

St Mary's Catholic Primary School Pupil Premium Strategy Statement

Overview

Academic years covered	2020 – 2021	Number of children eligible for pupil premium	31	Date of most recent review	January 2021
Number of pupils on roll	305	Total pupil premium grant	£39,315	Date of next review	July 2021

Current performance (KS2 SATs 2019)

	Attainment		Progress	
	Disadvantaged children (4 children)	All children	Disadvantaged children (4 children)	All children
Reading	50%	79%	1.74	2.5
Writing	50%	60%	-4.15	-2.5
Maths	75%	86%	-1.13	1.9
Reading, writing and maths combined	25%	56%		

What does the research say about effective use of the pupil premium?

Student centred leadership, Robinson (2011):

- Leading teacher learning and development has the greatest impact on children's attainment

[The attainment gap report](#), Education Endowment Foundation (2018):

- Early years' education has huge promise in preventing the attainment gap from becoming entrenched.
- What happens in the classroom makes the biggest difference.
- Small group / 1:1 interventions have the potential for the largest immediate impact on attainment.
- Transitions between phases are a risk point for vulnerable children.
- TAs can be deployed more effectively.
- Implementation is as important as content.
- Catch up is difficult – we should aim to get it right the first time round.
- Sharing best practice between schools and building capacity is essential to closing the gap.

[Supporting the attainment of disadvantaged pupils](#), Department for Education, 2015:

- Create a whole school ethos of attainment for all
- Address behaviour and attendance
- Ensure high quality teaching for all
- Meet individual learning needs
- Deploy staff effectively
- Respond to evidence, including data
- Ensure clear, responsive leadership

[The EEF guide to the pupil premium](#), Education Endowment Foundation, 2018:

- The report recommends school take a tiered approach to Pupil Premium spending.
- Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.
- Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

[The teaching and learning toolkit](#), Education Endowment Foundation

Highest impact strategies:

- Feedback
- Metacognition and self regulation
- Reading comprehension strategies
- Mastery learning
- Collaborative learning
- Early years interventions
- One to one interventions
- Oral language interventions

What are the common barriers to learning at St Mary's Catholic Primary School?

Teachers regularly assess the common barriers to learning for disadvantaged children. Leaders use this data to allocate the Pupil Premium appropriately. The common barriers at Wexham are:

External barriers to learning			Internal barriers to learning		
E1	Low self esteem / confidence		I1	Specific difficulties in spelling / writing transcription	
E2	Emotional wellbeing / mental health		I2	Narrow vocabulary	
E3	Limited life experiences		I3	Oracy / articulation	
E4	Parental engagement		I4	Memory / recall	
E5	Poor attendance / health		I5	Specific difficulties in maths	
E6	Low aspirations		I6	Specific difficulties in phonics / reading Fluency	
E7	Financial hardship		I7	Relationships with peers / adults	
			I8	Organisational skills	

School priorities

- Quality first teaching in a mixed age setting
- Curriculum development / quality of education
- SEND provision
- Emotional and mental health support

What are the intended outcomes of our pupil premium strategy?

Intended outcomes	1 Good mental / physical health and wellbeing	2 Children enjoy school	3 Children regularly experience success	4 Children speak well and can write grammatically accurate sentences	5 More children attain the expected standard and have made good progress at the end of KS2 in reading, writing and maths	6 Improved attendance
Measuring impact	Children's surveys Discussions with staff ELSA reports	Children's survey Parents' survey	Work in books Discussions with children Discussions with staff	Reading assessments Discussions with children Discussions with staff Work in books	Teacher assessment data and test scores	Attendance records

Pupil premium allocation – Quality of education

Strategy and allocation	Desired outcome	Quality assurance
Additional maths teacher for each phase to enable year group teaching instead of mixed age teaching £9,483.13	1, 2, 3, 5, 6	External challenge and support on quality of education Regular discussions with teachers Observation Work scrutiny Termly attainment data analysis
Training in SEND from Achieving for Children £190 x 5	1, 2, 3, 4, 5, 6	External challenge and support on quality of education (Local Authority) Regular discussions with teachers Termly attainment data / SEND register / SEND support plan analysis
Total: £10.433.13		

Pupil premium allocation – Targeted intervention

Strategy and allocation	Desired outcome	Quality assurance
Literacy college – small group intervention for English / maths (Autumn and Spring terms only due to staffing reorganisation) £12,483.88	1, 2, 3, 4, 5, 6	Regular discussions with staff leading sessions and phase leaders Termly attainment data analysis Observation Work scrutiny
Inclusion manager – pastoral support / mentoring £5,860.30	1, 2, 6	Regular discussions with inclusion manager and teachers
ELSA £3,265.81	1, 2, 6	Regular discussions with ELSAs and teachers
Total: £21,609.99		

Pupil premium allocation – Wider strategies

Strategy and allocation	Desired outcome	Quality assurance
Parent support advisor £7,201.10	1, 2, 6	
Books for class reading £137.28	2, 5	

Power Maths journals £186	2, 3, 5, 6	
Football club (after school) £673.28	1, 2, 6	
Total: £8,197.66		