

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Mary's CE Primary Academy
Pupils in school	420
Proportion of disadvantaged pupils	26.2%
Pupil premium allocation this academic year	£131,610
Academic year or years covered by statement	2020/21-2022/2023
Publish date	September 2020
Review date	September 2021
Pupil premium lead	Jo Booker
Governor lead	Dave Bagley

## Disadvantaged pupil progress scores for last academic year

Measure	Score (taken from 2019 as Covid / no SATs 20)
Reading	0.02
Writing	0.93
Maths	-0.71

## Disadvantaged pupil performance for last academic year

Measure	Score (taken from 2019 as Covid / no SATs 20)
Meeting expected standard at KS2	45%
Achieving high standard at KS2	Click or tap here to enter text.

## Strategy aims for disadvantaged pupils - 3 year

Measure	Activity
Priority 1 To improve attainment to bring in line with national and ensure accelerated progress in Maths	Ensure all relevant staff, including new staff, have received paid for training to deliver White Rose maths. Work with maths hub, education central (Wolverhampton University) or White Rose to embed teaching for mastery CPD Specialist maths teacher

	<p>Targeted maths interventions across KS1 and 2 for disadvantaged pupils falling behind or not reaching potential.</p> <p>IT support for maths through Times Table Rock Stars and Education City</p> <p>Capacity for targeted TA support in class</p>
<p>Priority 2</p> <p>To improve attainment and ensure accelerated progress in writing</p>	<p>Specialist grammar teacher</p> <p>Capacity for targeted TA support in class</p> <p>CPD including time for staff to moderate</p> <p>Ensure planned opportunities for extended writing</p> <p>Purchase and implement a programme such as Grammasaurus and Descriptasaurus to support teachers and pupils in closing the gap</p>
<p>Priority 3</p> <p>Maintain national or above outcomes in phonics screening ensuring</p>	<p>Ensure CPD for all staff including new staff to ensure high quality phonics teaching and learning.</p> <p>Capacity for targeted TA support in class</p> <p>Use Wellcom in EYFS for early identification of speech and language development that may impact upon phonics acquisition.</p> <p>Use of quality resources to support learning and close the attainment gap, especially for y2 resits.</p>
<p>Priority 4</p> <p>To improve attainment and ensure accelerated progress reducing the gap between disadvantaged and non-disadvantaged further.</p>	<p>Embed and extend the use of Power of Reading in order to further support teaching and learning of reading comprehension</p> <p>Work with English specialist to support continued improvement of teaching and learning in reading in order to close the gap</p> <p>Targeted intervention KS1 and KS2 for disadvantaged pupils falling behind or not reaching potential.</p> <p>Focus on whole class guided reading to upskill targeted pupils</p> <p>Capacity for targeted TA support in class</p> <p>Purchase and implement accelerated reader to support disadvantaged pupils further</p>
<p>How will this be successful?</p>	<p>Disadvantaged pupils make expected or better progress in reading, writing and maths as a result of targeted support or intervention.</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Close the progress gap in reading between disadvantaged 0.02 and non-disadvantaged pupils 0.98 in school so that both groups of pupils achieve in line with national average progress of 0.3	Sept 21
Progress in Writing	Close the progress gap in writing between disadvantaged -0.93 and non-disadvantaged pupils 1.59 in school so	Sept 21

	that both groups of pupils achieve in line with national average progress of 0.3	
Progress in Mathematics	Achieve national average outcomes at the expected level in maths. Close the progress gap in maths between disadvantaged -0.71 and non-disadvantaged pupils 0.90 in school so that both groups of pupils achieve in line with national average progress of 0.4	Sept 21
Phonics	Continue to achieve national average or above for <i>working at</i> level for KS1 phonics screening.	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Specialist maths teacher – focus on y6 initially, both those pupils aiming for attaining expected and those aiming for attaining exceeding in order to close the gap</p> <p>Targeted maths interventions across KS1 and 2 for disadvantaged pupils falling behind or not reaching potential. – focus on y3,4,5 initially; Y3 -multiplication facts, Y4 multiplication facts and problem solving, Y5 problem solving</p> <p>IT support for maths through Times Table Rock Stars and Education City – all year groups</p> <p>Capacity for targeted TA support in class – R-Y5</p>
Priority 2	<p>Specialist grammar teacher</p> <p>Capacity for targeted TA support in class –R-Y5</p>
Priority 3	<p>Capacity for targeted TA support in class R-Y2 (Y3-5 for those with a phonics sen need)</p> <p>Use Wellcom in EYFS for early identification of speech and language development that may impact upon phonics acquisition.</p>
Priority 4	<p>Embed and extend the use of Power of Reading in order to further support teaching and learning of reading comprehension</p> <p>Capacity for targeted TA support in class</p> <p>Purchase and implement accelerated reader to support disadvantaged pupils further</p>

Projected spending	TA allocation (including maths focus groups)- £100,000 Specialist Grammar teacher - £10,000 Specialist maths teacher - £10,000 Specialist maths teacher - £5,000 Times table rock stars programme - £161 White rose online training - £550 Accelerated reader - £450
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### Wider strategies for current academic year

Measure	Activity
Priority 1	To support SEMH and behaviour needs
Priority 2	To further develop online learning
Barriers to learning these priorities address	Poor behaviours for learning Lack of support to learn at home
Projected spending	£ 5,000 contribution towards mentors

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	CPD time	Use of Inset/TTdays/
Targeted support	Quality assurance, consistency of support and impact data	PP data and start and end data, where appropriate, tracked. Appropriate CPD, subject leader monitoring.
Wider strategies	Engaging pupils to support learning	Pastoral lead contact with families, mentor intervention, online learning accessible.

### Review: last year's aims and outcomes

Aim	Outcome
To enhance staffing especially teaching assistants to give additional support to pupils	Teaching assistant allocation across school ensures a dedicated TA of at least 0.5 per year group to support 1:1 and group interventions for identified children. Booster teachers allocated to key groups to support closing the gap work for maths, English and phonics. Unofficial test data demonstrated closing of gaps in both maths and English..

Continuous professional development focused on teaching methods to support maths mastery.	Dedicated WR training (online) supporting teaching through concrete, pictorial and abstract methods. Bar method instruction to support planning and teaching. Evidence that methods applied to support pupil progress and attainment. Maths teaching was deemed to be good. Continue to develop teaching for mastery. Exceeding pupils increased last year expected remained the same. Challenge is in place but mastery needs to remain a focus.
Pupils to receive targeted support for SEMH needs to ensure progress is made in learning	Mentors allocated to support SEMH removing barriers to learning. Not as focused as could have been – adjust this year to ensure class groups are targeted and not just individuals as some group work is more effective in focusing learning.
Lunchtime provision for targeted pupils to positively direct energy, develop greater cultural capital and focus on learning	A range of activities provided. Effectively reduced number of incidents of which follow up posed barriers to learning. Focused pupils energies appropriately on days provided. Would need to be more frequent to be effective every day.