

St Mary's Church of England (A) Primary School

Living, loving, learning in God's care



Pupil Premium Statement 2020-21

Pupil Premium funding was introduced by the Coalition Government in April 2012. Pupils qualify as being eligible for Pupil Premium funding at St Mary's Church of England (A) Primary School, if they are in Reception to Year 6 and satisfy at least one of the following-

They have received Free School Meals at any point in the last 6 years.

There are now or have been previously in the care of the Local Authority.

They are children of Service Personnel.

This means that the school receives additional funding for your child.

Why has Pupil Premium been introduced? Pupil Premium (PP) funding has been allocated to schools so that they can address the achievement differences between pupils who are eligible for Pupil Premium and those who are not. The average achievement of this group of pupils, nationally, is typically lower than the remainder of the cohort and we strive

to diminish this difference in academic achievement and ensure increased progress in learning. It is the best way to address currently underlying inequalities. The school is charged with allocating this money (which is additional to main school funding) to maximise pupil achievement; as they are best placed to assess what additional provision their pupils need.

Pupil Premium Funding Information For Academic Year 2020-2021

<i>School Name</i>	St Mary's Church of England Primary School
<i>Number of pupils on roll in school</i>	55 pupils in September 2020
<i>Number of pupils eligible for Pupil Premium Funding</i>	2 Pupils 3.6 %
<i>Date Pupil Premium Statement Review</i>	February 2021
<i>Staff and Governor responsible for Pupil Premium Pupils</i>	Mrs C Hill – Headteacher Mrs E Furnival (Chair of Governors)
<i>Total Pupil Premium budget allocated to school 2017-2018</i>	£11,560
<i>Total Pupil Premium budget allocated to school 2018-2019</i>	£17,560
<i>Total Pupil Premium budget allocated to school 2019-2020</i>	£15,760
<i>Total Pupil Premium budget allocated to school 2020-2021</i>	£16,971

Attainment July 2020	Pupils eligible for Pupil Premium Funding in School	Pupils not eligible for Pupil Premium Funding in School
Percentage achieving a Good Level of Development by end of EYFS (Reception Year)	2 pupils	78.5% - 2019 Teacher assessment 2020 (All formal testing cancelled due to COVID 19)
Percentage achieving the required standard in Y1 Phonics test	0 pupils	No phonic screen conducted in June 2020
Percentage achieving expected/above standards in reading KS1 (measured at end of Year 2)	1 pupil in Year 2 25%	75%
Percentage achieving expected/above standards in writing KS1 (measured at end of Year 2)	1 pupil in Year 2 25%	75%
Percentage achieving expected/above standards in maths KS1 (measured at end of Year 2)	1 pupil in Year 2 25%	75%
Percentage achieving expected/above standards in reading KS2 (measured at end of Year 6)	1 pupil in Year 4	
Percentage achieving expected/above standards in writing KS2 (measured at	1 pupil in Year 4	

end of Year 6)		
Percentage achieving expected/above in maths KS2 (measured at end of Year 6)	1 pupil in Year 4	
Whole School Progress scores in reading 2019	-0.5	-0.4
Progress scores in writing 2019	0.4	0.3
Progress scores in maths 2019	0.7	0.5

Average attainment scores for PP across the Year Groups – Year 1 and 2 Year 3 and 4 Year 5 and 6		
Reading	Writing	Maths
3.0	3.0	3.0
1.5	1.5	2.0
3.0	3.4	2.6

The main barriers to educational achievement by eligible pupils in our school are as follows –

Lack of life experiences

Low expectations of themselves

Pupil's self- belief

Additional needs (cognition, learning and nurture)

Isolation due to the rural nature of our setting

The school will be identifying and monitoring the eligible pupils to ensure that provision meets their needs.

Ensuring eligible pupils are challenged to reach their full potential.

Focus on raising attainment in reading, writing and maths to diminish differences between eligible pupils and their peers.

