

Pupil premium strategy St Mary's CofE (Aided) Primary School 2021 - 2022 Financial year

1. Summary information					
School	St Mary's CofE (Aided) Primary School, Pulborough				
Year	2021/2022	TOTAL	78180	Date of most recent PP Review	February 2021
Total number of pupils	321 February 2021	Number of pupils eligible for PP	71	Date for next internal review of this strategy	September 2021

2. Current Attainment			
From YR-Y6: NO ATTAINMENT DATA AVAILABLE		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths			
% making expected progress in reading (as measured in the school)			
% making expected progress in writing (as measured in the school)			
% making expected progress in maths (as measured in the school)			
3. Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Lack of independence and self-motivation in learning		
B.	Phonic/reading skills in EYFS and Key Stage 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years		
C.	Attendance of children eligible for PP is lower than other children – parental engagement of persistent absentees		
D.	Staff understanding of meta cognition, self-regulation and the needs of the children in their classes		
E.	Some children require nurture groups to raise self-esteem and have an impact on their learning		
F.	Poor oracy skills in expressive and receptive vocabulary in school		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
G.	Pandemic and lockdown and engagement in remote learning and effects of this moving forward		
H.	Identified children cannot afford trips or contribution to visits, visitors and workshops. Access to books/resources for school and home		
I.	Identified children require practical support with out of school clubs and wrap around care		
J.	Lack of resilience and self-help skills		
4. Desired outcomes			

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved independence and self-motivation in learning with more learning completed with less support and improvement in progress scores and to ensure that all staff provide appropriate and consistent feedback to all children to increase attainment	Ensuring staff use evidence-based whole-class approaches (EEF) Improvement in progress scores Identification from MARK of gaps in learning
B.	Higher percentage of pupils passing the phonics test. Improvement in PIRA SS scores	Daily phonics with half termly testing to ensure progression and identify gaps in phonics scores and individual sounds
C.	Improved attendance of all children with an improvement for those who are PPG. Improved parental engagement of persistent absentees	Attendance is above 96.4% (national average) Parents are engaging and this is having an impact on attendance rates of these children. Attendance at events, visits and attend visit
D.	Staff understanding of meta cognition, self-regulation and the needs of the children in their classes	Ensuring staff follow the process of feedback to give pupils the skills to manage their learning, self-regulate and provide guidance on the output of the activity. Pupils can talk fluently about how they learn Vocabulary scores are accelerated and Accelerated Reader (KS2) shows improvement through quizzes Outdoor learning to aid mental health in children
E.	Improved emotional vocabulary for these children and 100% engagement in all lessons	No incidents of leaving the classroom Emotive language used in conversations with adults
F.	Improvement in oracy skills in expressive and receptive vocabulary levels in school. NELI scores improve for EYFS children to show progress	Ensuring staff use evidence-based whole-class approaches (EEF) Ensuring there are enough suitable, engaging texts to allow staff to deliver effective shared reading
G.	The dip from the last lockdown cannot be seen in any year group and progress is evident in all year group in Reading, writing and Maths with improved standardised scores.	Ensuring that our reward system is used effectively to promote independence and collaboration between pupils. Access to a wide variety of non-fiction texts is needed to improve cultural capital. Pupils lead learning in class (staff have been leading from the front after lockdown) Ensuring staff subject knowledge and understanding of mastery learning is planned across their teaching

H.	To improve whole class shared reading comprehension strategies	Improvement in reading scores in each year group Improvement in vocabulary scores based on high quality texts Improvement in comprehension skills from Accelerated Reader data
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5. Planned expenditure					
Financial year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved independence and self-motivation in learning with more learning completed with less support and improvement in progress scores and to ensure that all staff provide appropriate and consistent feedback to all children to increase attainment	Self-regulation strategies taught explicitly Learning on ‘children as learners’ Consistent feedback with live marking	EEF research on Live marking and how effective this is Durrington Research School training and impact of meta cognition	Sessions planned, scheme followed, impact noted half termly. Interventions planned Planned sessions in every classroom	PP coordinators HT to monitor	Dec ‘21
Higher percentage of pupils passing the phonics test. Improvement in PIRA SS scores	New Phonics scheme in line with Gov guidance on 16 criteria Catch Up phonics Y1/2 Standardised testing Daily phonics sessions	The EEF toolkit suggests that targeted interventions matched to specific students with needs can help. Gap analysis of phonics to fill gaps	Extra teacher employed to help with Y3/Y5 and diminish the gaps based on teacher assessment.	PP coordinator HT to monitor	Dec ‘21

