

## Pupil premium strategy statement St Mary's CE Primary School 2020-21

1. Summary information					
<b>School</b>	St Mary's CE Primary School, Rawtenstall				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£77,280	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	204	<b>Number of pupils eligible for PP</b>	61	<b>Date for next internal review of this strategy</b>	Sept 2021

2. Current attainment – Key Stage 2 (2018-19) – <b>Most recent national data due to Co-Vid school closures from March 2020</b>		
	<i>Pupils eligible for PP at HT (7)</i>	<i>National Average figures (all pupils)</i>
% achieving expected standard or above in reading, writing & maths	57% (4)	65%
% achieving expected standard or above in reading	57% (4)	73%
% achieving expected standard or above in writing	86% (6)	78%
% achieving expected standard or above in maths	71% (5)	79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
<b>A.</b>	Social and emotional maturity/ behaviour for learning hinders learning for some PP children.
<b>B.</b>	Other special educational needs and/or medical needs.
<b>C.</b>	Reading – particular focus on retrieval of information and facts in fiction and non-fiction texts.

<b>D.</b>	Mastery Maths problem solving and reasoning can cause issues for PP pupils.
<b>Additional barriers</b>	
<b>E.</b>	Welfare and social issues including home learning, attendance and persistent absence

4. Intended Outcomes	Success Criteria
<p><b>A.</b> Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are ready to learn, engaged and have a positive attitude to learning. They are supported in learning, as appropriate by TAs. Children are referred to WPEH or provided with 1:1 TA time or support from external providers such as Rossendale Inclusion Hub and Alternative Provision providers through outreach work.</p> <p>School develop positive links and works closely with parents and other agencies.</p> <p>Pupils will be engaged in their learning and achieve intended outcomes more independently and demonstrate resilience when faced with challenges and difficulties.</p>	<p>Children have improved self-esteem and demonstrate resilience.</p> <p>Children are able to focus in class and retain learning for sustained periods of time impacting on pupil outcomes academically.</p> <p>Conversations with children reveal their enthusiasm for learning and resilience to failure.</p> <p>Work scrutiny reveals pride in their work and progress over time. Pupil work is of the same standard as non PP pupils.</p> <p>Children are able to sit and listen for short periods without losing focus and so learning improves</p> <p>Pupil make excellent progress across the curriculum from their individual starting points. PP children attain as well as non-PP children.</p>

<p><b>B.</b></p>	<p>To ensure SEND pupils make excellent progress from their individual starting points and close the gap in attainment for pupils eligible for pupil premium with SEND by the deployment of additional adult support, funding of specialist teachers and Educational Psychologists as necessary. Pupils access whole class learning activities with support or independently to ensure they are receiving high quality teaching and learning experiences.</p> <p>All school staff access appropriate professional development related to SEND and CLA pupils so that high quality teaching and learning experiences are accessed by all pupils including SEND.</p> <p>Pupils undertake identified, targeted and measured intervention programmes such as IDL and Reading Plus.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium, SEND. This will also include those pupils who do not receive additional funding, but would benefit from the additional support and resources when necessary.</p> <p>Increase targeted support from Teaching Assistants and teachers for phonics, reading and speaking. This will focussed narrowing the gap support.</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Ed Psyc, IDSS, school nurse, SALT, alternative provision outreach support.</p> <p>We will continue to track and monitor data of Pupil Premium children and exit data, analysed for the impact of intervention programmes.</p>	<p>Pupils eligible for pupil premium with SEND/medical needs make accelerated progress in line or above their peers nationally, from their individual starting points.</p> <p>Pupils with SEND achieve highly and have positive educational experiences as a result of all needs including academic, social, emotional and SEND being catered for.</p>
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<b>C.</b>	<p>Teaching of reading in English and across the curriculum will continue to be of high quality due to staff accessing high quality CPD and resources. This will include</p> <p>All pupils including those eligible for pupil premium will enjoy reading for pleasure in class, as a small group and independently. As a result of this pupil premium children will achieve outcomes in line with national expectations when compared with non-pupil premium children nationally.</p>	<p>Teaching and learning of reading in each year group and Key Stage will achieve outcomes that are in line with national expectations for pupil premium and non-pupil premium children.</p> <p>Pupils enjoy reading and read for sustained periods of time both as a class, groups and independently.</p> <p>Pupils will be able to read fluently and understand and discuss the range of texts they have been reading.</p> <p>EYFS and Key Stage 1 pupils will be able to phonetically decode at an age appropriate level.</p>
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<p><b>D.</b></p>	<p>Children are supported in learning, as appropriate by TAs and teachers. Additional adult support ensures pupils undertake identified, targeted and measured intervention programmes for maths. This is supported within and beyond the daily teaching of mathematics.</p> <p>To redeploy, through our provision map, teaching assistants and intervention programmes to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations in maths.</p> <p>We will continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes.</p> <p>School will fully implement a Mastery Maths approach across the school via Maths No Problem and journaling of maths work.</p> <p>Teaching will be of a high standard due to effective mastery maths CPD for all staff. This will also include metacognition CPD and maintaining effective CPD links with the NCETM. This will impact positively on the outcomes of PP pupils in mathematics at the end of each Key Stage; who will achieve as well as non-pupil premium children.</p>	<p>Children are able to be resilient learners who will continue to grow in confidence in maths even when they make mistakes.</p> <p>Pupils eligible for pupil premium make excellent progress and attain outcomes in line or above their peers nationally,</p> <p>All pupils including PPG can use appropriate resources to discuss, reason, explain and solve mathematical problems at age appropriate expectations.</p>
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<p><b>E.</b></p>	<p>Increase and maintain high attendance rates in line with national targets for pupils eligible for Pupil premium.</p> <p>We will continue to track and monitor attendance of Pupil Premium children using CPOMS our safeguarding software</p> <p>Regular meetings with families about attendance where it is a concern. Procedures in accordance with the whole school attendance policy will be followed and PAST involved if necessary to support our PP children.</p> <p>Welfare and social needs are met through support from additional adults in school or through WPEH. Bespoke work with families including leading on CAFs and TAFs. Liaison with other external agencies such as social workers will be positive when necessary.</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs.</p>	<p>There will be a reduction in the number of persistent absentees amongst pupils eligible for PP.</p> <p>Attendance rates for pupils eligible for PP will be at least in line with national targets of 96%</p> <p>Emotional well-being for affected PP children improves and demonstrate excellent behaviour for learning in class and on the school premises.</p> <p>Parents feel supported by school. Good relationships exist.</p> <p>Children present in school on time, ready to learn with a positive attitude.</p> <p>Pupil premium pupils will achieve as well as non- pupil premium pupils at the end of each Key Stage.</p>
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## 5. Review of expenditure

