

St Mary's

Church of England Primary School

Kirkby Lonsdale

Pupil Premium Strategy

2021-2022

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	2021-22	Total PP budget	£15,070	Date of most recent PP Review	Oct 2021
		Total Catch up Premium 2021	£2000		
Total number of pupils	223	Number of pupils eligible for PP	7.6% (17)	Date for next internal review of this strategy	Sept 2022
		(3.4%) previous year (2020-21)			

2. Current attainment			
Attainment for KS2: 2019	<i>Pupils eligible for PPG (our school)</i>	<i>Pupils not eligible for PPG (our school)</i>	<i>Pupils - National</i>
% 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.	Potential lower levels of engagement in learning due to Covid-19
C.	Low level speech and language acquisition
External barriers	
D.	Parental support and engagement in supporting pupils at home

- 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 learning</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 • Pupils' gaps in learning are addressed in spelling, writing and maths
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 • Speech and Language prioritised from EYFS-Y2
D.	<p>Parents are more equipped to support their children and work with school to provide support with learning</p> <p>Class etcher and TA engagement through Google Classroom</p>	<ul style="list-style-type: none"> • Children accessing Chromebooks to support communication • TA support with additional training to support pupils in strategies to engage learners

5. Planned expenditure

Academic year

2021-22

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 speech and language provision	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 investment in further SPAG resources Target groups reviewed regularly Speech and Language weekly intervention for targeted work on speech due to developmental delays linked to lockdown or other issues	Head	July 2022
Additional Intervention support to target gaps in learning in: Maths – fluency and number	Use of targeted writing skills building on Alan Peat Use of Chromebooks to enhance collaborative writing opportunities.	Targeted challenge groups to support fluency Improving Literacy improves student outcomes overall therefore reducing variation of attainment and progress between PPG/Non PPG-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	April 2022

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	March 2022

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	May 2022

Accelerate progress of all PPG pupils in maths and reading	<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>Use of Maths Hub resources and Training to further improve fluency in maths.</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 	Head	June 2022 review
Catch Up Premium Strategy (£2000)					
Targeted Homework club provision to support learning	Engagement with consolidation tasks for pre-teaching or follow up consolidation	<p>EET – High cost moderate impact + 5 months</p> <p>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.</p>	<ul style="list-style-type: none"> End of half term assessments and specific Specific pre and post activity assessment 		May 2022
Targeted group support for Y4 and 5	1:1 support for pupils with FSM and PPG		<ul style="list-style-type: none"> 1:1 tuition provision weekly for 25 weeks 		

6. Review of expenditure : £12,235				
Previous Academic Year		2020/21		
Funding		£12,325		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerated progress in phonics and reading for pupils 				

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
Improved staff training ensures high quality intervention Regular Pupil Progress meetings ensure fluid and targeted interventions support gaps in learning.	Maths interventions target gaps in learning, targeting groups eg PPG and Mobile pupils. Additional 1:3 support provides individual self-confidence improvement	Pupils with Statements/EHCP did not make expected progress for very particular and specific reasons. Internal tracking highlights rapid improvement in progress and attainment to ensure pupils are increasingly on track to meet aspirational progress targets.	White Rose training and additional resources for maths ensured gaps in learning were on track. Targeted support and addressed gaps in learning, especially for maths and writing. The focus on imaginative writing and language extension assists in this. Individual learning plans based on regular learning reviews ensure a targeted programme for maths and writing.	Tuition and additional 1:1 support £1500.00 Maths Intervention £4500 Spelling Programme Read Write Inc £850
Pupils at targeted greater depth provision provided with support	1:1 tutor provision	17.6% of PPG to achieve greater depth with support.	Gaps in learning have been supported with pupils on track to achieve by end of KS2.	£1825

7. Additional detail