Improved attendance of all children with an improvement for those who are PPG. Improved parental engagement of persistent absentees	Attendance working group WSCC for ideas and strategies Parental workshops to show the life chances and how attendance impacts	Supportive tier lettered approach home to keep the lines of communication open and keep parents informed. Pick up with all children at 92% to be proactive in dealing with absence.	Process in place which is followed by all staff. Log of parental engagement	PP coordinator HT to monitor	Dec '21
Staff understanding of meta cognition, self-regulation and the needs of the children in their classes	Ensuring staff follow the process of feedback to give pupils the skills to manage their learning, self-regulate and provide guidance on the output of the activity. Pupils can talk fluently about how they learn	Meta cognition unit recommended from Durrington Research School with self-regulation and self-reflection Impact on long term memory.	Whole school approach delivered on INSET day to invest the time to do it properly.	PP coordinator HT/SLT	Dec '21
ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved emotional vocabulary for these children and 100% engagement in all lessons	No incidents of leaving the classroom Emotive language used in conversations with adults Emotional Vocabulary unit of work	Previous success with this unit of learning and trained ELSA to deliver it.	Led by one member of staff to ensure same resources being used.	ELSA SENDCo	Dec '21
Improvement in oracy skills in expressive and receptive vocabulary levels in school.	Ensuring staff use evidence-based whole-class approaches (EEF) Ensuring there are enough suitable, engaging texts to	Oracy 21 – looked at impact at another local school and we know that if they can't speak it, they can't write it. NELI – EYFS – Oxford University – impact is clear from pilot studies.	Three trained members of staff to deliver, make assessments and look at which children have low scores in receptive and expressive vocabulary.	EYFS lead	July '21 for this cohort and roll out for next year.

NELI scores improve for EYFS children to show progress	allow staff to deliver effective shared reading				
The dip from the last lockdown cannot be seen in any year group and progress is evident in all year group in Reading, writing and Maths with improved standardised scores. No difference between PPG and non PPG	Ensuring that our reward system is used effectively to promote independence and collaboration between pupils. Access to a wide variety of non-fiction texts is needed to improve cultural capital. Pupils lead learning in class (staff have been leading from the front after lockdown) Ensuring staff subject knowledge and understanding of mastery learning is planned across their teaching	Class dojo for rewards PIRA PUMA MARK Writing assessments	Class dojo is consistent across the school and is rewarding all children for achievements. PIRA/PUMA/Mark standardised assessments purchased – used across many schools for robust data with gap analysis. Use of Durrington Research School Maths Hub	HT/DHT SLT	July '21 Dec '21
To improve whole class shared reading comprehension strategies	Improvement in reading scores in each year group Improvement in vocabulary scores based on high quality texts Improvement in comprehension skills from Accelerated Reader data	Accelerated Reader Guided Reading through staff meeting Quizzes and vocabulary tests EEF – shows the impact that Accelerated Reader can have for all children High Quality Texts used in Guided Reading to build vocabulary, look at inference and deduction, comprehension etc.	Monitoring of Accelerated Reader for every child in the school Teachers all engaging in training Using Guided reading resources for EEF.	Eng lead Teachers TA's	Dec '21

6. Review of expenditure				
Previous Academic Year		2020 - 2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve knowledge of numbers and phoneme/grapheme correspondence in EYFS	Numicon intervention Phonics intervention	EYFS phonics intervention group Numicon intervention group	Due to the pandemic this hasn't been consistent or rolled out in the way that meant it was robust in the teaching and rigorous in daily intervention.	£0
Higher rates of progress for those in Key Stage 2 who are eligible for PP	When teachers can identify the barriers/gaps in learning from PIRA/PUMA and MARK and intervention teacher plugs these gaps through additional support	Some work started in addressing the gaps from teacher's planning.	SM - Intervention teacher not teaching March to September and then picked up reading comprehension additional support group. Limited progress due to pandemic and only 8 weeks of provision. To continue	£5680.00
Behavioural issues in Y4 and Y6 addressed and self-esteem improved for those who are impacting on the learning of others.	Observation of nurture group by staff to see how others work alongside to take this into the classroom.	Three of the six children completed the John Muir Bronze award. Two of the three remaining children received a certificate. Impact on attendance in lessons – no fixed term exclusions. Art therapy sessions to top up need Play therapy	Cut short due to the pandemic and could not continue with this due to the mixing of bubbles.	£1177.15 £810.00
All children eligible for 'Free School Meals' will be able to access trips, workshops, visits and visitors. All PP children to be invited to join an afterschool club to bring on their individual skills	Provide financial support to families that are eligible. Ensure they have equal opportunity to attend clubs.	Not met although 75% of the PPG register attended school during lockdown so were working in bubbles of 15 and were carrying out workshops as part of school activities.	Clubs were cancelled due to the pandemic. Clubs will not restart until September '21. Visitors to the school such as Hawking About, planetarium, Bugs have paid for PPG children to access these.	£85.68
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase attendance rates for pupils eligible for PP	Multi skills breakfast club to get these children into school and ready to learn. Early Birds Breakfast Club.	Not running due to the pandemic Early Birds club for attendance	Not running due to the pandemic	£168.00

Allow inclusion for all pupils and that children eligible for PP have the same chances and experiences as others	Residentials Music lessons	Residentials not running due to the pandemic Music lessons ran from September to January	Music lessons to continue as build self-esteem, confidence and impact on musical skills	£250.09
To ensure that all children feel they belong and resources to support learning.	Uniform costs	We purchased uniforms for 4 children	Pupil voice states that the children felt smart, part of the school, ready to learn and part of the class. Bus fare for a child attending	£238.09 £56.70 £2378.20
Improved oral skills in EYFS and Key Stage 1. Staffing of i	Staff training on speech sounds and vocabulary. Pre teaching vocabulary SALT session TA teaching groups	Staffing of groups and working alongside children in classes		£36,535.00
Total budgeted cost				47,378.91
Left for new financial year				40,145.38

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Actions for the financial year 2021/2022

- Please see report from Durrington Research School