# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
|  School name | St Mary’s RC Primary School |
| Pupils in school | 241 |
| Proportion of disadvantaged pupils | 12% |
| Pupil premium allocation this academic year | £36,975 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | September 2021 |
| Review date | September 2022 |
| Statement authorised by | Julie Forshaw |
| Pupil premium lead | Stuart Hewson |
| Governor lead | Tricia Rose |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | NA  |
| Writing | NA |
| Maths | NA |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 70% |
| Achieving high standard at KS2 | 12% |

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| **Measure** | **Activity** |
| To improve the quality of phonics delivery in the EYFS years and Key Stage 1 | Ensure all relevant staff have received the training to deliver the new phonic scheme effectively. |
| To improve the writing outcomes of the most disadvanted especially the more able. | Work with our cluster group schools develop writing opportunities for our most disadvantaged children especially those who have the ability to work at the higher standard. |
| Barriers to learning these priorities address | Ensure that that the materials and teaching methods that are used are research led and evidence based. Opportunities for disadvanted children to work with other high achievers  |
| Projected spending  | £3500 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve above the national average progress in KS2 Reading | Sept 21 |
| Progress in Writing | Achieve above the national average progress in KS2 Writing | Sept 21 |
| Progress in Mathematics | Achieve above the national average progress in KS2 Writing | Sept 21 |
| Phonics | Achieve above the national average expected standard in phonics | Sept 21 |
| Other | Maintain the excellent attendance of disadvantaged children | Sept 21 |

## 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

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| **Measure** | **Activity** |
| To ensure  | Establish small group and 1:1 tuition to ensure the progress of maths across Key Stage 1 |
| Priority 2 | To buy books to encourage reading for pleasure across the school |
| Barriers to learning these priorities address | Encourage wider reading for all and shutting the gap in mathematics for the disadvanted children who are falling behind  |
| Projected spending | £25,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| To ensure those children with mental health issues receive the support they need so their learning is not impaired | Employment of a Caritas councillor to work with our most vulnerable children and parents.  |
| To ensure that all children receive wider opportunities outside the curriculum  | Funding for individual music lessons, funding for residential and funding for other cultural capital experiences that the parent would be unable to afford. |
| Barriers to learning these priorities address | Improving the mental health and the readiness to learn for the most disadvanted pupils. Ensuring all learners have the same experiences to give them aspirations for the future. |
| Projected spending | £10,475 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensure enough time is given to ensure all staff are trained and monitored on the interventions in place | Use of non-contact time, staff meeting and additional cover for teachers and teaching assistants who need to be trained.  |
| Targeted support | Subject leaders and the SLT to support teachers and TA’s delivering teaching and interventions. | TA’s are timetable to work with small groups. 1:1 teacher employed to support children. Cover for English lead to lead writing intervention with the cluster schools. |
| Wider strategies | Engaging families with the importance of good mental health and how they can support their children. | Work closely with Caritas support worker to ensure families are engaged with the school stratergies. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
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