | 1 | 2 | | 1 | 2 | |

| Current Year Group | Reading | | | Writing | | | Maths | | |
|-----------------------------------|----------------|----------|-----------|----------------|----------|-----------|--------------|----------|-----------|
| | Emerging | Expected | Exceeding | Emerging | Expected | Exceeding | Emerging | Expected | Exceeding |
| Year 1 | 3 | | | 3 | | | 2 | 1 | |

*1 child from year 1 repeating YR as below in all areas after first year of EYFS

Phonics Screening:

Due to COVID-19, the current year 2 missed out on their year 1 phonics screening and will therefore sit this in term 2.

Year 4 times table check:

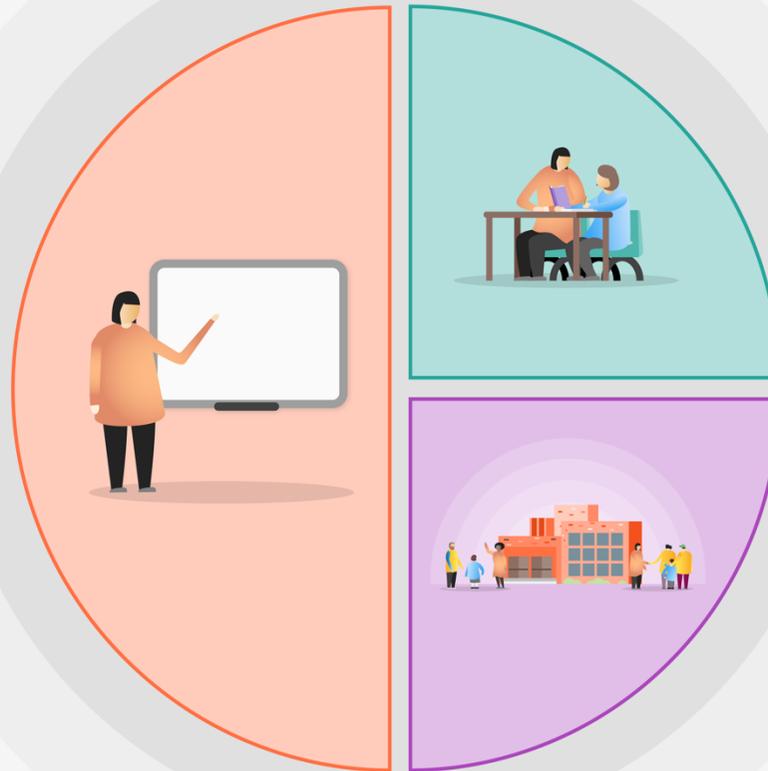
This assessment did not take place due to COVID-19.

Pupil Premium Strategy: Aims

1 Teaching

Aims

1. Ensure all pupil premium children receive quality first wave teaching every day
2. Ensure all pupil premium children have quality, regular feedback that moves their learning forward
3. Engage and motivate pupil premium children to read for pleasure
4. Ensure pupil premium children use challenging vocabulary and have secure strategies for spelling new words
5. Develop opportunities for children to talk, present and explain their thinking and learning
6. Ensure that all pupil premium children make very good progress, from their September 2020 starting points, in the core areas of reading, writing and mathematics



2 Targeted academic support

Aims

1. Identify pupil premium children who would benefit from quality targeted support.
2. Deliver and closely monitor quality targeted support
3. Provide well thought out homework / home learning to support in class learning
4. Ensure strategic deployment of teaching assistants

3 Wider strategies

Aims

1. Ensure all pupil premium children receive support with their social, emotional and behavioural needs
2. Ensure parents are informed and happy with their child's return to school
3. Ensure that all families are aware of FSM and how to apply for it

Linking the 'Seven Building Blocks for Success' to our strategy aims

| Building Block | Teaching | Targeted Academic Support | Wider Strategies |
|---|-----------------|----------------------------------|-------------------------|
| Whole school ethos for attainment for all | 1, 2, 3, 4, 5, | | 2, 3 |
| Addressing behaviour and attendance | | | 1 |
| High quality teaching for all | 1, 2, 3, 4, 5 | 2 | |
| Meeting individual learning needs | 1, 2, 3, 4, 5 | 3 | |
| Deploying staff effectively | 1 | 2, 4 | |
| Data driven and responding to evidence | 3, 6 | 1, 2 | |
| Clear responsive leadership | 6 | 4 | 3 |

