

***‘Dream, Believe, Achieve!’***

**‘With God, all things are possible.’ Matthew 19:26**



## **PUPIL PREMIUM STRATEGY RATIONALE**

**St. Mary's Church of England Primary School**

**Pupil Premium Strategy 2020-2023**

### **What is Pupil Premium?**

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.

### **Our philosophy**

At St. Mary's Church of England Primary School we value the abilities and achievements of all its pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to “Dream, Believe, Achieve!” We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the LIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring we have good or outstanding teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

### **Barriers to future attainment**

<b>Academic barriers to attainment</b>	<b>Non-academic barriers to attainment</b>
Low levels of literacy on entry- basic reading and writing skills – compared to the National Average	Poor attendance/persistent absentees
Poor language and communication skills	Increased SEMH issues
‘Outstanding’ teaching not present in every classroom	Lack of parental engagement in some hard to reach families
Lack of targeted support and staff to provide this	Arriving at school hungry, late and not ready to learn

***'Dream, Believe, Achieve!'***

***'With God, all things are possible.' Matthew 19:26***



Lack of school readiness	Lack of focus and confidence due to poor mental health and wellbeing
Lack of learning materials at home e.g. books	Lack of wider experiences our children have access to
Low levels of resilience and stamina in learning tasks	Low levels of academic proficiency and confidence in parents
Low maths skills on entry – basic number and calculation knowledge – compared to the National Average	Cultural expectations and lack of importance placed on education

### **Our implementation process**

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

#### **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### **Prepare**

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

#### **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support

#### **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

### **Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.



### **Quality of teaching**

**Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.**

**Our priority at St. Mary's Church of England Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.**

Facilitating regular CPD opportunities for all teaching staff.

1. Professional development: Individual and group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development.
2. Professional Development for staff by attending targeted training courses and INSET.

### **Targeted academic support**

**At St. Mary's Church of England Primary School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation.**

1. Structured interventions: Introducing speech and language interventions for pupils with poor oral language and communication skills.
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs/HLTAs

### **Wider strategies**

**At St. Mary's Church of England Primary School, we aim to focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social/emotional support.**

1. Readiness to learn: Continued use of 'Smiles' breakfast club to provide pupils with a nutritious breakfast and exercise before school.
2. Attendance: Use of Family Support worker daily to improve attendance and foster links with parents.
3. Providing a wide variety of enrichment experiences for all pupils.

### **Our review process**

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance

***'Dream, Believe, Achieve!'***

***'With God, all things are possible.' Matthew 19:26***



and evidence of best practice that becomes available. The Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

### **How will the school measure the impact of Pupil Premium Funding?**

- Venn Diagrams and the use of the new Insight programme will be used by class teachers to measure attainment and progress at termly intervals through the year
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SLT.
- Pupil Progress meetings are held every half-term between class teachers and SLT to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the Family Support Worker and SLT.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for SLT.
- Designated staff member in charge: Rachel Ayres (Head teacher)
- Monitoring, assessment and tracking: Richard Cramp (Assessment Lead Teacher)
- Ellen Chamberlain (SENCO)
- Janette Peden (FSW)
- Pupil Premium Responsible Governor: Elaine Stock

### **Accountability**

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium, a link to the school and college performance tables and the schools' performance table page on the school website.