Previous Academic Year

2018-19 - **Most recent national data due to Co-Vid school closures from March 2020**

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Whole School Forest School Programme implemented.	Pupils will develop their personal skills in relation to resilience, teamwork and co-operation.	<p>All children made progress with the personal, social and emotional skills. Excellent teamwork skills and children involved in the Forest School programme were very positive.</p> <p>Resilience was developed through small TA/teacher support and intervention groups so children learned to persevere with difficult problems. Small group support provided strategies to help the children to catch up and develop independence e.g. through tackling more complex maths questions.</p>	Small Forest School groups of 8 pupils per session were the most effective and ensured time was spent effectively on developing their social and emotional skills.	£4000

### ii. Targeted support

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
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<p>External advice and support for SEND , emotional and welfare needs. Lego Therapy, Specialist Teacher support and input</p>	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are ready to learn, engaged and have a positive attitude to learning. Rates of attainment and progress will increase across the curriculum.</p>	<p>Attainment data shows that progress has been made by all of the identified pupils as evidenced in their books, work in lessons and end of year targets being achieved.</p> <p>Children identified for Lego Therapy and specialist teacher support showed great improvements in their social and personal development skills with involvement in incidents reducing over the year.</p>	<p>Continue to implement the use of Lego Therapy in a KS1 and KS2 as this had a very positive impact on the pupils. This also helped with behaviour for learning in class and also in all areas of the school environment.</p> <p>Continue to make use of appropriate specialist teacher support and alternative provision outreach support as once more this had a positive impact on all the children who have had access to these services. All pupils made good rates of progress across the curriculum.</p>	<p>£6000</p>
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**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<p>School to support families financially via PP funding to enable their children to attend a range of day trips, visits and special events including e.g. residential trip for Yr 6.</p>	<p>Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p>	<p>School to support families financially to allow their children to attend a range of day trips, visits and special events including e.g. residential trip for Yr 6.</p> <p>All pupils at St Mary's attended at least one educational visit during the year regardless of background. This enriched their educational and social experiences in a positive manner.</p>	<p>Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice. School will continue to allocate funding to support families with this in 2019-20.</p> <p>As a result of subsidising the Yr6 residential trip there was high uptake by families which was very positive. St Mary's will continue to subsidise the Yr6 residential visit to Robinwood in 2019-20.</p>	<p>£1000</p>
<p>Continuous whole school professional development for staff including mastery maths and leadership development CPD.</p>	<p>Professional development received will impact on the quality of the daily teaching of all curriculum areas, particularly maths. This will impact positively on the progress of all pupils across the school in mathematics.</p>	<p>Attainment and progress in all year groups will be at least in line with national attainment figures.</p> <p>All staff will confidently be able to teach and support pupils with their mathematics with a focus on developing mastery of mathematics.</p>	<p>Mastery mathematics approach had a positive impact on all pupils groups who began to confidently discuss, collaborate and solve a range of mathematical problems in a variety of ways.</p> <p>Pupil outcomes for all pupils, including non pupil premium improved to be at least in line with national expectations for 2019. The mastery approach to mathematics will continue to be implemented and developed during the next academic year. A focus on staff CPD was very positive and maintained and developed the high quality of teaching and leadership in all year groups. This focus on staff CPD will continue in 2019-20.</p>	<p>£16000</p>