Strategic Plan – Teaching

Measures of Impact: **Significant** **Moderate** **Low**

| School Aims | Actions (in coordination with appropriate subject leaders) | Desired Outcome | Measurable Outcome | Who? Costing? | Monitoring |
|------------------|--|--|--|--|------------|
| 1, 2, 3, 4, 5, 6 | <p>Develop a regular monitoring cycle to monitor teaching and learning through: observations, learning walks, book sampling, pupil and staff conferencing</p> <p>Define responsibilities of core subject leaders in the monitoring of attainment and progress of pupil premium children.</p> <p>Subject leaders / specialists to provide CPD appropriate to areas identified through monitoring and those on the SDP (with a particular focus on the core subjects).</p> <p>Identify how Target Tracker and other systems will be used to inform teaching and learning.</p> <p>Use assessment to identify gaps and ensure these are then woven into teaching</p> <p>Rigours monitoring of attainment and progress identifying any pupil premium pupil premium children who need target support to ensure they achieve</p> <p>Ensuring the connected curriculum uses high quality texts to engage the pupil premium children across the curriculum.</p> | <p>All pupil premium make good progress in all the core subjects, having accessed good quality first wave teaching every day.</p> <p>Data shows that the pupil premium children are making at least good progress from their starting points in reading, writing and mathematics.</p> <p>Monitoring shows that children are responding to feedback and that they are aware of their targets / know how to move their learning forwards, are engaged in reading, have a good level of vocabulary for their age and are confident spellers.</p> <p>Monitoring shows that children have the opportunity to talk, present and explain confidently.</p> | <p>Attainment and progress of pupil premium children is good from their starting point in all the core subjects and the foundation subjects and showing a diminishing gap</p> <p>End of Key Stage Results show at least good progress and attainment.</p> <p>Year 1 and 2 pupil premium pupils pass their phonics screening test</p> <p>Year 4 pupil premium pupils pass the times table screening test</p> <p>Pupil conferencing shows the pupil premium children can talk about their thoughts on the curriculum and how they are learning</p> | <p>All staff</p> <p>Subject leadership release time – £1,500</p> <p>Pupil Premium lead release time - £2,000</p> <p>Texts for topics - £666.49</p> <p>Staff meetings</p> <p>INSET time</p> | |

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|---|--|---|--|--|--|
| | <p>Ensure that continuous provision in KS1 and EYFS is engaging the pupil premium children to develop their own learning experiences.</p> <p>Set aspirational targets for the all pupil premium and ensure their passport reflect any barriers to learning not just education targets</p> | | | | |
| 2 | <p>Ensure staff are aware of the marking policy and its expectations.</p> <p>Support staff in identifying how pupil premium children can respond to marking.</p> <p>Staff training on peer and self-assessment.</p> <p>Continue to develop the use of marking stations in mathematics</p> <p>Planning and lesson observations show directed teacher time for individuals / groups is being delivered on a regular basis.</p> <p>Identify how during 1:1 reading feedback will be given ensuring that it is meaningful.</p> | <p>Pupil premium children are aware of their next steps in their learning and are able to respond to feedback given by peers, teachers and teaching assistants.</p> <p>Pupil premium children are able to reflect on their own learning and identify their own strengths and areas for development.</p> | <p>Pupil conferencing shows that pupil premium children clearly know their next steps in their learning of the core areas of reading, writing and mathematics</p> <p>Book sampling shows that books are being marked in line with the marking policy and that the pupil premium children are responding to it.</p> | <p>All</p> <p>Early Reading Leadership Time - £1,000</p> <p>Training AfL and assessment - £1,000</p> <p>Staff meetings</p> <p>INSET time</p> | |
| 3 | <p>Implement the benchmark reading scheme (as per action plan developed by the Reading Subject Leader)</p> <p>Implement continuous provision in years 1 and 2 (as per action plan developed by the KS1 Leader)</p> <p>Continue to develop the book chest scheme</p> | <p>Benchmarked reading scheme is up and running by the end of term 1.</p> <p>Continuous provision is embedded by the end of term 1.</p> | <p>Progress and attainment for all pupil premium in reading is at least good and the gap is diminishing</p> <p>Attainment and progress of pupil premium children is good from their starting point in all the core subjects and the foundation subjects and showing a diminishing gap</p> | <p>Reading lead release time - £750</p> <p>Benchmarking training and resources - £750</p> <p>Investment in high quality learning</p> | |

