

**St Mary's CE School
Pupil Premium Report
2019/20**

Number of pupils and pupil premium grant (PPG) received September 2018	
Total number of pupils on roll:	447
Total number of pupils eligible:	21
Amount of PPG received per pupil:	£1,320 x2 £2,300 (adopted)
Total amount of PPG received: Based on January 2018 Census	£27,380
Percentage of school in receipt of PPG:	5%

Number of pupils and pupil premium grant (PPG) received September 2019	
Total number of pupils on roll:	450
Total number of pupils eligible:	29
Amount of PPG received per pupil:	£1,320 x2 £2,300 (adopted)
Total amount of PPG received: Based on January 2019 Census	£32,320
Percentage of school in receipt of PPG:	5%

Key Objectives

We have high aspirations and ambitions for our children and believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference. We aim:

To raise achievement and narrow the gap between children from low income and other disadvantaged families and their peers.

To ensure that children are happy and confident at school, provided with pastoral support where necessary.

To ensure that children receive experiences which enable them to achieve the very best outcomes in terms of their academic and personal development.

To develop their self-belief through growth mindset based praise and by developing personal, individual relationships with them.

Summary of Barriers for Pupils

- Joining part way through their schooling and therefore experience disruption to learning
- Low levels of spoken language on entry to the school
- Attendance and engagement with learning
- Focus and concentration – readiness to learn
- Lower starting points in English and maths
- Low educational aspirations
- Resilience and self-esteem
- Trauma and mental health issues within the family and/or child
- Relationships and self-confidence
- Special Educational Needs
- Socio-economic disadvantage – lack of wider experiences
- Housing issues e.g. temporary poor quality housing

Nature of support

- Providing short term intervention programmes for underachieving pupils delivered by Teachers and Teaching Assistants
- Additional Teaching Assistants in EYFS to enable small group interventions
- Teaching Assistants in Years 1 and 2 to teach phonic groups
- Teaching Assistants in KS2 focused on reading and reading comprehension
- Additional teaching support targeted at vulnerable children, including more able children
- Assessments, advice and support for specific issues and difficulties
- Therapeutic and nurture provision such as Play Therapy, Peer Mental Health Mentors
- Gifted and talented interventions
- Extra-curricular clubs

Rationale

- Evidence from EEF suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.
- EEF studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.
- Evidence from EEF demonstrates that high quality, structured intervention, both 1:1 and groups, add between 4 and 5 months additional progress per year.
- EEF studies show that on average, reading comprehension approaches deliver an additional six months' progress per year.

- Oxford SIS research demonstrates that Teaching Assistant support accelerates progress where Teaching Assistants are effectively trained.
- Evidence from EEF demonstrates that phonics intervention adds 4 months additional progress per year.
- Data at St Mary's demonstrates that a significant number of disadvantaged pupils have lower starting points in English and maths so interventions are targeted at accelerating progress

Disadvantaged Pupils Results Across the School

Foundation Stage Results: Percentage of pupils achieving a Good Level of Development (GLD)

	School 2018	National 2018	School 2019	National 2019
Disadvantaged Pupils (5)	50%	55%	75%	74%
Non-Disadvantaged Pupils (55)	77%	73%	77%	74%
Whole cohort (60)	75%	72%	77%	72%

Year 1 Results: Percentage of pupils passing phonics screening check (PSC)

	School 2018	National 2018	School 2019	National 2019
Disadvantaged Pupils (5)	50%	70%	80%	72%
Non-Disadvantaged Pupils (55)	96%	84%	84%	85%
Whole cohort (60)	93%	82%	83%	82%

KS1 Results 2019: Percentage of pupils achieving expected standard or above

	Reading		Writing		Maths	
	School	National	School	National	School	National
Disadvantaged Pupils (5)	20%	62%	20%	55%	20%	63%
Non-Disadvantaged Pupils (55)	87%	79%	87%	74%	82%	80%
Whole cohort (60)	82%	75%	82%	69%	77%	76%

KS1 Results 2019: Percentage of pupils achieving greater depth

	Reading		Writing		Maths	
	School	National	School	National	School	National
Disadvantaged Pupils (5)	0%	28%	0%	17%	0%	24%
Non-Disadvantaged Pupils (55)	40%	28%	16%	17%	33%	24%
Whole cohort (60)	37%	25%	15%	15%	30%	22%

KS2 Results 2019: Percentage of pupils attaining expected standard or above

	Reading		Writing		Maths		RWM combined		SPAG	
	School	National	School	National	School	National	School	National	School	National
Disadvantaged Pupils (2)	50%	64%	50%	67%	50%	64%	50%	51%	50%	-
Non-Disadvantaged Pupils (59)	93%	80%	88%	83%	90%	81%	83%	70%	93%	-
Whole cohort (61)	92%	73%	87%	78%	89%	79%	82%	65%	90%	78%