In 2020 we received a total Pupil Premium grant of £

We will spend this on :-

Teaching Assistant led intervention to support Reading, Writing and Maths (gap filling due to school closure and loss of curriculum coverage - £9,000

Educational visits and out of school hours activities subsidised or paid for (including residential trips) - £1,000

Additional intervention depending on need - £4,000

Music lessons (music first) - £402

Music on line scheme – Charanga- £216

September 2019

<u>Target</u>	<u>Action</u>	<u>Success will depend upon -</u>	<u>Staff Lead</u>	<u>Impact</u>
<i>High quality English and Maths teaching and learning</i>	Specialist staff and maths champion to deliver high quality maths intervention . Over learning and gap filling to be the focus areas for teaching. Target for stretch and challenge for academically able pupil also.	Rigorous assessment to monitor the impact of intervention on attainment and progress. Links to staff professional development objectives. Develop open ended purposeful problem solving to allow for application of skills both in English and Maths. Lesson observations and learning study outcomes. Pupil voice. Data analysis.	SG	Intervention was interrupted by the Covid 19 pandemic. However, positive impact was noted in terms of pupils accessing work independently, showing greater resilience and achieving expected standard in KS1 English and Maths. Achieving the greater depth standard has also been celebrated in KS2.
<i>To broaden life experiences and enrichment opportunities (building self-belief and confidence)</i>	To strive to remove internal and to a degree external barriers to learning though a nurture based approach to teaching and learning. For staff to develop strong relationships with children and through pastoral care and positive reinforcement build self confidence and self-esteem. Take part in a range of experiences and enrichment days. Children and parents to fully engage	Early identification of support. Regularly review and monitor progress and impact of events. Staff informal discussions, parent consultation evenings. Pupil voice. Qualitative data measured.	All staff	Pupils participated in enrichment and sports activities. They reported a new found interest in specific types of sports and engaged fully in enrichment experiences. Outdoor learning and forest school days became a big focus following lockdown to promoting pupil's wellbeing and embracing outdoors.

	<p>with school and take part and contribute to the wider school context</p> <p>Chosen to participate in school sports tournament and a range of sports and non -sports based after school clubs.</p>			
<i>Diminishing the difference in academic attainment for PP Year 3 and Year 5 pupils between them and their peers</i>	<p>SATS booster sessions commence January 2020. Withdrawal intervention and after school sessions.</p> <p>For disadvantaged pupils in Year 2 and 6 in preparation for SATs year and tests. To gain and consolidate knowledge, skills and understanding – to raise attainment levels.</p> <p>To reduce the gap between themselves and their non PP peers.</p>	<p>Assessment data reviews on a regular basis. Frequent collaborative meetings with staff to discuss qualitative and quantitative data and overall impact.</p>	CH, SG, RR, DC	<p>Formal SATS testing was cancelled due to Covid for KS1 and KS2 this academic year. However, NFER testing and mock SATS testing demonstrated pupils had made good progress rates. High levels of pupil engagement in online live remote learning by the school and parental support ensured minimal gaps in learning and maintained curriculum coverage.</p>
<i>Widen curriculum experiences to develop a love of music and ability to play an instrument</i>	<p>Funded music sessions. Children will be given the opportunity to learn how to play a chosen instrument. Basic music theory and notation – part of sessions. Children will learn to play and sing to allow them to perform in an end of year performance.</p> <p>Play within a small group, individually or whole class situation.</p> <p>Funded music mash sessions.</p> <p>Weekly music lessons.</p> <p><u>Carousel Charanga – music lead</u></p>	<p>Pupil voice.</p> <p>Enjoyment of sessions and confidence levels and ability in playing and performing.</p>	Mrs HB Catherine Gibson Lucy Thomson Martin Jones	<p>Pupils have had the opportunity to excel in music with regular lessons, support to take grade exams, many opportunities to perform live and virtual concerts in school. Whole class violin sessions were successful in allowing children taster experiences and identifying natural instrumentalists who may choose to pursue this particular instrument. Theory lessons have also been provided as an extended learning opportunity.</p>

