



1. Summary information

What is Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs. The Pupil Premium Grant (PPG) per pupil for 2019 to 2020 is as follows:

	Pupil premium per pupil
Disadvantaged pupils	
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,345
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	
	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

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School	St Mary's CE Primary School, Prestwich				
Academic Year	2020 - 21	Total PP budget	£40,315	Date of most recent PP Review	Nov 2018
Total number of pupils	207 + 26 YN pupils	Number of pupils eligible for PP	28	Date for next internal review of this strategy	March 2021

2. Current attainment – Summer 2019 – no data for 2020 due to COVID-19 National lockdown

Year 1 Phonics

	Phonics pass
St. Mary's	80%
St Mary's PPG *	50%
National 2018	82%

Key Stage 1

	Reading		Writing		Maths	
	Expected or greater depth	Greater depth	Expected or greater depth	Greater depth	Expected or greater depth	Greater depth
St. Mary's	80%	23%	77%	13%	70%	30%
St Mary's PPG *	100%	33%	100%	0%	100%	33%
National 2019	75%	25%	69%	15%	76%	22%

Key Stage 2

Test assessment

	Reading		GPS		Maths	
	Expected Standard or greater depth	Greater depth	Expected standard or greater depth	Greater depth	Expected standard or greater depth	Greater depth
St. Mary's	86%	38%	83%	24%	79%	24%
St Mary's PPG *	50%	33%	50%	17%	33%	33%
National 2019	73%	28%	78%	36%	79%	24%



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Teacher assessment

% of pupils at age related expectations and above	Writing	
	Expected Standard or greater depth	Greater depth
St. Mary's	86%	24%
St Mary's PPG *	50%	17%
National 2018	78%	20%

*

Caution needs to be employed with these figures due to the cohort size of PPG pupils

Progress Measures KS2

Reading +1.57 Confidence interval -0.7 to 3.8

Writing +0.78 Confidence interval -1.3 to 2.9

Maths -0.19 Confidence interval -2.2 to 1.8

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	The complex needs of those pupils in receipt of Pupil Premium who have SEND. 7 pupils (25% of PPG pupils)
B.	The difficulties encountered by pupils in receipt of Pupil Premium who are EAL. 5 Pupils (18% of PPG pupils)
C.	The impact of SEMH issues for pupils in receipt of Pupil Premium.
D.	Reduced literacy and numerical experiences, which impacts upon Phonics, reading, writing and maths outcomes
E.	Reduced home learning experiences – homework, additional reading and multiplication facts learning

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

F.	Family situations which require support from Social Care Teams
G.	Financial constraints inhibit access to the range of enrichment experiences outside of the school day.
H.	Lack of aspiration from the home environment can impact upon the aspirations of the pupils.



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4. Intended outcomes		Success criteria
A.	Pupils eligible for Pupil Premium with SEND will narrow the gap from their starting point to the end of the year group in which they are working towards – narrowing the gap from March 2020 when national lockdown was enforced and the end of the school year.	<ul style="list-style-type: none"> • Quality First teaching and inclusive practice reduce barriers to learning. • Pupil progress termly reviews identify pupils not on track to make expected progress. This leads to appropriate interventions being put in place for the following term. • Tracking and monitoring of interventions demonstrate progress made. • Early identification, accessing appropriate external professional support, guidance, assessment and intervention. • 70% of PPG / SEND (across the school) pupils will close the gap for the previous academic year expectations
B.	Pupils eligible for Pupil Premium with EAL will make at least expected progress in reading, writing and maths by the end of the academic year from their starting point.	<ul style="list-style-type: none"> • Early identification and appropriate interventions and support. • Access specialist teaching when required - CLAS • Tracking and monitoring of interventions demonstrate progress made. • Progress of pupils monitored through termly pupil progress meetings. • CPD for staff if they are supporting a pupil with EAL • 67% of PPG / EAL (across the school) pupils make at least expected progress by the end of the academic year.
C.	Pupils eligible for Pupil Premium will be supported to meet their emotional needs so that are able to access and engage in their learning, supporting positive progress	<ul style="list-style-type: none"> • SEMH intervention packages – Time to talk, Rainbows, Rapid MHFA • Staff involvement in the Rapid Mental Health Project to support • SEMH across the school • Use of the sunshine garden, reflection garden and outdoor classroom for outdoor therapeutic learning

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<p>D.</p>	<p>Pupils eligible for Pupil Premium will attain expected levels in Y1 phonics screening. If they do not attain in Y1, this will be achieved by Y2</p> <p>Pupils eligible for Pupil Premium will make at least expected progress maths by the end of the academic year from their starting point.</p>	<ul style="list-style-type: none"> • Early identification and intervention from YN and YR • Parental engagement in EYFS phonic workshops or individual support sessions • Tracking and monitoring of pupil progress – Termly • 67% of PPG will achieve Y1 phonics
<p>E.</p>	<p>Pupils receive that appropriate support and resources to promote home learning</p>	<ul style="list-style-type: none"> • Purchase of laptops or iPads to support homework, independent research and project work • Purchase of appropriate apps to support learning • Use of dojo to communicate with parents and provide support for homework and home learning • Additional adult support in school to provide additional reading or project support, so that pupils are not disadvantaged compared to their peers. • Support for adults with MS Teams to access remote learning package
<p>F. H.</p>	<p>Close partnership with families and outside agencies reduce the external factors for pupils eligible for Pupil Premium i.e. raised aspirations, access to enrichment activities and resources to support home learning.</p>	<ul style="list-style-type: none"> • Early help and early intervention strategies to support families • School / home partnerships to enable open lines of communication between parents / carers and home. • Use of PPG to enable access to enrichment activities that will support learning and improve self-esteem. • Provision of FSM vouchers / food packages for self-isolation, shielding or school holidays (where appropriate).