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| | Re-resource the entire book scheme for KS2 | | | resources for KS1 - £4,003 Revised book scheme - £7,500 Staff meeting INSET CSP cost - £1,000 | |
| 4 | Develop and embed the levelled approach to introducing new vocabulary Continue to use spelling frame to set, practise and test weekly spellings Give pupil premium children access to spelling frame during the school day where it is not being regularly used at home or there is a lack of internet at home | Monitoring shows a level of challenge in vocabulary used in their learning and a developing accuracy in their spelling Spelling frame data shows progress in their learning of spellings | Spelling frame data shows continued progress Target tracker data shows progress in spelling Writing / presentations show challenging vocabulary being used | All staff Appropriate subject leaders Curriculum INSET training and T&L consultant cost 3 x £300 - £900 Additional IT equipment (£1000) | |
| 4, 5 | Identify how to engage pupil premium in talking, present and verbally explain their learning e.g. use of technology Identify ways to support pupil premium children to talk, present and verbally explain their learning e.g. stem sentences beyond maths, talking frames, vocabulary mats Discuss with staff how to plan in opportunities for pupil premium children to talk, present and verbally explain their learning | Pupil premium children can confidently talk, present and verbally explain their learning using appropriate and challenging vocabulary | Monitoring shows pupil premium children confidently talk, present and verbally explain their learning Monitoring shows good modelled examples of talking, presenting and explaining learning | All staff Staff meeting time Appropriate subject leaders Speech and Language support (TA) - £3,900 Oracy Project and Curriculum Development – £1000 LA Oracy Project | |

Strategic Plan – Targeted Academic Support

Measures of Impact: **Significant** **Moderate** **Low**

| School Aims | Actions (in coordination with appropriate subject leaders) | Desired Outcome | Measurable Outcome | Who? Costing? | Monitoring |
|-------------|---|--|---|---|------------|
| 1, 2, 4 | <p>Using a rag system and end of year data from reports sent to parents at the end of summer 2020, identify pupil premium children who are not where they should be.</p> <p>Using this data, identify common themes to support the construction of targeted teaching groups to include reading, writing, mathematics, behaviour and social emotional and mental health.</p> <p>Hold pupil progress meetings 3 times per year</p> <p>Using the best person, create and deliver targeted teaching groups.</p> <p>Rigorously monitor the impact of the targeted teaching on an 8-12 weekly cycle and adjust as necessary.</p> <p>Identify how teaching assistants / teachers will be deployed effectively through the use of timetabling and use of appropriate skill sets. Monitor this through learning walks, observations and planning.</p> <p>Provide training to ensure quality targeted teaching is being delivered</p> | <p>Pupil premium children identified as benefiting from quality targeted support.</p> <p>Quality targeted support being delivered with data supporting the impact it is having</p> <p>Monitoring shows good deployment of staff ensuring the greatest impact possible.</p> | <p>Data from the quality targeted support show that there is at least good progress and that any gaps are diminishing in the core areas of reading, writing and mathematics.</p> <p>Soft data shows a difference in pupil premium children's behaviour, attitude to learning and social emotional and mental health.</p> <p>All KS1 pupil premium children pass the phonics screening test.</p> | <p>Staff SENCO TA Line manager</p> <p>Staff meeting INSET</p> <p>TA Support time - £10,000</p> <p>Deputy Head Phonics Interventions (8 hrs per week) - £8,875 over the year</p> | |
| 3 | <p>Revisit with staff the expectations of homework including how homework is marked / acknowledged, ensuring consistence across the school.</p> | <p>Quality homework is being set to reflect the learning taking place in the classroom and the pupil</p> | <p>Pupil conferencing show that the pupil premium children are engaging with their homework.</p> | <p>Staff</p> <p>Staff meeting</p> | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>Look at how homework is being set and ensure that it is inviting and engaging.</p> <p>Ensure that homework or home learning can be accessed by all families and identify strategies for those not completing homework or those with lack of internet access.</p> <p>In the event of a lockdown or bubble closure, identify how pupil premium children will access quality home learning and what support they may need in order to access home learning.</p> <p>Identify children who may need to complete homework in the school setting and develop a timetable for them to complete their homework in school.</p> | <p>premium children are engaging with it.</p> <p>Children are regularly completing homework</p> <p>Children are showing engagement of home learning through sharing on dojo.</p> | <p>Parental surveys show that they and their pupil premium children are able to access and engage in the homework set.</p> <p>Work submitted on dojo shows engagement with home learning</p> | <p>White Rose Home Learning - £139</p> <p>Spelling Frame - £300</p> <p>PP home learning support - £500</p> | |
|--|---|--|--|--|--|

