



Pupil Premium Strategy Statement Review

School overview

Metric	Data
School name	St Mary's Catholic Primary School
Pupils in school	84
Proportion of disadvantaged pupils	3.3 %-PP 1.6 %- Service PP
Pupil premium allocation this academic year	£4655
Academic year or years covered by statement	2020 to 2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Laura Concannon
Pupil premium lead	Laura Concannon
Governor lead	Rebecca Iley

Rationale

The Pupil Premium is an additional allocation of funding to schools to support specific groups of children who are vulnerable to possible under achievement. It is allocated for children from low income families who are eligible for free school meals (FSM), those who are looked after by the local authority and the children of armed services personnel. This funding is also based on children who have had free school meals within a 6 year period (EFSM). At St Mary's Catholic Primary School we are committed to providing equality of opportunity for all our children and to enabling every child to achieve their best.

The level of the premium in 2020-21 is £1345 per pupil for pupils eligible for free school meals (FSM) and £2300 for Looked after (LAC).

The level of premium for the children of armed forces personnel is £310 per pupil.

The Department for Education states that, it is for schools to decide how the Pupil Premium, allocated to schools, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Allocation and expenditure

All the work will be aimed at offering learning support and nurturing positive attitudes to learning, alongside accelerating pupil progress. The aim is to enable pupils to move to at least age related expectations unless the child has a clearly identified special educational need. The prime focus will be on Reading, Writing and Numeracy and Personal Well Being.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Meeting expected standard in Reading	12.5%
Meeting expected standard in Writing	12.5%
Meeting expected standard in Maths	12.5%

Disadvantaged pupil progress scores for last academic year

Measure	Score
Meeting expected standard at KS2	12.5%
Achieving high standard at KS2	12.5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths	Provide Teaching Assistant support to run interventions and same day support for children who are struggling in lessons. To support this with small class sizes for RWinc.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	Provide funding to ensure children can access all educational visits and access to the wider curriculum, such as music lessons fully funded.
Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. This will include providing resources to use at home; Purple Mash, Laptop loan and the Library Loan bag scheme. Children will be provided with uniform where needed, school milk and free school meals.
Projected spending	£4,655

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing.	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths.	Sept 21

Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve access to music for disadvantaged children (100% peripatetic music take up)	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths	Catch up programme designed: 2 sessions of Maths and English after school sessions provided using the catch up funding from the DFE. The resources needed to support PP pupils purchased using the PP funding. Read Write Inc, creating small literacy groups to ensure progress. Library Loan Scheme renewed to support families with books.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	Support to provide: Music lessons Uniform Trips After School Clubs
Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital. Children tracked and interventions provided to close the gap.
Projected spending	£3655

Wider strategies for current academic year

Measure	Activity
Priority 1	More books purchased to create additional loan bags. Exercise books purchased to use during catch up sessions. Extra resources purchased to increase intervention group numbers and to provide resources to support children during lesson time.
Priority 2	Musical opportunities offered. Whole class music opportunity offered to one class. Science Week- Visitors and wide range of resources/equipment used. Whole school visitors and Topic trips planned.
Barriers to learning these priorities address	Whole school analysis of results in reading and Maths using Rising Stars and the Pira and Puma tests. Children on PP closely monitored and areas of weakness quickly identified for swift interventions. Targeted teaching provided from these results.
Projected spending	£1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Wide ability range within class. Difficult to address individual needs.	Read Write Inc provides lessons taught to set ability groups. Carefully tracked by English lead and class teacher. Interventions timetabled, children identified from tracking as needing support. Senco involved in the process.
Targeted support	Support staff time, interventions, resources and training.	Staff trained in how to deliver interventions. Interventions purchased with resources. Senco providing updates in training.
Wider strategies	<ul style="list-style-type: none"> • Cost • Time • Training 	All staff receive inset training on using the Rising Stars analytical tool. PDF reports sent to head teacher and Senco to identify children in need of support and who are PP.

Review:

Aim	Outcome
Priority 1 – Ensure all disadvantaged children make at least expected progress in R, W, and Maths	Children are making progress; interventions used to close the gap. New interventions purchased and a new intervention timetable for the school created. The SENDCO and the Head teacher closely monitor tracking of PP pupils. Sixty Pupils attended the Catch up sessions after school. KS1 catch-up sessions taught the children to use the equipment to support their learning in lesson time such as Numicon.
Priority 2 – Ensure all disadvantaged children have access to a wide range of extra-curricular activities	Children can access all educational visits and access to the wider curriculum, such as music lessons. 100% funding. Specialist music and Art teachers brought in for 1:1 sessions. Due to Covid we organised in school opportunities such as Teach- Rex, Maths reasoning Days and Enrichment mornings.

Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital.
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Wider School Priorities reviewed:

Measure	Outcome
Priority 1	Purchased additional intervention resources (see Provision Map) as required RWINC resources, Library Loan bags, Purple Mash and additional TA support. Each class has a TA 90% of the time.
Priority 2	All parents of disadvantaged pupils are aware of the offer. Peripatetic music to all disadvantaged children offered. Two groups received a 10 week first access programme.
Barriers to learning these priorities address	All disadvantaged children will have additional time to rehearse and practise skills, or have access to pre-teaching to ensure they maintain educational progress. All disadvantaged children will have access to a wide and balanced curriculum to enhance their cultural capital.
Spending	£5000