

School overview

Metric	Data
School name	St Marys C of E Primary School
Pupils in school	47
Proportion of disadvantaged pupils	26% (12/47)
Pupil premium allocation this academic year	£10760
Academic year or years covered by statement	2019/2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	Sean Tobin
Pupil premium lead	Carolyn Hunt/Theresa Walker from Sept
Governor lead	Sean Tobin for Interim Board

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No Yr6 pupils are PP (2019/2020).
Writing	No Yr6 pupils are PP
Maths	No Yr6 pupils are PP.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No Yr6 pupils are PP (2019/2020)
Achieving high standard at KS2	No Yr6 pupils are PP
Measure	Activity
Priority 1 Improve consistency of phonics teaching across the school in order to improve outcomes and fill gaps from inconsistent teaching in the past.	Ensure all staff trained in use of new phonics scheme and are able to deliver it effectively Refresher training in language of phonics with agreed and consistent use of language and actions to support Regular monitoring of phonics session delivery. Regular gap analysis with planned actions to address. Phonics workshops for parents

<p>Priority 2</p> <p>A number of KS1 pupils with social and emotional needs which affect resilience, confidence and readiness to learn.</p>	<p>Training a well-being mentor to meet pupils social and emotional needs</p> <p>Properly introduce and embed key aspects of Growth Mindset</p> <p>Training in and use of Zones of Regulation as an emotional literacy and self-regulation tool.</p>
<p>Barriers to learning these priorities address</p>	<p>Ensuring consistent and progressive teaching of phonics.</p> <p>Pupils in a position where they are emotionally ready and willing to learn</p>
<p>Projected spending</p>	<p>£5000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Following new assessment baseline info, post COVID, pupils make the same or better progress as their peers	July 2021
Progress in Writing	Following new assessment baseline info, post COVID, pupils make the same or better progress as their peers	July 2021
Progress in Mathematics	Following new assessment baseline info, post COVID, pupils make the same or better progress as their peers	July 2021
Phonics	Following new assessment baseline info, post COVID, pupils make the same or better progress as their peers	July 2021
Other	Improve attendance of disadvantaged pupils to 95%	July 2021

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
<p>Improve early identification and intervention for pupils with speech and language development below their chronological age</p>	<p>Familiarisation and use of Universally Speaking to identify potential need for accelerated progress or support</p> <p>Use of Provision Guidance to ensure strategies are being used effectively</p> <p>Develop use of Speech and Language intervention – Talk Boost for specific pupils</p>

Programmes and support in place for pupils who have gaps in phonic/spelling knowledge due to inconsistent teaching, moving schools or having periods of home-schooling	Training in spelling focused intervention (e.g. Toe-by-Toe, Precision Teaching, Super Spellers) and introduction of spelling scheme/ladder of skills to ensure all skills are taught progressively
Barriers to learning these priorities address	Pupils with speech and language needs are not consistently having needs identified and met Pupils who fall behind in spelling or have had poor attendance/home schooling having catch-up programmes to identify gaps and support learning
Projected spending	

Wider strategies for current academic year

Measure	Activity
Priority 1 Improve attendance and punctuality	Introduction of rewards, efficient monitoring systems, school-based meetings to address needs and work with parents
Priority 2 Specialist support for teachers, families and pupils	Introduction of specialists to develop and enhance provision – Play therapist/counsellor from within Trust and well-being mentor in school, Speech and Language Therapist and support LWSA
Barriers to learning these priorities address	Poor attendance and punctuality – below national average and below. Prior to Covid PP attendance was 82% Pupils needs being identified and met with staff having professional support to aid them.
Projected spending	£5760

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover.
Targeted support	Training staff and having the time to deliver with such a small team of support staff who are focused on specific individual children	Upskilling LWSAs to either provide cover for teachers or lead on particular aspects
Wider strategies	Changing mindset and attitude of core group of families.	Work with them to understand the barriers they face and support them to address.

Review: last year's aims and outcomes

Aim	Outcome
To embed the positive relationships that we have with pupils, families and educators in order to proactively identify individual needs and barriers to achievement.	Positive relationships strengthened and good relationships exist between all staff and parents. Parents receptive to suggestions and work with school
To work collaboratively to address individual need and barriers to achieving the best possible education in order that pupils achieve outcomes which enable them to successfully progress to the next stage in their education.	Progress of pupils was steady prior to COVID and teachers know pupil's individual gaps and needs well. Teachers have maintained and developed links with families and provided appropriate home-learning support and activities.
To target funding to the individual, or group where appropriate, in order to address barriers to learning and achievement.	Pupil Passports written for each child to ensure individual barriers and needs identified. Progress meetings ensured intervention was specific and targeted to individual need
To "narrow and close the gap" between the achievement of these pupils and their peers nationally.	Pupils were making steady progress and some were making accelerated progress prior to COVID closure.
To access strategies and resources to ensure that the pupils who need it most are given opportunities that have a positive impact on their lives, experiences and educations.	Pupil passports and pupil progress meetings has shown that there has been personalised strategic support to ensure pupils make progress.
To embed high quality teaching at all levels that challenges and encourages pupils in receipt of Pupil Premium funding to make good progress and achieve targeted goals.	Discussions with teachers and monitoring of quality of learning shows that there is challenge for pupils and pupils are working hard to improve their skills across the curriculum
To continue to embed quality learning behaviours that ensure that pupils in receipt of Pupil Premium funding are able to take responsibility for their own learning and outcomes.	Training and a change in the positive behaviour management system and focus has helped pupils to become more reflective, pro-active and independent in their learning – pupils exhibit good behaviour and are learning about what good learning behaviours are.