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G.	Financial constraints do not inhibit pupil premium children access to the range of enrichment experiences within and outside of the school day.	<ul style="list-style-type: none">• Financial support for school trips• Financial support for residential activities• Financial support for school sports club provision• Financial support for Bury music service music lessons• Financial support for breakfast club
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5. Planned expenditure					
Academic year		2020 - 21			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Progress meetings planned to review interventions and identify pupils who are not on track to make expected progress, across all groups.	Embedding pupil progress meetings from YN to Y6 Triangulation of academic, behaviour and attendance data	Pupil progress meetings are embedded in our school cycle. These have proved successful in identifying target groups and inform target setting, along with interventions.	Written report is then shared and discussed with the assessment lead and when appropriate SENCO or the appropriate subject lead. Data tracking is underpinned by pupil progress reports, lesson observations and attendance data.	Assessment Lead SLT	Termly data and pupil progress reviews
Further develop provision for more able pupils across all subjects	Improve opportunities for Pupil Premium pupils to achieve GTD across the range of subjects	Curriculum redesign has shone a spotlight on curriculum content and challenge across all the subject areas. Close the gap between PPG and non-PPG pupils in achieving GTD – particularly in reading, writing and maths.	Development of foundation subject assessment and tracking systems. A rigorous annual programme of monitoring across all subjects. Use of pupil progress analysis to target pupils for GTD and track their progress	Assessment Lead Middle Leaders Class Teacher	Termly data and pupil progress reviews Termly subject leader reports

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<p>Close the attainment gap between children eligible for pupil premium and other pupils in:</p> <p><i>Achieving GLD in YR</i> <i>Achieving EXP / GTD in reading, writing and maths across the school</i></p> <p>Through precision teaching and small group learning opportunities.</p>	<p>Close the attainment gap between children eligible for pupil premium and other pupils</p>	<p>Additional small group teaching and learning sessions, with precision teaching to complement Quality First Teaching has provided positive impact for some pupils on their progress within an academic year.</p>	<p>Termly data and pupil progress reviews</p> <p>Feedback from additional adults</p> <p>Work scrutiny.</p>	<p>PPG Lead</p> <p>Assessment Lead</p> <p>Middle Leaders</p>	<p>Termly data and pupil progress reviews</p>
<p>Yoga and relaxation sessions for Y2 and 6 to support with the approaching testing period.</p>	<p>Development of enrichment activities to support positive mental health across the school.</p> <p>Provision of high quality space within school for pupils to have time away from high anxiety situations and triggers.</p>	<p>Current issues in school and within local and national context highlight the differing, more complex and rising SEMH needs within our school setting.</p> <p>Pupils' raised levels of anxiety on the lead up to and during end of Keystage SATS</p> <p>Pupils require support for SEMH in order for them to be happy at school and access their learning to their full potential.</p> <p>Limited space within school for quality de-escalation and quiet time due to the physical layout of the school.</p>	<p>Quality assure SEMH interventions by SENCo</p> <p>Staff meeting feedback</p> <p>Pupil questionnaires and feedback</p> <p>Teacher / TA observations</p> <p>Planned development of the outdoor area at the heart of the school to ensure that it is accessible from spring 2020</p>	<p>Headteacher</p> <p>SENCo</p> <p>Site Manager</p>	<p>Termly reviews</p> <p>Intervention reviews at the end of each half term</p> <p>End of unit pupil feedback</p> <p>Behaviour logs</p>

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Total budgeted cost					£10,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional small group or 1:1 precision teaching to focus upon target objectives and skills. Short, regular sessions in addition to lessons	End of year data reflects the progress made by PPG pupils and a diminished gap from the previous year, including pupils with SEND and EAL	Close the attainment gap between PPG and non PPG across the school in reading, writing and maths for expected and greater depth. Tracking and assessment systems identify pupils not on track to make at least expected progress and the gap.	Lesson observations Quality assurance of interventions Termly pupil progress meetings, data analysis and intervention tracking appraisal reviews Appropriate staff CPD for interventions	SLT SENCo Assessment Lead Headteacher	Termly data, pupil progress reviews At the end of each intervention cycle Mid and end of year appraisal reviews End of the academic year
Targeted support within lessons. Clear targets in place Additional teaching and learning opportunities	Ensure targeted pupils make at least age related expectations in reading, writing and maths. Targeted pupils for greater depth achieve this expectation.	Targeted, well-planned additional teaching sessions support pupil progress through pre-learning, targeted support, revisiting and extension. TA sessions must be planned in conjunction with the class teacher to ensure that the sessions complement the current learning or support pre-learning or extension for greater depth.	Lesson observations Quality assurance of interventions Termly pupil progress meetings, data analysis and intervention tracking appraisal reviews	SLT SENCo Assessment Lead Headteacher	Termly data, pupil progress reviews At the end of each intervention cycle Mid and end of year appraisal reviews End of the academic year
Tailored interventions for SEMH led by learning mentor TA	SEMH pupils to access bespoke support to meet their SEMH needs	Broad nature of SEMH issues within school, which can impact upon confidence, self-esteem and positive attitudes towards learning. Rapid mental Health Project has provided staff CPD and support for pupils.	SDQ to be implemented at the start and end of intervention programmes Quality assurance of interventions by SENCo Pupil feedback	SENCo	At the end of each intervention cycle