<p>Support staff employed to work in EYFS, KS1 and KS2 to carry out intervention groups to enhance attainment and progress in reading, writing and maths.</p>	<p>Data shows that attainment across all key stages is consistent, ensuring that all pupils make expected progress in Reading, Writing and Mathematics in all year groups.</p>	<p>Data shows that attainment across all key stages is consistent, ensuring that all pupils make expected progress in Reading, Writing and Mathematics in all year groups.</p>	<p>Continue to implement the various forms of in class and intervention support across all classes as this had a positive impact on pupil progress and attainment outcomes for all groups, including pupil premium children.</p> <p>Ensure appropriate training is provided for all support staff to ensure they maintain high levels of teaching strategies and knowledge of the national curriculum.</p>	<p>£52,500</p>
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## 6. Planned expenditure

**Academic year**

**2020-2021**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>Children are supported in learning, as appropriate by teaching staff and teaching assistants. Children are referred to WPEH or School ensures close links and works closely with parents and other agencies, such as Educational Psychologists and the Early Help teams.</p>	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are ready to learn, engaged and have a positive attitude to learning.</p> <p>Pupil premium children will achieve in line with national expectations at the end of each Key Stage.</p>	<p>Social and emotional maturity/behaviour for learning hinders learning for some PP children.</p>	<p>Monitoring of learning and emotional behaviour will show if children are managing their emotional behaviour appropriately. Drop ins to lessons will show how the children are interacting and if they are focused on learning. Discussions with staff and CPOMS will ensure that any issues with emotional needs are noted and addressed. Monitor progress at termly PPG meetings.</p>	<p>HT Designated teacher SENDCo</p>	<p>Termly and prior to new financial year.</p>
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<p>Employ additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>Pupils will be identified for 'Catch up programmes' and 'The National Tutoring Programme' to provide support for gaps in learning missed due to the Co-Vid school closures.</p>	<p>To ensure good progress is made by all pupils and close the gap in attainment for pupils eligible for pupil premium with SEND</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Ed Psyc, IDAS, school nurse, SALT.</p> <p>.</p>	<p>Other special educational needs and/or medical needs</p> <p>Pupils have missed up to 6 months of education due to school closures and need support to address these gaps in learning</p>	<p>To continue to ensure that, through our SENDCO, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>We will continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes</p>	<p>HT/SLT Sendco</p>	<p>Termly and prior to new financial year.</p>
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<p>Continue to secure calculation skills and develop the use of efficient age appropriate methods.</p> <p>Develop children's mathematical reasoning and fluency, focussing upon and further developing opportunities for Problem Solving, Explanations, Questioning, Vocabulary.</p> <p>Continuous whole school professional development for staff including reading strategies, metacognition, lesson study and NCETM mastery maths development CPD.</p> <p>Pupils will be identified for 'Catch up programmes' and 'The National Tutoring Programme' to provide support for gaps in learning missed due to the Co-Vid school closures.</p>	<p>The attainment between PP children and non pp children in reading at the end of Key Stage 2 will be closed.</p> <p>Pupil premium children will continue to achieve at least in line with national expectations for writing and reading at the end of each Key Stage 2.</p>	<p>Mastering problem solving and reasoning skills in Maths can be difficult for some PPG children</p> <p>Pupils have missed up to 6 months of education due to school closures and need support to address these gaps in learning.</p>	<p>Monitoring of learning including drop ins to lessons, book looks.</p> <p>Monitor progress at termly PPG meetings</p> <p>Monitor maths learning every half term in pupil progress learning.</p> <p>Monitor pupil response during observations and drop ins to ensure children are becoming resilient learners. Ensure problem solving strategies are seen in books during work scrutinies.</p> <p>Talk to the children about methods they use when they encounter a tricky problem.</p> <p>Monitor children's mathematical reasoning and fluency, problem Solving, Explanations, Questioning, Vocabulary.</p>	<p>Maths SL HT</p>	<p>Half termly and prior to new financial year.</p>
