**Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| St Mary’s CE (A) First School | | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £36,960 | **Date of most recent PP Review** | Sept 2020 |
| **Total number of pupils** | 210 | **Number of pupils eligible for PP** | 26 | **Date for next internal review of this strategy** | Sept 2021 |

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| 1. **Current Progress and Attainment** | | |
|  | July 2020 | Better than expected progress |
| % of pupils making expected progress in Reading | No information available for attainment and progress due to Covid19 |  |
| % of pupils achieving end of year expectations in Reading |  |
| % of pupils making expected progress in Writing |  |
| % of pupils achieving end of year expectations in Writing |  |
| % of pupils making expected progress in Maths |  |
| % of pupils achieving end of year expectations in Maths |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** | | | | |
|  | | Oral language skills are low on entry and this has an impact on progress and attainment for children as they move through the school. | | |
|  | | High attaining younger children have weak comprehension skills. This prevents sustained progress in subsequent years. | | |
| **C.** | | Children’s mental arithmetic is weak and the children are over-reliant on concrete or simple strategies to support using and applying in mathematical problems. | | |
| **D.** | | Some children struggle to maintain appropriate attention levels, which can affect learning behaviour and social and emotional development. | | |
| **External barriers** | | | | |
| **E.** | | Attendance rates for some pupils have an impact on their progress and attainment. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral language skills for children eligible for pupil premium in the early years. | | Pupils eligible for pupil premium in reception class make rapid progress by the end of the year so that children eligible for pupil premium meet age related expectations. |
|  | Sustained rates of progress throughout the school for high attaining children eligible for pupil premium. Intervention provided to embed comprehension skills and develop cognitive language. | | Children identified as high attaining sustain their progress throughout the school. This is measured through teacher assessment, standardised test scores and differentiation of objectives and outcomes through intervention and precision teaching. |
|  | Teachers planning show that a range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these. | | Children confidently and competently select the most appropriate mental arithmetic strategy when completing mathematical problems. Power Maths is introduced to support progress and mastery. |
|  | Teachers will provide early intervention programmes to develop attention and concentration levels. Intervention to promote positive behaviour and develop social and emotional skills. | | Children meet ELG in Listening & Attention, Making Relationships and Managing feelings and Behaviour in the Early Years and throughout Year 1. Progress is monitored in subsequent years and intervention is continued for those children who find it more difficult. |
|  | Increased attendance rates for children eligible for pupil premium. | | Overall pupil premium attendance improves so that it is in line with ‘other’ pupils. |

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| 1. **Planned Expenditure** | | | | | | |
| **Academic Year** | | **2020-21** | | | | |
| **How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.** | | | | | | |
| **i. Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improve oral language skills for children eligible for pupil premium in the early years. | Regular talk for writing activities with extra opportunities to recap and develop skills  Speech & Language Intervention for identified pupils  Story sacks to enable pupils to develop story-telling, story language and speaking, listening and attention skills. | | We want to invest some of the pupil premium in high impact , longer term change which will help all pupils. In house evidence following the introduction of talk for writing, after research by the subject leader, has shown that children acquire and use new vocabulary and increase their ability to retell stories and retain factual information which improves creative writing. | Use staff training time to deliver input.  Peer observations to support embedding Talk for Writing throughout school.  Monitoring by subject leaders will look at teacher planning and match this to children’s books. | Head Teacher  EYFS Lead  English Lead | April 2021 |
| Teachers planning show that a range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these. | Staff training and monitoring to ensure quality first teaching and intervention to develop a range of mental calculation strategies that start in the EY.  Embedding of Power Maths across the whole school. | | In house assessment activities have shown that children are being taught a variety of strategies and confidently using a range of strategies without the guidance of the teacher.  Mastery and greater depth alongside talking and reflecting is a big part of the Power Maths objective. | Use staff training time to embed Power Maths and provide update training and support for staff.  Peer observations to support embedding a range of mental calculation strategies throughout school.  Monitoring by subject leaders will look at the delivery and success of Power Maths, dependent on Covid19 restrictions. | Maths Lead | termly |