KS2 Results 2019: Percentage of pupils attaining greater depth

	Reading		Writing		Maths		RWM combined		SPAG	
	School	National	School	National	School	National	School	National	School	National
Disadvantaged Pupils (2)	0%	31%	0%	24%	0%	32%	0%	13%	0%	41%
Non-Disadvantaged Pupils (59)	49%	31%	19%	24%	46%	36%	17%	13%	63%	-
Whole cohort (61)	48%	27%	19%	20%	44%	27%	16%	11%	64%	36%

KS2 Results 2019: Progress scores between KS1 and KS2

	Reading		Writing		Maths	
	School	National	School	National	School	National
Disadvantaged Pupils (1)	2.3	0.32	1.0	0.27	5.4	0.3
Whole cohort (54)	1.1	0.03	-1.8	0.03	0.2	0.3

Plan for PPG Spending by item/project

Item/Project	Cost	Objective	Targeted Outcome/Impact	Evaluation
RWI Phonics (EYFS/Y1/Y2)	£6,514	To enable pupils to be taught in small phonics groups appropriate to the pupils' stage in reading development.	Targeted children make at least expected progress in reading and writing. Children in Year One pass PSC. Children meet ARE by end of Year Two.	Primary assessments, including SATs, did not take place in 2020. As a consequence, no outcomes were verified and the progress of pupils was not recorded or reported publicly.

Small group and individual phonics intervention Y1 - Y3	£3,907	To close the gap in phonics knowledge to improve reading/writing outcomes	Increased attainment in reading and writing across the year groups. Children meet ARE by end of Year Two	
Write Away Together	£1,094	To enable pupils to improve the grammatical accuracy of individual sentences.	Targeted children make good progress in writing. They meet ARE in writing.	
Individual Readers/Reading Comprehension Groups	£5,210	A focus on comprehension strategies through guided reading, comprehension lessons and reading intervention groups will improve the attainment and progress.	Targeted children make good progress in reading per term. In 6 months they make at least 6 months progress.	
Young Carers Group	£1,000	Support to enable young carers to socialise with and gain support from others.	Improvements in resilience, attainment and well-being of pupils.	Pupils participate more confidently in lessons. Observations in lessons and around school show improved engagement.
Play Therapy	£6,840	To improve social skills, confidence, self-esteem and the resilience and tools needed to deal with the challenges in their lives.	Play therapist – analysis of pre/post intervention parental and teacher SDQs	Evaluations from parents, pupils and teachers.
After School Clubs	No Additional cost	To enrich the curriculum and breadth of opportunities.	Children enjoy and access opportunities to enrich their achievements.	Identified children attended clubs of their choice.
Quality First Teaching	No Additional Cost	To ensure PP pupils achieve age related expectations in Reading, Writing & Maths so that it is at least in line with National.	Teachers to provide quality first teaching and ensure target pupils are identified on planning. Teachers address misconceptions immediately ensuring pupils 'keep up' and gaps are being addressed. Specific	Primary assessments, including SATs, did not take place in 2020. As a consequence, no outcomes were verified and the progress of pupils was not recorded

			interventions are put in place to support PP pupils.	or reported publicly.
Marking and feedback	No Additional Cost	Quality feedback supports pupils to make good progress in all lessons.	Teachers consistently mark according to the Policy. Teachers to give immediate feedback, marking PP books first. Teachers ensure PP children response to marking is undertaken Teachers address misconceptions immediately	Observations and feedback from learning walks, lesson observations and book scrutiny indicate feedback is effective and timely.
Additional Teaching Assistant in KS2	£3,907	To allow class teachers in Year Six to work with targeted pupils to accelerate progress and address gaps in knowledge and understanding.	To ensure targeted children make good progress in reading, writing and maths per term. Pupils meet ARE in reading, writing and maths at end of KS2.	Primary assessments, including SATs, did not take place in 2020. As a consequence, no outcomes were verified and the progress of pupils was not recorded or reported publicly.
Purchasing Equipment/Uniform	£200	To be equipped for lessons so that this does not become a barrier or disadvantage.	Children access all areas of the curriculum, making good progress across the curriculum.	Pupils participate fully in all curriculum activities.
Educational visits and trips subsidiary	£753	Supporting the costs of educational trips and visits for children across the school to build belief, support aspirations and curriculum enrichment	Increased self-confidence Greater independence. Better team working, collaborative skills Greater aspirations	Residential activities did not take place due to Covid-19.
Forest School/Outdoor Learning provision	£2,895	To develop problem-solving skills, resilience and team work skills	Increased self-confidence & independence. Better team working, collaborative skills Improved relationships	Forest School opportunities were provided for all Key Worker pupils during lockdown and returning pupils in June.

We acknowledge that the children will have had different experiences during the Covid-19 Pandemic. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. We recognise that these losses can trigger anxiety in any child and know that an anxious child is not in a place to learn effectively. Our approach will encompass and support the academic expectations for all children while supporting their emotional wellbeing.

Our approach will be based on the research of Professor Barry Carpenter, who has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. A way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers:

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. We will reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations