

St Mary's

Church of England Primary School

Kirkby Lonsdale

Pupil Premium Strategy

2020-2021

Nurturing creative thinkers.....

Honesty

Trust

Respect

Perseverance

Responsibility

Pupil premium strategy statement:

| 1. Summary information | | | | | |
|------------------------|--------------------------------------|----------------------------------|-----------|--|-----------|
| School | St Mary's CE School, Kirkby Lonsdale | | | | |
| Academic Year | 2020-21 | Total PP budget | £12, 598 | Date of most recent PP Review | Oct 2020 |
| Total number of pupils | 233 | Number of pupils eligible for PP | 3.4% (12) | Date for next internal review of this strategy | Sept 2021 |

| 2. Current attainment | | | |
|--|--------------------------------------|--|-------------------|
| Attainment for KS2: 2019 | Pupils eligible for PPG (our school) | Pupils not eligible for PPG (our school) | Pupils - National |
| % achieving expected standard or above in reading, writing and maths | 100% | 88% | 65% |
| % achieving expected standard or above in reading | 100% | 97% | 73% |
| % achieving expected standard or above in writing | 100%* | 88% | 78% |
| % achieving expected standard or above in maths | 100% | 97% | 79% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers | |
| A. | Low self confidence, low ambition |
| B. | Significant proportion of pupils with Dyslexia |
| C. | Low level language acquisition |
| External barriers | |
| D. | Parental support and engagement in supporting pupils at home |
| E. | |

- PPG includes post LAC PP, LAC PP funding, Service PP, and FSM PP

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|--|
| A. | <p>Increased TA intervention to promote improved writing skills.</p> <p>Writing interventions: Talk for Writing – KS2 Investment in Chromebooks to support writing – developing stamina and motivation</p> | <ul style="list-style-type: none"> • Pupils are motivated to write and provided with positive praise to improve confidence in writing • 100% of pupils achieve 'expected' by the end of KS2 |
| B. | <p>Improved maths skills through intervention support enables pupils to access learning</p> <p>Maths progress within year and SATS Maths assessments prior to and after intervention</p> | <ul style="list-style-type: none"> • 1:1 Support for pupils • Pupils with PPG make progress at least in line with non ppg and in line with national average. • |
| C. | <p>PP children's reading/writing improves in line with non-pp children</p> <p>PPG pupils monitored within year group progress and SATS Pupil Progress Meetings to monitor support</p> | <ul style="list-style-type: none"> • Focus on improved vocabulary acquisition through changes to teaching and use of knowledge organisers - Staff Training • Increased reading opportunities – New books and Focus on Shared not guided writing • Improved diagnosis and assessment for dyslexic children |
| D. | <p>Parents are more equipped to support their children and work with school to provide support with learning</p> <p>TA engagement with families in the mornings to provide support in the am Planners introduced to provide increased communication Improved parent support.</p> | <ul style="list-style-type: none"> • Planners/Home school books to support communication • TA support in the am to bridge |

5. Planned expenditure

Academic year

2020-21

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

For PP, Post LAC, LAC, FSM and Military PP, the needs of the individual are identified and personalised programmes identified. There are some common threads where pupils have similar needs eg, progress in reading, maths and writing. However each child is treated individually and provided with support which meets their specific family situation and needs.

| 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 writing skills for pupils with gaps in skills and language | Weekly interventions in writing from Year 1 – 6 with additional TA provision to ensure target groups are supported. Additional Chrome Book and technology purchase for Whole Class teaching | Talk for writing programmes – weekly ensure pupils language acquisition is improved and transferred to writing. EET +5 months Approaches which promote talk and interaction between learners tend to result in the best gains | Increased TA training – Vocabulary and SPAG Target groups reviewed regularly Improved access to Chrome Books The impact will be monitored as part of a leadership Princes Teaching Institute project. | Head | Sept 2020 |
| Pupils with Dyslexia improve language skills contributing to improved progress in writing and improved attainment at KS1 and KS2 | Purchase Alan Peat training and deliver in small groups as well as whole class 1 First quality teaching 2 Small group intervention | Bespoke Alan Peat Grammar support and sentence structure training and teaching Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/NonPPG-Moderate impact at low cost +4 months Sutton Trust EET + 5months Overall, studies of oral language interventions consistently show positive benefits on learning | Regular TA review of intervention and monitoring of support provided. Impact measures pre and post intervention. Termly/ half termly assessment of writing. | HT | Dec 2020 |

