

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	St Saviour's C of E Primary School
Pupils in school	411
Proportion of disadvantaged pupils	40.0%
Pupil premium allocation this academic year	£224,165
Academic year or years covered by statement	2020-2021
Publish date	01 November 2020
Review date	31.03.2021.
Statement authorised by	Louise Page
Pupil premium lead	Louise Page
Governor lead	Rema Begum.

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

Measure	Score
Reading	- 3.1
Writing	- 1.8
Maths	- 1.0

Strategy aims for disadvantaged pupils (2018 due to Covid)

Measure	Score
Meeting expected standard at KS2	R – 50 W – 59% M-59%
Measure	Activity
<p>Priority 1 Narrow the attainment/progress gap between Disadvantaged and non-disadvantaged at the end of KS1 and KS2</p> <p>Improved End of Key Stage Pupil Outcomes</p>	<ul style="list-style-type: none"> Relentless identification of performance gaps between DA and others. Rigorous tracking and monitoring measures to ensure pupils not reaching their potential have appropriate intervention and support in place Facilitate whole school events for DA pupils including parental engagement and motivational events. Employ additional teacher in year 6 Improved end of Key Stage outcomes for disadvantaged learners with a focus on: Quality first teaching and outcomes for individual pupils;

	<ul style="list-style-type: none"> • individualised approach to addressing barriers to learning; • embedding formative assessment; • clear responsive leadership setting high aspirations and devolving responsibilities for raising attainment to all staff; • teaching of self-regulated learning and metacognition. • ensuring full access and engagement to remote education, as necessary in response to COVID-19. (provide chromebooks if needed) • Broadening cultural capital, trips, visitors and experiences, including after-school clubs
<p>Priority 2 Early Intervention (Pastoral)</p>	<ul style="list-style-type: none"> • Individualised approach to addressing barriers to learning, behaviour and emotional support; at an early stage. • Effective deployment of staff to support disadvantaged pupils. • Ensure necessary training and expertise to deliver interventions, provide feedback and monitor progress.
<p>Improve attainment in phonics and early reading</p>	<p>Train all new staff in the Ruth Miskin Read, Write Inc programme which is proven to improve phonics and early reading teaching.</p>
<p>Priority 3 Improved attendance</p>	<p>Improved attendance for Disadvantaged Learners</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021.
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress score in KS2 Mathematics (0)	July 2021
Phonics	Achieve national average expected standard in PSC Year 2 pupils to achieve national average expected standard in Phonics Screening Check.	June 2021 Dec 2020
EYFS	Percentage of disadvantaged pupils achieving GLD is in-line with national average.	July 2021
Other	Improve attendance of disadvantaged pupils to at least in line with national average of all pupils at this unprecedented time Disadvantaged persistent absence shows an improvement from the previous year and will be less than 11% in 2020-21.	Half-termly reviews

Targeted academic support for current academic year

Measure	Activity
Priority 1 Improved pupil outcomes	<ul style="list-style-type: none"> Improved progress outcomes for disadvantaged learners at KS2. Reading (£1000) CPD to enhance formative assessment, metacognition and self-regulation approaches. (£1,000). Oxford reading owl subscription £250 (1/3 rest is Catch up funding) Robust tracking to measure impact, next steps advice to teachers and home learning for parents

delivered by the EYFS lead and KS1/2 Standards Lead teachers and Assessment Lead (£6,000).

- Writing
- Release time for NQTs, NQTs+1 and observation/coaching of good practice in effective teaching and learning of writing.
- Embed peer and self-assessment; particularly in the editing and improving stages of writing
- Maths
- Development of working walls to support depth of learning
- Maths lead as advocate to PP attainment and progress. (£600-Teacher Release Time)
- Continued White Rose / Power Maths Mastery Approach to teaching mathematics. (£250)
- Whole-school professional development in the teaching of Mathematical Fluency
- CPD to enhance formative assessment, metacognition and self-regulation approaches (£500)
- Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check. (£100).
- Subscription to Rock Stars (£50 1/3 out of catch up funding.
- Other
- Staff Laptops for remote leaning planning and delivery – Millgate £14,252
- Purchase of chrome books for Y6 and other disadvantaged learners without access to a device / internet at home (£20,000)
- ICT Hardware installation £2,650
- Storage cabinets for chromebooks (£3,700)
- SeeSaw/Google classroom training £4435
- Improved phonics outcomes for disadvantaged learners.
- CPD to ensure all new to Y1 teachers and Y2 teachers are confident to teach phonics.
- Support for parents to help their child with the teaching of phonics at home.