| Sustained rates of progress throughout the school for high attaining children eligible for pupil premium | CPD on providing stretch, challenge and deeper understanding for the most able children throughout the school. | | Due to comprehension skills and language acquisition, high attaining pupils in receipt of pupil premium are not sustaining their progress in reading, writing and maths.  Staff training will look at developing children’s vocabulary and comprehension skills through reciprocal reading. EEF toolkit suggests collaborative learning will have an impact on children’s learning. | Use INSET and CPD opportunities to deliver training.  Peer observations to support the embedding of reciprocal reading, and monitoring of activity.  Moderation activities of children’s books. | SLT | April 2021 |
| **Total Budget Cost** | | | | | | £2500 |
| **ii. Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Power Maths develops a range of mental arithmetic strategies children are provided with more opportunities to talk about, reflect and apply these. | Daily planned opportunities for using and applying in maths so that children become confident and competent at choosing the most effective strategy.  Target 1:1 or small group precision teaching to support children who are struggling to learn concepts or apply their knowledge. | | Monitoring in the past has shown that children are not always using the most appropriate strategy for solving a problem.  Monitoring has shown that children are not recalling number bonds or using known facts to support finding the answer to a calculation.  Children need more opportunities to talk about maths. | KIRFS (Key Instant Recall Facts) and matching activity ideas will be sent home to support parents working with children on their maths homework.  Family learning events will support parental engagement. (dependent on Covid19 restrictions)  Monitoring of planning and books.  Staff development opportunities to support subject knowledge. | Maths Lead  SLT | termly |
| Sustained rates of progress throughout the school for high attaining children eligible for pupil premium | Target 1:1 or small group provision to develop comprehension skills and oral skills.  Support and intervention to promote social, emotional and positive behaviour development. | | Research via the EEF Toolkit suggests comprehension activities and parental involvement will impact upon pupil progress.  Children with poor social, emotional and behaviour skills often have low attention levels, low self esteem and struggle with positive relationships. | Targeted support via Showbie and telephone will support parental engagement.  Monitoring of planning and books.  Staff development opportunities to support subject knowledge, including health, well-being and managing behaviour. | SLT  SENCo | termly |
| Improve oral language skills for children eligible for pupil premium in the early years. | Target 1:1 or small group work to develop attention, speaking, listening and understanding. | | Precision teaching will ensure that children are provided with small steps in learning and constant repetition to develop their language skills.  Research via EEF Toolkit suggests oral language interventions will impact upon pupil progress. | Continuing to embed previous training on developing language acquisition.  Staff will use Welcom to assess language in the Early Years and will provide 1:1 intervention.  Later in the year, training will be provided by the Government for NELI - the Nuffield Early Language Intervention.  Progress will be monitored. | SLT  EYFS Lead  EYFS staff | termly |
| **Total Budget Cost** | | | | | | £30,000 |
| **iii. Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increased attendance rates for children eligible for pupil premium.  (monitoring will take 'absence due to covid' into account, following government guidelines) | Attendance officer contacts parents before 9.30am.  Fortnightly monitoring of attendance of children with attendance below 95%.  Parents of children with a falling level of attendance will receive a series of letters if the attendance does not begin to rise. | | We cannot improve attainment and progress for children if they aren’t attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | Identified children’s parents are contacted first.  The first letter is sent out in a timely manner and quickly followed up with an invite to an attendance clinic with the Education Welfare Worker and the Head Teacher.  Regular monitoring will check that the attendance officer is quickly identifying children that are a cause for concern. | HT | termly |
| **Total Budget Cost** | | | | | | £1020 |

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| 1. **Review of expenditure** | | | | | | |
| **Academic Year** | | **2019-20 School closed due to the Covid19 pandemic in March 2020. The following review is based solely on the first 6 months of the year, from September 2019 to February 2020.** | | | | |