Strategic Plan – Wider Strategies

Measures of Impact: **Significant** **Moderate** **Low**

| School Aims | Actions (in coordination with appropriate subject leaders) | Desired Outcome | Measurable Outcome | Who? Costing? | Monitoring |
|-------------|---|--|---|---|------------|
| 1 | <p>Using a RAG system pupil premium children are assessed against SEMH, behaviour and developing relationships.</p> <p>Ensure all staff are able to access my concern and know how to use it to log any concerns or incidents</p> <p>Identify strategies for ensuring pupil premium children have secure relationships with their class teacher and know that they have the ability to access someone to talk to if needed (Pastoral support TA's)</p> <p>Small groups / 1:1 pastoral support available for those identified through the RAG system.</p> <p>Ensure that a regular mailshot explaining FSM is sent out to ensure all parents are aware of their entitlements</p> | <p>All pupil premium receive support with their social, emotional and behavioural needs</p> <p>Families that need early help are identified quickly and given support, utilising appropriate external agencies where necessary</p> | <p>Rag systems show positive changes to pupil premium children's SEMH, behaviour and relationships.</p> <p>Soft data shows positive changes</p> | <p>All Staff</p> <p>Pastoral time x 4 afternoons per week - £7,800</p> <p>Inclusion support - £1579</p> <p>Education Psychology - £2578</p> <p>Play therapy</p> <p>Impact mentoring</p> <p>Behaviour support - £2,500</p> | |

| | | | | | |
|---|---|--|---|--|--|
| 2 | <p>Ensure that all staff are able to access dojo, teachers to parents and website administration</p> <p>Ensure that all parents are connected to Dojo</p> <p>Ensure that staff are regularly posting stories on class dojo (and that some of this is also published on our other social media accounts)</p> <p>Senior leadership ensure they communicated succinctly and quickly any changes in guidance / policy that is issued using a variety of methods</p> <p>Ensure the school website is kept up to date (class pages, school newsletters and local / national guidance)</p> | <p>Parents are well informed and happy about their pupil premium children return to school</p> | <p>Dojo sampling shows classes are regularly uploading stories</p> <p>School website is up to date with current information</p> | <p>Staff</p> <p>Website administrator</p> | |
| 3 | <p>Ensure that a regular mailshot explaining FSM is sent out to ensure all parents are aware of their entitlements</p> <p>Staff to approach parents if they feel they may be eligible for FSM</p> | <p>Families that need early help are identified quickly and given support, utilising appropriate external agencies where necessary</p> | <p>Successful applications for FSM</p> | <p>All Staff</p> <p>Pupil Premium Lead</p> | |

Other provision provided through pupil premium funding

| Provision | Costing |
|--------------------------------------|----------------|
| Breakfast club | £378 |
| Afterschool club | Nil |
| School milk | Nil |
| Music tuition | £561.80 |
| Bus Passes | Nil |
| Revision books | Nil |
| Playpod | £800 |
| School trips (including residential) | Nil |
| Swimming lessons and badges | Nil |

Total - £1739.80

Key Documents:

SUPPORTING THE ATTAINMENT OF DISADVANTAGED PUPILS: ARTICULATING SUCCESS AND GOOD PRACTICE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2020-21

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

THE EEF GUIDE TO THE PUPIL PREMIUM

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf

COVID-19 SUPPORT GUIDE FOR SCHOOLS

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