	<ul style="list-style-type: none"> • KS1 Standards Lead to provide CPD in phonics and reading for TAs/parents/teachers as well as work with target groups of pupils who have or are at risk of falling behind. (£15,000). • Increased outcomes for PP pupils at the end of EYFS. • Further develop the quality of teaching and provision in the EYFS through professional development opportunities (£600). • Review and embed approach to the teaching of Mathematics in the EYFS and purchase of resources (£800). • Identified disadvantaged pupils access Speech and Language interventions (£600). Contributions towards trips/visitors for EYFS pupils (£500). • EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£300). • Investigate targeted investment into the outdoor learning provision. (£5,000) • Additional printing/photocopied workpacks for children isolating (£500) • Broadening cultural capital, trips, visitors and experiences, including after-school clubs £15,000 • 25% of senior leaders salary to champion PP
Priority 2 Early Intervention	<p>Robust quality interventions-including SEMH enables all pupils (including PP pupils) to catch up on lost learning due to Covid-19 restrictions. Interventions are effectively monitored for impact.</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Identify groups and track progress at PP meetings (£3,000 Teacher Release Time). • Interventions delivered for targeted groups (£20,00) • Ensure all staff have access to high quality support and CPD enabling intervention leads to become an expert in a given area (£800). • Teacher release time for Progress Meetings (PPM) (£ as above). <p>Emotional support for pupils through targeted intervention e.g.:</p> <ul style="list-style-type: none"> • Lego Therapy (£200). • Positive Friendship Groups (£200). • Peer to peer mental health programme (£200). • Employment of Malachi in-school counsellor 1/3 of (£2,000).

	<ul style="list-style-type: none"> ● 1:1/small group tuition for academic or emotional support for pupils that are identified as vulnerable logged on My Concern (£10,000).
<p>Barriers to learning these priorities address</p>	<p>Improved outcomes for disadvantaged learners at the end of each key stage.</p> <p>Reading:</p> <p>Prior attainment was well below national average for current Year 6 pupils at KS1</p> <ul style="list-style-type: none"> ● The gap between school pupil premium and national non PP is still below school PP V national non PP. ● Lack of parental engagement with reading at home. ● Fluency levels. ● Gender issues-boys are not reading as frequently as girls e.g. reading for pleasure. ● EAL <ul style="list-style-type: none"> ● Lack of access to reading materials at home. ● Parent literacy levels <p>Writing:</p> <p>Prior attainment was well below national average for current Year 6 pupils at KS1</p> <p>Impoverished vocabulary.</p> <ul style="list-style-type: none"> ● Peer and self- assessment (metacognition -pupils are learning to be aware of how to improve their work. <p>Maths:</p> <p>Prior attainment was well below national average for current Year 6 pupils at KS1</p> <p>The gap between school PP and national non PP is significant and the rate of closing the gap has not been as rapid as in the other core subjects.</p> <ul style="list-style-type: none"> ● Arithmetic ● Using and applying ● Parent's ability to support with homework. <p>Other Barriers:</p> <ul style="list-style-type: none"> ● Pupils have a lack of access to technology/internet at home- this has widened the gap during remote learning.