| **i. Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | | **Estimated impact:** Did we meet success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Improve oral language skills for children eligible for pupil premium in the early years.  Teachers planning show that a range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these. | Talk for Writing  Modelled language in Role Play  Speech Intervention (supported by SALT)  Range of mental strategies taught and used.  Planned opportunities to apply mental strategies | | | **Age Related Expectations**  **Non PP Pupils Entry (PP) Exit (PP)**  Listening & Attention:  Understanding: **Due to Covid19, no data is available**  Speaking:  The activities to promote language and communication in the classroom improved data for all pupils. There was less impact for one PP pupils due to additional needs, which required a greater, extended intervention for. Talk for writing was introduced and had a positive impact on oral skills as well as writing skills.  A range of mental strategies were introduced and opportunities were noted in the planning. The confidence level for pupils was much improved. Support and intervention will continue in Year 1.  **Age Related Expectations**  **Non PP Pupils Entry (PP) Exit (PP)**  Maths : | All approaches will continue in the next school year. All new strategies and interventions will continue to be embedded in classroom practice.  Power Maths will be embedded as the first year of implementation was interrupted by Covid19.  Data will be monitored to ensure all pupils are given the opportunity to improve oral language skills and mental arithmatic skills.  The impact of Covid19 has varied across school. It has had a greater impact on some of the children eligible for pupil premium as well as other children. Intervention and catch-up programmes will support progress and attainment. | £3000  Update Training  Power Maths  Catch-up Funding will be added to the Pupil Premium in the following year, to ensure the children get the support they need to make progress and fill gaps in their learning.  Planning  Delivery to small groups and individuals |
| Sustained rates of progress throughout the school for high attaining children eligible for pupil premium | Continued Maths training - depth, challenge and mastery for high attaining pupils.  Staff meetings to upskill staff  Moderation activities  Reciprocal Reading Approach | | | Success Criteria met - Maths training and moderation continues into the next academic year alongside the embedding of Power Maths. Reciprocal Reading is continuing to be embedded. | Continue to provide opportunities for depth, challenge and mastery in Maths and English. |
| **ii. Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did we meet success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| A range of mental arithmetic strategies are taught and children are provided with more opportunities to apply these. | Precision Teaching  Small group intervention & support  3 o'clock club - KS2 mental strategy intervention | | Precision Teaching has had a positive impact on those children who needed a more personal and differentiated approach to their learning. Some pupils have (PP and non-PP) benefitted from small group intervention and support to close gaps in learning, boost particular skills and build confidence. The positive impact has been seen for most children. Some children have a Learning Passport and a more personal intervention plan has been required. | | This approach will continue as the impact has been positive. | £15000 |
| Sustained rates of progress throughout the school for high attaining children eligible for pupil premium | Individual challenges  Small group challenges | | Success Criteria met - high attaining pupils had started to make progress before lockdown. Challenges were provided to ensure children were increasing their knowledge, depth and mastery. | | Continue to provide opportunities for depth, challenge and stretch in Maths and English. | £3000 |
| Improve oral language skills for children eligible for pupil premium in the early years. | Language Steps 1:1  Speaking & Listening Intervention 1:1 and small group.  Precision Teaching - vocabulary and language development 1:1 | | The activities to promote language and communication in the classroom improved progress and attainment for all pupils in the first part of the year. There was less impact for PP pupils due to additional needs, which required a greater intervention and continued Precision Teaching. Talk for writing was introduced and had a positive impact on oral skills as well as writing skills.  A range of mental strategies were introduced and opportunities were noted in the planning. The confidence level for pupils was much improved. | | Continue to promote oral language and provide communication opportunities, precision teaching and intervention in Speech & Language, Attention and Listening and acquisition of vocabulary. | £8000 |
| **Total Budget Cost** | | | | | | £29,000 |
| **iii. Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **Estimated impact:** Did we meet success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Increased attendance rates for children eligible for pupil premium. | Identified children’s parents are contacted first.  The first letter is sent out in a timely manner and quickly followed up with an invite to an attendance clinic with the Education Welfare Worker and the Head Teacher.  Regular monitoring will check that the attendance officer is quickly identifying children that are a cause for concern. | | Attendance was improving.  Due to lockdown, the impact of the actions were difficult to measure.  Children and families were supported throughout the lockdown. | |  | £1020 |