

Pupil premium strategy statement

School overview

Metric	Data
School name	St Mary's Church of England Junior School
Pupils in school	212
Proportion of disadvantaged pupils	37
Pupil premium allocation this academic year	£54370.00
Academic year or years covered by statement	2020 - 2021
Publish date	December 2020
Review date	September 2021
Statement authorised by	
Pupil premium lead	Holly Dutton
Governor lead	Paul Adams
Family Support Lead	Tracy Dale

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading 2020 (predicted)	100%
Writing 2020 (predicted)	70%
Maths 2020 (predicted)	100%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	70%
Achieving high standard at KS2	10%

Measure	Activity
Priority 1	<p>Ensure all children have the confidence in their ability and participate fully in the life of the school with positive interaction and social skills.</p> <ul style="list-style-type: none"> • 'When Adults Change, Everything Changes' CPD for all Teachers across all classes • Whole-school CPD on behaviour management • Focus on positive praise and 'Above and Beyond' boards. • Virtual merit and celebration assemblies

	<ul style="list-style-type: none"> • All Year 6s to take on specific prefect roles to have whole school impact and undergo additional transition work. • PP (disadvantaged) children offered music lessons. • School values updated and implemented – used for specific praise • Additional external support for PPwSEN • Growth mind-set work developed further in classes
Priority 2	<p>Engage Parents positively with school and learning</p> <ul style="list-style-type: none"> • Learning Ambassadors across school (led by Year 6 learning ambassadors) • Opportunities for parents to engage with school (events, performances, consultations) via Google Classrooms • Uniform support – Stevenson’s • Text messaging / email alerts • Family support worker and pastoral support (Tracy Dale) • Virtual Coffee mornings • Virtual Learning Gallery for each topic on our school website and Google Classrooms.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Evidence suggests that behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours. • Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues School-level behaviour approaches are often related to improvements in attainment. • Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline. • Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills seem to be equally effective.
Projected spending	<p>Training/CPD and external support - £95.00</p> <p>Educational visits - £1060.00</p> <p>Music lessons and clubs- £1750</p> <p>Uniform - £1050.00</p>

Teaching priorities for current academic year

Aim	Target	Autumn data
Progress in Reading	Achieve at least national average reading scores in Reading (using PiXL comparison)	
Progress in Writing	Achieve at least national average scores in writing (teacher assessed)	
Progress in Mathematics	Achieve at least national average scores in mathematics (using PiXL comparison)	

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To continue to improve reading attainment, and increase greater depth reading attainment, both in school and nationally.</p> <p>PiXL assessments and therapies (twice weekly Years 3 -6)</p>

	<p><i>Daily reading (also with volunteer parents)</i></p> <p><i>Accelerated reader (Reading Cloud)</i></p> <p><i>Introduce effectively challenging texts</i></p> <p><i>Reading and phonics interventions – Read Write Inc.</i></p> <p><i>Ashley Booth CPD for reading leads</i></p> <p><i>Engage children in a love for Reading – whole-school approach</i></p> <p><i>Regularly updated class libraries</i></p> <p><i>Reading Ambassadors</i></p>
<p>Priority 2</p>	<p>To diminish the difference between PP writing and non PP.</p> <p><i>PixL Oracy interventions</i></p> <p><i>T4W approach and training for new staff</i></p> <p><i>RWI for all Year 3s and KS2 'fresh start' interventions</i></p> <p><i>Cross-curricular writing opportunities – PiXL resource</i></p> <p><i>Writing for a purpose</i></p> <p><i>Whole-school writing outcomes (progression)</i></p>
<p>Priority 3</p>	<p>To maintain no gap between PP and non-PP, while increasing Greater Depth maths for PP and non-PP.</p> <p><i>Powermaths scheme (following White Rose)</i></p> <p><i>PiXL therapies across the school</i></p> <p><i>Maths Teacher training/ CPD</i></p> <p><i>Time Tables Rock Stars</i></p> <p><i>Mathsresources and equipment</i></p> <p><i>Interventions</i></p> <p><i>Real-life maths</i></p>

	<p><i>opportunities (including homework)</i></p> <p><i>CPD on 'learning talk'.</i></p> <p><i>Cross-curricular maths lessons planned for topics</i></p> <p><i>3 teachers to work alongside MAT maths hub</i></p>
Barriers to learning these priorities address	<p><i>EEF states that on average, reading comprehension approaches deliver an additional six months' progress.</i></p> <p><i>Successful whole-class reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities</i></p> <p><i>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p> <p><i>Collaborative and mastery approaches –</i></p> <p><i>Collaborative approaches gain five months according to EEF research.</i></p> <p><i>Approaches which promote talk and interaction between learners tend to result in the best gains.</i></p>
Projected spending	<p>Teacher Staffing - £19150.00</p> <p>TA Staffing – £10600.00</p> <p>Lessons and clubs - £1750.00</p> <p>Teacher CPD and support - £1090.00</p> <p>Educational resources - £2900.00</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	To support family life and develop additional personal and social skills
Priority 2	To diminish gap between PP and non-PP attendance.

	<ul style="list-style-type: none"> • Current attendance at 96.48% (above national for PP and ALL) • Regular text messaging/email alerts • Coffee mornings with pastoral lead • Daily support from pastoral lead.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Providing support to families.
Projected spending	After school club - £2000 Lessons and clubs - £1750

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Allow time for teachers to become comfortable with using PiXL and other educational resources to fully and effectively.</p> <p>Subject leaders monitor progress, take CPD and are given regular feedback (working alongside John Lucas).</p>	CPD time given to teachers to become familiar with PowerMaths, Read Write Inc and Pixl strategies/resources. External support 4 x a year from PiXL
Targeted support	Providing TA training in Read Write Inc.	<p>Whole school inset.</p> <p>Phonics leads and RWI representative to meet 3 times this year to guide TAs and model/give feedback</p>
Wider strategies	Engaging families for whom attendance is below average.	Pastoral lead to build relationships with families, Recognising barriers in family life and signposting to other services to support this.

Review: last year's aims and outcomes

Aim	Outcome
<i>To continue to improve reading attainment, and increase greater depth reading attainment, both in school and nationally.</i>	Due to the Covid-19 Pandemic a measure impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for next academic year.
<i>To diminish the difference between PP writing and non PP.</i>	
<i>To maintain no gap between PP and non-PP,</i>	

while increasing Greater Depth maths for PP and non-PP.

Budget Total	Actual to date
Teacher Staffing - £19150.00	Teacher Staffing - £16,140.00
TASTaffing - £10600.00	TA Staffing - £10600.00
After school club staffing - £2000.00	After school club staffing - £2000.00
Lessons and clubs - £1750.00	Lessons and clubs - £50.00
Training/ Teacher CPD and external support - £1090.00	Training/ Teacher CPD and external support - £95.00
Uniform - £1050.00	Uniform - £45.50
Educational visits - £1060.00	Educational visits - £271.00
Educational resources - £2900.00	Educational resources - £1988.94
£39,600	£31,194.94
Total profit/ (LOSS) £14770.00	Total profit/ (LOSS) £23,175.06