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<p>Improve the attainment outcomes in reading with a particular focus on retrieval and location of information in fiction and non-fiction texts.</p>	<p>Close the gap in attainment between PP children and non pp children.</p> <p>All pupils will achieve in line with national expectations at the end of each Key Stage.</p>	<p>Progress and attainment outcomes in reading is an issue for some PPG children, particularly those with SEND and boys.</p> <p>A key focus area is retrieval of facts and information in fiction and non-fiction texts.</p> <p>Pupils have missed up to 6 months of education due to school closures and need support to address these gaps in learning.</p>	<p>Pupil progress meetings will review attainment and progress outcomes for all pupils.</p> <p>Learning walks, lesson obs drop ins and regular work scrutinies will show reading is of a high standard across all year groups.</p> <p>Pupils reading diaries and discussions with pupils will show they are engaging and enjoying reading on a regular basis.</p>	<p>HT A Bedlow – English lead SL – PP Lead</p>	<p>Termly and prior to new financial year.</p>
<b>Total budgeted cost</b>					<b>£48,260</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Employ additional adult support. Pupils undertake identified, targeted and measured intervention programmes such as IDL and Lego Therapy.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium and other pupils who are currently working below national year group expectations.</p>	<p>To accelerate progress and close the gap in attainment for pupils eligible for pupil premium including those with SEND.</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Ed Psyc, IDAS, school nurse, SALT and alternative provision.</p> <p>.</p>	<p>Special educational needs and/or medical, emotional needs can be barrier to learning for some pupils attaining to their full potential.</p>	<p>To continue to ensure that, through our SENDCO, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>We will continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes.</p> <p>Learning walks, drops ins, discussions with pupils and regular work scrutiny to monitor standards and progress being made by these pupils.</p>	<p>HT/SLT Sendco</p>	<p>Termly and prior to new financial year.</p>
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<p>Tailored, measured and specific interventions for identified children</p> <p>Pupils will be identified for 'Catch up programmes' and 'The National Tutoring Programme' to provide support for gaps in learning missed due to the Co-Vid school closures.</p>	<p>Close the gap in attainment between PP children and non pp children. Close the gap between PP children and national figures for EXS+</p>	<p>Mastering problem solving and reasoning skills in Maths can be difficult for some PPG children</p>	<p>Monitoring of interventions, book looks. Monitor progress at termly PPG meetings</p> <p>Monitor children's mathematical reasoning and fluency, problem solving, Explanations, Questioning, Vocabulary.</p>	<p>Maths SL HT/SLT Senco</p>	<p>Termly and prior to new financial year.</p>
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<p>Continue to track and monitor attendance of Pupil Premium children using Cpoms our safeguarding software.</p> <p>Implement the whole school attendance policy rigorously.</p> <p>Regular meetings with families about attendance where it is a concern. Procedures will be followed and PAST involved if necessary to support our PP children.</p> <p>Bespoke work with families including leading on CAFs and TAFs</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs.</p>	<p>Increase attendance rates for pupils eligible for Pupil premium to ensure they are in line with national expectations.</p> <p>Welfare and social needs are met through support from additional adults in school or through WPEH.</p> <p>Ensure persistent absence rates for all pupils, including those eligible for PPG improve so they are lower than the national average.</p>	<p>Home Issues including low attendance and separation.</p>	<p>Weekly monitoring of attendance for all identified pupils, including those eligible for pupil premium</p> <p>Termly attendance monitoring for groups and all children. SIMs, C Poms.</p> <p>Regular discussions with L Fletcher concerning identified children.</p> <p>Implement whole attendance policy rigorously and fairly.</p>	<p>HT L Fletcher – Office staff SL – SENDco and PP Lead</p>	<p>Weekly and termly.</p>
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<p>Bespoke work with individual children and families.</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with our social worker</p> <p>We will continue to track and monitor data of Pupil Premium children using Cpoms our safeguarding software.</p>	<p>Welfare and social needs are met through support from additional adults in school or through WPEH</p> <p>Pupils eligible for pupil premium make excellent progress and attain as in line or above their peers nationally.</p>	<p>Welfare and social issues including home learning are a barrier to attainment and progress.</p>	<p>Monitoring of emotional and welfare will show if children are managing their emotional behaviour appropriately.</p> <p>Drop ins to lessons will how the children are interacting and if they are focused on learning.</p> <p>Discussions with staff and CPOMS will ensure that any issues with emotional needs are noted and addressed.</p> <p>Monitor progress and attainment at termly PPG meetings.</p>	<p>HT SLT SENDco Designated Teacher</p>	<p>Termly and prior to new financial year.</p>
<b>Total budgeted cost</b>					<b>£31,200</b>