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|--|--|--|---|-----|----------|
| PP children's spelling improves in line with non-pp children | Read Write Inc Spelling introduced throughout Y1-6 Continued training and support in phonics with the full Read Write Inc approach adopted for EYFS and KS1. | Spelling assessments highlight detailed gaps in knowledge Spelling programme supported by all staff to target pupils' individual gaps. EET = 5 months Low cost moderate impact - These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Successful spelling activities carefully select activities for pupils according to their capabilities, and ensure that spellings provide an effective, but not overwhelming, challenge. | Spelling Ages improves by 5% and translates to improved Spelling and SPAG scores in KS2 SATS Purchase of additional resources for EYFS and KS1 to teaching phonics systematically and with targeted intervention where required. Monitored half termly. Review meetings to monitor intervention. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. | DHT | Jan 2020 |
| | | | | | |

ii. Targeted support

| 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 ? |
|---|---|--|--|------------|---------------------------------------|
| To ensure pupils make appropriate progress from KS1 starting points or baseline assessment on entry to school | 1:3 additional tuition support focus: reading and maths (Sept to May) | Specific and individualised gaps in learning linked to close communication with the class teacher ensure clearly planned and targeted 1:1 support. EET – High cost moderate impact + 5 months Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. | As a result of the lockdown, From Sept – May pupils will receive additional teacher support 1 x 1 hour per week in both reading and maths. There will additional after school support 1 x hour per week for target groups to support the gaps in learning. | HT | March 2021 |

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|---|---|---|---|-------------|------------------------|
| <p>Accelerate progress of all PPG pupils in maths and reading</p> | <p>Accelerating progress through targeted support including additional support from specialist TAs staff providing interventions where needed in reading, writing and maths</p> <p>1:1 support for reading and maths to target ongoing gaps identified in assessment.</p> | <p>1:1 tuition and support provided earlier – typically January start, now starting in October.</p> <p>Increased training and support from White Rose Hub to improve quality first teaching and intervention.</p> <p>EET +1 In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p> | <ul style="list-style-type: none"> • Groups will be tracked termly and assessment information analysed | <p>Head</p> | <p>Feb 2021 review</p> |
|---|---|---|---|-------------|------------------------|

6. Review of expenditure : £14,725

| Previous Academic Year | | 2019/20 | | |
|--|--|--|--|--|
| Funding | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| <p>Accelerated progress in writing for pupils</p> <p>TA writing groups supported Y3-6 to build long term development of language</p> | <p>Purchase of Chromebooks to support collaborative and independent writing</p> <p>Targeted writing groups and spelling through small group work</p> | <p>100% of PPG pupils achieved expected standard in writing. Pupils supported one another and the group provided teacher led support to enable pupils to develop language to develop and improve writing.</p> <p>Pupils throughout Year 3-6 made significant and secure progress in writing</p> <p>In communication with parents, develop a plan to nurture PPG pupils' talents to boost confidence.</p> | <p>COVID – NO data for SATS</p> <p>Prior to lockdown group intervention ensured children were on track to achieve their targets.</p> <p>The collaborative group provided individual personalised learning which enabled pupils to develop their language.</p> <p>Pupils were able to access learning throughout the lockdown at home. The increase in Chromebooks enabled PP children, and Year 6 to access technology to ensure they could access learning.</p> | <p>Chromebooks –</p> <p>£5900</p> |

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 |
|---|--|--|--|--|
| <p>Improved staff training ensures high quality intervention</p> <p>Regular Pupil Progress meetings ensure fluid and targeted interventions support gaps in learning.</p> | <p>Maths interventions target gaps in learning, targeting groups eg PPG and Mobile pupils.</p> <p>Additional 1:3 support provides individual self-confidence improvement</p> | <p>Pupils with Statements/EHCP did not make expected progress for very particular and specific reasons.</p> <p>100% of Pupils with PPG to achieve expected standard</p> <p>Internal tracking highlights rapid improvement in progress and attainment to ensure pupils are increasingly on track to meet aspirational progress targets.</p> | <p>White Rose training and additional resources for maths ensured gaps in learning were on track.</p> <p>Targeted support and addressed gaps in learning, especially for maths and writing. The focus on imaginative writing and language extension assists in this.</p> <p>Individual learning plans based on regular learning reviews ensure a targeted programme for maths and writing.</p> | <p>Tuition and additional 1:1 support £1400.00</p> <p>Maths Intervention £6,575</p> <p>Spelling Programme Read Write Inc £850</p> |

7. Additional detail