

Pupil premium strategy statement

School overview

Metric	Data
School name	St Mary's Church of England Junior Academy
Pupils in school	216
Proportion of disadvantaged pupils	44
Pupil premium allocation this academic year	£51,110.00
Amount eligible for each child (2021)	£1345
Academic year or years covered by statement	2021 - 2022
Publish date	September 2021
Review date	November 2022
Statement authorised by	Mrs Hanger
Pupil premium lead	Miss Samantha Laurie
Governor lead	Jan Pierson (Head of Transition Board)
Family Support Lead	Tracy Dale

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading (Oct 2020)	55%
Writing (Oct 2020)	49%
Maths (Oct 2020)	45%
Combined (Oct 2020)	49%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	65%
Achieving high standard at KS2	11%
Measure	Activity
Priority 1	Ensure all children have the confidence in their ability and participate fully in the life of the school with positive interaction and social skills. <ul style="list-style-type: none">Whole school review of behaviour policy, focussing on making it more visible and consistent.

	<ul style="list-style-type: none"> • <i>Whole-school CPD on behaviour management</i> • <i>Focus on positive praise and ‘Above and Beyond’ boards.</i> • <i>Virtual merit and celebration assemblies</i> • <i>All Year 6s to take on specific prefect roles to have whole school impact and undergo additional transition work.</i> • <i>PP (disadvantaged) children offered subsidised after-school sports.</i> • <i>School values implemented – used for specific praise</i> • <i>Additional external support for PPwSEN</i> • <i>Creation of a nurture space at lunchtime.</i> • <i>Employed TA for additional support.</i> • <i>Free snack at break time for vulnerable children.</i>
Priority 2	<p>Engage Parents positively with school and learning</p> <ul style="list-style-type: none"> • <i>Learning Ambassadors across school (led by Year 6 learning ambassadors)</i> • <i>Opportunities for parents to engage with school (events, performances, consultations) via Google Classrooms</i> • <i>Uniform support – Stevenson’s</i> • <i>Text messaging / email alerts</i> • <i>Family support worker and pastoral support (Tracy Dale)</i> • <i>End-of-unit showcases to celebrate learning.</i> • <i>PTA to recommence once restrictions allow.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • <i>Evidence suggests that behaviour interventions can produce improvements in academic performance along with a decrease in problematic behaviours.</i> • <i>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.</i> • <i>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline.</i> • <i>Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills seem to be equally effective.</i>

Projected spending	<ul style="list-style-type: none"> ✓ Cover of staff to attend writing strategy training sessions throughout the year during school hours - £7000.00 ✓ Educational visits - £440.00 (French trip only) ✓ Music lessons and clubs - £1750 ✓ Uniform - £1200.00 ✓ The Temple- free daily snacks for PP children in break time- £945 ✓ Norfolk Music Instrumental- musician in residence- full day of curriculum enrichment including a singing assembly, individual/ group instrument lessons, after-school club £7600 ✓ Whole school promotion of diverse backgrounds including library books and £7000 ✓ Benjamin Foundation Time for you counselling sessions £3000
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Teaching priorities for current academic year

Aim	Target	Autumn data		
		<u>Year</u>	<u>Eligible for PP</u>	<u>Overall</u>
Progress in Reading	Achieve at least national average reading scores in Reading (using PiXL comparison)	3	30%	51.4%
		4	41.6%	49%
		5	55.5%	76.1%
		6	36.4%	60.4%
Progress in Writing	Achieve at least national average scores in writing (teacher assessed)	3	20%	25.7%
		4	33.3%	30.5%
		5	22.2%	25.4%
		6	9.1%	16.7%
Progress in Mathematics	Achieve at least national average scores in mathematics (using PiXL comparison)	3	30%	53.4%
		4	41.6%	47.5%
		5	33.3%	27.3%
		6	18.2%	35.2%

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To decrease the gap between PP and non-PP ensuring all groups meet are related expectations in writing.</p> <p>PixL English interventions. Writing Strategy Trust CPD- push on vocabulary, giving children the language to access the curriculum. Targeted interventions e.g. sentence level work RWI for all year groups. Ark extended writing opportunities for each topic. Whole school</p>
Priority 2	<p>To decrease the gap between PP and non-PP ensuring all groups meet are related expectations in reading.</p> <p>PixL assessments and therapies (twice weekly Years 3 -6) Daily reading Accelerated reader (Reading Cloud) Reading and phonics interventions – Read Write Inc. Engage children in a love for Reading – whole-school approach</p>

	<p>Reading Ambassadors</p> <p>Mastery approach to English with a focus on reading in week 1.</p>
Priority 3	<p>To decrease the gap between PP and non-PP ensuring all groups meet are related expectations in maths.</p> <p>Powermaths scheme (following White Rose)</p> <p>PiXL therapies across the school</p> <p>Maths Teacher training/CPD</p> <p>Time Tables Rock Stars</p> <p>Maths resources and equipment</p> <p>Interventions</p> <p>Real-life maths opportunities (including homework)</p> <p>CPD on 'learning talk'.</p> <p>Cross-curricular maths lessons planned for topics</p> <p>3 teachers to work alongside MAT maths hub</p>
Barriers to learning these priorities address	<p>EEF states that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful whole-class reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities</p> <p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Collaborative and mastery approaches – Collaborative approaches gain five months according to EEF research. Approaches which promote talk and interaction between learners tend to result in the best gains.</p>
Projected spending	<p>TA Staffing – £23000.00</p> <p>Lessons and clubs - £1750.00</p> <p>Teacher CPD and support - £1090.00</p> <p>Educational resources - £2900.00</p> <p>Pets as therapy reading dogs- £4770</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	To support family life and develop additional personal and social skills
Priority 2	<p>To diminish gap between PP and non-PP attendance.</p> <p>- Current attendance at 96.48% (above national for PP and ALL)</p>

	<ul style="list-style-type: none"> - 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	Allow time for teachers to become comfortable with using PiXL and other educational resources to fully and effectively. Subject leaders monitor progress, take CPD and are given regular feedback (working alongside John Lucas).	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.	Whole school inset. Phonics leads and RWI representative to meet 3 times this year to guide TAs and model/give feedback
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>	

<p><i>To maintain no gap between PP and non-PP, while increasing Greater Depth maths for PP and non-PP.</i></p>	
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<p align="center">Budget Total</p> <p>Teacher cover staffing - £14,600.00</p> <p>TA Staffing – £23,000.00</p> <p>After school club staffing - £2,000.00</p> <p>Lessons and clubs - £6,195.00</p> <p>Training/Teacher CPD and external support – £4090.00</p> <p>Uniform - £1,200.00</p> <p>Pets as dogs reading therapy- £4700</p> <p>Educational visits - £440.00</p> <p>Educational resources - £9900.00</p> <p align="center">£66,195</p> <p>Amount carried forward from 2019/2020: £14,700</p> <p>Total loss: approximately £400</p>	
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