

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	St Mary's CE Primary School, Rawtenstall.
Pupils in school	198.
Proportion of disadvantaged pupils	27%.
Pupil premium allocation this academic year	£86540.
Academic year or years covered by statement	2021-2022.
Publish date	September 2021.
Review date	September 2022.
Statement authorised by	Mr Neil Gurman.
Pupil premium lead	Mr R Brearley.
Governor lead	Mrs Karen Girling

Disadvantaged pupil progress scores for last academic year (2018-19 due to Covid)

Measure	Score
Reading	-2.10
Writing	+1.59
Maths	-1.68

St Marys will reference the EEF Literacy, Numeracy, Metacognition and Pupil Premium reports in order to maximise wave 1 teaching. Next steps include further developing involvement in EEF research projects commencing with the EEF project 'Making the most for disadvantaged learners' to ensure that we are implementing the latest educational research and development to offer the most current and engaging learning environment and opportunities. This is currently led by Manchester research School.

Funding will be used to continue to enhance the skills of teaching staff and available resources, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reach their full potential. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. With this in mind, our Pupil Premium Strategy will strongly be rooted in CPD for our staff.

Tier 1: Improve outcomes (including middle and high attainers) by developing teaching

Tier 2: Improve outcomes for all PP children through targeted academic support and interventions

Tier 3: Narrow the gap by ensuring pupils' individual needs are met and barriers to learning removed through targeted wider school strategies

Measure in relation to Tier 1	Activity
High Quality Teaching for all	
Priority 1	Ensure all relevant staff have received the training on

	the EEF 'Making the most for disadvantaged learners' and that they receive follow up support from SLT as part of the implementation phase to ensure that strategies employed are effective.
Priority 2	Close the language gap for disadvantaged pupils and in particular ensure that pupils in EYFS/Year 1 develop good oracy skills via the training and implementation as part of the EEF NELI project.
Barriers to learning these priorities addresses	Ensuring staff use evidence-based whole class teaching interventions and teaching strategies.
Project Spending	£40,000

Teaching priorities for current academic year

Measure	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 reading (0)	September 2021
Progress in Writing	Achieve above national average progress scores in KS2 writing (0)	September 2021
Progress in Mathematics	Achieve above national average progress scores in KS2 mathematics (0)	September 2021
Phonics	Achieve above national average in standard PSC	September 2021
Other	Improve attendance of disadvantaged pupils to national attendance target (96%)	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in the phonics check at the end of year 1 and also the Autumn 2020 term for current Year 2 pupils.

Targeted academic support for current academic year

Measure in relation to Tier 2	Activity
Priority 1	Speech and language assessments and interventions in EYFS and Year 1 as part of the EEF NELI Early Oracy project. From Yr2 to Yr6, Reading Plus will be used to develop language and close the language gap for our disadvantaged pupils.
Priority 2	Training for all TA staff delivering targeted intervention on 'Mastery Maths'. Establish small group interventions for disadvantaged pupils falling behind age related expectations in phonics.
Barriers to learning these priorities address	Ensuring staff use evidence based whole class teaching interventions and strategies. .
Project Spending	£35000.

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Improve the attendance of PP pupils via Breakfast club being well attended by PP children CPOMS/SIMS effectively used to track attendance and parental contact in relation to this. PP attendance in line with non-PP attendance. SENDCO as well as attendance admin office staff to target attendance across the school and support our vulnerable children and families.
Priority 2	To meet the needs of all individual learners by: <ul style="list-style-type: none"> TA's/SENDCo/Aspire Outreach Worker to support children socially and emotionally through 1:1 or group sessions. Access to Forest School Increased opportunities for outdoor learning
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£11,540

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development and follow up support.	Use of INSET days and staff meetings. Use of supply teachers, HLTA and TA3's
Targeted support	Ensuring enough time for School Research Lead (NG) to engage and support staff with evidence based initiatives.	Research lead (NG) ensures staff release time is budgeted for to drive staff CPD and evidence led strategies.
Wider strategies	Engaging the families facing the most challenges.	Working closely with the SENDCo and external agencies, Aspire Outreach Worker to ensure families are being well supported and relationships with school are positive and strengthened further.

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress in Reading Progress in Mathematics Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim.</p> <p>Other No improvement in attendance since last year. New focus on cross-school and across-LA working to address this issue.</p>	<p>Worsening of results since last year. As a result, reading plus and targeted individual reading will be prioritised.</p>
<p>Progress in Writing</p>	<p>Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.</p>
<p>Progress in Mathematics</p>	<p>Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim. Continue to implement mastery maths approaches.</p>
<p>Phonics Exceeded disadvantaged national average</p>	<p>Ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.</p>
<p>Improvement in attendance since last year.</p>	<p>Continue with rigorous implementation of strategies and policies.</p>