Pupil Premium Strategy Statement 2020-2021

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| 1. **Summary Information**
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| School | St. Mary’s R.C Primary School |
| Academic Year | 2020-2021 | Total PP budget | £38580 | Date of most recent PP Review | 9.9.20 |
| Total number of pupils | 240 | Number of pupils eligible for PP | 29+1AF | Date of next Strategy Review | 10.9.21 |

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| 1. **Attainment of Y6 pupils (2019-2020)**
 |
| Headline Measure | PP eligible for PP (4 pupils) | Pupils not eligible for PP (26 pupils) |
| % achieving national standard in reading | No SATS 2020 | No SATS 2020 |
| % achieving national standard in writing | No SATS 2020 | No SATS 2020 |
| % achieving national standard in maths | No SATS 2020 | No SATS 2020 |
| % achieving national standard in reading, writing and maths | No SATS 2020 | No SATS 2020 |
| % achieving greater depth standard in reading, writing and maths | No SATS 2020 | No SATS 2020 |
| Pupil progress score in reading | No SATS 2020 | No SATS 2020 |
| Pupil progress score in writing | No SATS 2020 | No SATS 2020 |
| Pupil progress score in maths | No SATS 2020 | No SATS 2020 |
| Average scale score in reading | No SATS 2020 | No SATS 2020 |
| Average scale score maths | No SATS 2020 | No SATS 2020 |

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| 1. **Barriers to future attainment**
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| Internal barriers  |
| A | Low attainment on entry to EYFS |
| B | Raise the standards for Higher ability children in reading and writing |
| C | Lower ability children security in the basics of English and Maths especially with limited schooling during the pandemic |
| External barriers |
| D | A lack of wider opportunities of sports and the arts beyond the school |
| E | Mental wellbeing of children caused by external factors including the Impact of COVID 19 |

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| 1. Outcome
 | Success criteria  |
| In school barriers |  |
| A. | To ensure that the gap between children who receive pupil and premium and those who are eligible is closed. | % achieving GLD:All 75%FSM: 70%% achieving CLL 80% |
| B. | Raising the standards for Higher ability children in writing. | Higher ability pupil premium children score at least as well as their high ability peers. HA ability pupil premium children receive progress scores above the national average. |
| C. | Lower than expected knowledge in the basics of maths and English in lower Key stage 2 reinforced by the impact of Covid 19 | % achieving ARE All 85%FSM 80% |
| External barriers |  |
| D. | To improve the experiences of the arts beyond school | Pupils will be inspired by musical and arts opportunities  |
| E. | To improve the mental wellbeing of children | Children with difficulties will succeed as well as other children. |

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| Planned Expenditure 2020-21 |
|  | ACTIONS |
| Chosen action/approach | What is the evidence and rational for this choice | How will you ensure it is implemented well? | Staff lead | Cost  | Termly review |
| Implication of intervention programmes linked to writing that will help close the gaps for PP children entering the school. Training for new staff in EYFS | Early intervention has been successful in the past. Results improved last year | Termly tracking by the SLT and pupil progress meetings | Head of EYFS  | £2500 | December 2020 March 2021 June 2021 |
| 1:1 tuition of pupils Employment of TA’s to support with intervention programmes and run intervention programmes for maths and writing | This has been very successful in previous years. Data has previously been very strong | Termly tracking of pupil premium data, book monitoring, lesson moderation and pupil voice | Deputy head teacher and assessment lead | £3000 £25000 | December 2020March 2021 June 2021 |
| Employment of a Caritas social worker | Employment of a Caritas social worker | Huge success in the past 6 years of improving the wellbeing and therefore the academic results of children | A priority list implemented by the SLT and SENDCO | £9900 | December 2020March 2021 June 2021 |
| Funding of music lessons Music lessons and trips beyond the curriculum for those children with Pupil Premium | All children, despite their background, participate in activities that inspire, motivate and give them high aspirations for the future. This has been successful in the past | Registers that ensure that children with FSM receive the same opportunities as other children. This is checked by the office staff and the SLT | SLT and office manager | £5000 | December 2020March 2021 June 2021 |

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| Review of Expenditure 2020-2021 |
|  | ACTIONS |
| Chosen action/approach | Impact: |  Lessons learned: | Cost |
| Implication of intervention programmes linked to writing that will help close the gaps for PP children entering the schoolTraining for new staff in EYFS | Pupil premium children have performed well 75% are on track. This is slightly above non-pupil premium children.  | The intervention have been very worthwhile and will be continued next year to support the children in receipt of pupil premium within EYFS. | £2500 |
| 1:1 tuition of pupils Employment of TA’s to support with intervention programmes and run intervention programmes  | The impact of these interventions have been very successful especially after the return to school after lockdown (February 2021). Across school, there has been very little difference in attainment between pupils who receive pupil premium and those who do not. The maximum difference is 6%, which equates to two children. | This has been very successful. Clear targets are to be in place for those children who are not quite on target as they progress to next class. | £3000£25000 |
| Funding of music lessons Music lessons and trips beyond the curriculum for those children with Pupil Premium  | Many of the children have gained access to wider opportunities that they would not have had including musical tuition and access to theatre groups within school. | After the restrictions are lifted within the wider community, it is essential that all the children, and especially those who receive pupil premium, should gain as many experiences as possible that will give them higher aspirations for the future.  | £5000 |
| Employment of a Caritas social worker | This resource has had a huge impact on the well-being of many of our children and families. It has also helped children to achieve academically. During the closure of schools, this resource has been essential. Most children who receive this service are on track academically and are making good progress emotionally. | This resource is essential in helping the school to support our community when returning to school.  | £9900 |
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