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Third space Learning – maths intervention and personalised learning programme	<p>Improve outcomes in maths and close the gap between PPG and others in Years 4, 5 and 6.</p> <p>Increase PPG pupils achieving GTD across upper keystage 2</p>	<p>Close the attainment gap between PPG and non PPG across the school in maths for expected and greater depth.</p> <p>Provision of personalised maths teaching to address gaps in knowledge, understanding and application.</p>	<p>Individual tutor reports for each pupil who participates</p> <p>Assessment data</p> <p>Pupil progress tracking</p> <p>Pupil feedback</p>	Assessment Lead	Termly data review and tutor reports
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Total budgeted cost £25,00

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Build relationships with identified families to open the door to support and partnership working through early help strategies and external agencies if required.</p> <p>Focused teacher support for parents to support home learning</p>	<p>Positive support in place to enhance parenting capacity of families.</p> <p>Engagement with school and appropriate support packages</p> <p>Parents / carers feel equipped to support their child's learning at home and raise aspirations.</p>	<p>Research has shown that children progress well in school when they are supported by an effective family network which meets the physical and emotional needs of the child.</p> <p>Research has shown that positive home school partnerships enhance the quality of learning in school.</p>	<p>Parent and pupil questionnaires</p> <p>Impact of early help / TAF support</p> <p>Parent feedback from workshops + attendance lists</p>	HT	<p>TAF meetings</p> <p>Termly review and report to PPW Governor committee</p>

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Financial support and signposting to enrichment activities including after school clubs, instrumental lessons, educational visits and residential experiences.	All pupils to have access to a range of enrichment activities.	There are a number of pupil premium pupils for whom the cost of enrichment activities is a barrier to access.	Track PP access and involvement with enrichment activities.	HT	Activity logs Finance tracking Termly Pupil Premium reports to Governors
Total budgeted cost					£5000
6. Additional detail					
Due to COVID -19 restrictions and guidance access to enrichment activities and school trips will only take place when the Government guidelines and risk assessments enable.					

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7. Review of expenditure 2019-2020				
Academic Year		2019-20 – Due to COVID – 19 and a national lockdown targets and expenditure have been rolled over to 2020 / 21.		
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
<p>Tailored interventions for SEMH led by learning mentor TA</p> <p>Place 2 Be councillor to support Y5 and 6 pupils and prepare for transition to secondary school.</p>	<p>SEMH pupils to access bespoke support to meet their SEMH needs</p>	<p>During Covid-19 National lockdown March 2020 – July 2020, TAs continued to provide activities for intervention groups to access at home.</p> <p>Communication via Dojo and telephone calls from class teacher, TAs and SENDCo took place for check ins.</p> <p>Place2 be check-ins continued via telephone between counsellor and parent.</p>	<p>Place 2 be funding support ceased July 2020.</p> <p>Access to Kooth services available.</p>	
<p>Third space Learning – maths intervention and personalised learning programme</p>	<p>Improve outcomes in maths and close the gap between PPG and others in Years 4, 5 and 6.</p> <p>Increase PPG pupils achieving GTD across upper keystage 2</p>	<p>Third space sessions continued during lock down. Pupils found these of use. Any pupil who was not accessing had their session allocated to another pupil.</p>	<p>Third space to continue for 15 pupils Y4 and 5.</p> <p>NTP announcement of being a tuition partner – November 2020. 50% reduction in fees from Autumn 2.</p>	

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<p>Build relationships with identified families to open the door to support and partnership working through early help strategies and external agencies if required. Focused teacher support for parents to support home learning</p>	<p>Positive support in place to enhance parenting capacity of families. Engagement with school and appropriate support packages Parents / carers feel equipped to support their child's learning at home and raise aspirations.</p>	<p>FSM vouchers sourced from start of national lockdown and prior to the Government scheme was introduced. IT equipment purchased via PPG to enable pupils to access remote learning. Continued family check ins via Dojo with parents throughout lockdown period. Continued liaison with external agencies to continue to provide support for families. Places allocated to pupils where appropriate for a keyworker / vulnerable pupils at school during lockdown.</p>	<p>Support to continue through periods of self-isolation, shielding and lockdown.</p>	
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