	<ul style="list-style-type: none"> ● High % of pupils with SEMH needs <p>Phonics:</p> <ul style="list-style-type: none"> ● Sustaining the good progress made in this area. ● Teachers who are new to Y1 and catch up provision in Y2 <p>Increased outcomes for PP pupils at the end of EYFS.</p> <ul style="list-style-type: none"> ● Low entry points on starting school. ● Impoverished language and lack of play- based experiences ● Targeting children’ prime areas of learning: PSED, CL,PD so that they can effectively access learning alongside their peers <p>Robust quality interventions-including SEMH enables all pupils (including PP pupils) to catch up on lost learning due to Covid-19 restrictions. Interventions are effectively monitored for impact.</p> <ul style="list-style-type: none"> ● Low cognitive skills amongst disadvantaged pupils (including dual SEN). ● Gaps in skills, knowledge and understanding as result of the Covid-19 lockdown. ● School has identified a high need for SEMH in school and at home through logs on My Concern, parental conferencing. ● Partnership for parents’ meetings are usually of high impact but may not be face to face this year.
Projected spending	Click or tap here to enter text.

Wider strategies for current academic year

Measure	Activity
Priority 3 Improved Attendance and Pastoral support	<p>Improve attendance of DA pupils to be in line with national average</p> <ul style="list-style-type: none"> ● Employment of Senior Learning Mentor/Attendance Manager (£30,836). ● Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends. ● Follow LA Attendance and Punctuality protocol and procedures. ● Reward systems for pupils and identified families (£1,000).

	<p>Increased parental engagement, aspiration and provision of opportunity for their children.</p> <p>Digital learning:</p> <ul style="list-style-type: none"> ● Survey pupil access to home digital access. Purchase set of Chromebooks for remote learning in the event of a bubble lockdown (£ as above). ● Subscription to online learning platform and programmes. (£1,500). <p>Employment of Pastoral Lead to work with vulnerable families: (£28,426).</p> <ul style="list-style-type: none"> ● Provide positive links between home and school ● Support families with behavioural/SEMH issues ● Support the families and school with attendance issues. ● Provide links for families with other agencies ● Provide parent workshops and bespoke parenting tips
<p>Barriers to learning these priorities address</p>	<p>Improve attendance and readiness to learn for Disadvantaged</p> <ul style="list-style-type: none"> ● Attendance continues to be of concern for the school. However whole school attendance shows an improving trend. <p>Familial Support</p> <ul style="list-style-type: none"> ● Low parental perceived value of attendance ● The deprivation indicator for the school is above national 0.38. The school has well above the national average of pupil premium families. ● Lack of aspiration and enable pupils to make choices in life. ● Many parents find it challenging to participate in some activities due to parental status / socio-economic circumstances. ● Negative impact of Covid resulting in increased family hardship and personal circumstances. ● Increased mental health issues and wellbeing as a result of Covid ● Increased number of children requiring social intervention

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing professional development time.	<ul style="list-style-type: none"> ● Monitoring schedule ● Inset days and weekly CPD meetings ● Network meetings, moderation and sharing of good practice ● NQT release time ● Pupil Progress Meetings ● Subject Leadership Time

		<ul style="list-style-type: none"> ● Subject action plans/staff questionnaires to ascertain staff subject knowledge and provide support. ● Pupil Premium Review ● Stakeholder voice opportunities.
Targeted support	Development and support time is provided to enhance subject knowledge.	<ul style="list-style-type: none"> ● KS1 Standards Lead development of phonics subject knowledge for staff ● Maths Lead bespoke training and support for teachers and support staff e.g. focus arithmetic. ● Reading lead to support teacher subject knowledge in reading strategies/fluency ● Inclusion Manager support through regular meetings with support staff to ensure all pupil targets are met. Ensure tracking and next steps for learning are effective. ● EHC pupil planning time allocated for teacher to work with Inclusion Lead to co-construct learning ● Assessment systems are robust-SLT support.
Wider strategies	Attendance during Covid-19 Engaging with families facing the most challenges	<ul style="list-style-type: none"> ● Risk assessments reviewed/amended regularly. ● DfE/LA guidance followed re absence ● Robust policies/procedures followed. ● Parents are kept up to date with information and guidance. ● Provide needed items e.g. chromebooks, food parcels, food during holidays etc. ● Close liaison with external agencies to work in partnership with parents. ● Meetings for parents

Review: last year's aims and outcomes

Aim	Outcome
Due to the Covid-19 pandemic a measure impact in relation to the previous academic year could not be achieved.	