

Pupil Premium Strategy Statement 2020-2021



School overview

Metric	Data
School name	St Mary's Catholic Infant School
Pupils in school	212
Proportion of disadvantaged pupils	9.4% (19 PPG 1 SC)
Pupil premium allocation this academic year	£25,865
Academic year or years covered by statement	2020-2021
Publish date	January 2021
Review date	December 2021
Statement authorised by	Darren McCann (Executive Headteacher)
Pupil premium lead	Katherine Grange (Head of School)
Governor lead	S Massey (PPG Governor)

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A Due to no SATs (COVID-19)
Writing	N/A Due to no SATs (COVID-19)
Maths	N/A Due to no SATs (COVID-19)
Phonics	N/A Due to no SATs (COVID-19)

Strategy Aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	70% (TA due to no SATs)
Achieving high standard at KS1	10% (TA due to no SATs)
Measure	Activity
Priority 1	To roll out Nuffield Early Language Intervention Programme. Additional provision to enable 3 X 30min group sessions per week. And then 2 X 15min sessions per week (1 to 1)
Priority 2	To continue to work with Claire Martin from Maths Mastery Readiness Programme to develop training needs for staff in response to COVID-19 gaps in knowledge.
Barriers to learning these priorities address	Ensuring that staff use interventions to consolidate learning and close any gaps that children may have. COVID-19 restrictions provide a barrier to small group work. Lack of home reinforcement of speech and language development techniques.
Projected spending	£8500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve the national average progress score at end of KS1 in reading based on Teacher Assessment due to no end of Key Stage assessments To narrow the progress gap between PP pupils and their non PP peers in reading.	July 2021
Progress in Writing	To achieve the national average progress score at end of KS1 in writing based on Teacher Assessment due to no end of Key Stage assessments	July 2021

	To narrow the progress gap between PP pupils and their non PP peers in reading.	
Progress in Mathematics	To achieve the national average progress score at end of KS1 in Mathematics based on Teacher Assessment due to no end of Key Stage assessments To narrow the progress gap between PP pupils and their non PP peers in reading.	July 2021
Phonics	To achieve above the national and local average score in the Phonics Screening Test assessment based on Teacher Assessment due to no PSC in 2021	June 2021
Attendance	To improve attendance of disadvantaged pupils to the school target of 96.7%	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that all disadvantaged pupils have at least one NELI wave of intervention. This includes 3 X 30min group sessions per week (3 – 6 children in a group) Targeted individual session for PPG children which includes 2 X 15mins sessions per week. Purchase required resources for group interventions.
Priority 2	To implement small maths intervention groups for those pupils who are below age related expectations. Purchase required resources for group interventions
Barriers to learning these priorities address	To encourage those pupils who are EAL/language development barriers to talk more at home and therefore continue the work that is being embedded within school. Be aware of increased screen time which can impact speech development. To ensure that RWI, Talk Boost and Maths workshops are delivered to families to enable the home school links to be strengthened and the daily interventions work to be continued at home.
Projected spending	£5,630

Wider strategies for current academic year

Measure	Activity
Priority 1	To share a part-time Education Welfare Officer with St Mary's Junior School and work closely with her to support families with attendance needs by inviting parents to Attendance Support Plan Meetings, carrying out home visits and giving advice on Attendance Matters.
Priority 2	To subsidise and /or pay for school trips, school club attendance and uniforms.
Barriers to learning these priorities address	Improving attendance and punctuality and therefore readiness to learn for the most disadvantaged pupils.
Projected spending	£11,734.25

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that quality first teaching is being delivered, monitoring and coaching is taking place.	Use of twilight sessions and allowing time out of class to be covered by Head of School.
Targeted support	To ensure that teaching assistants are released from class to deliver interventions within their set Bubbles and subject lead are given time to monitor these groups and their impact.	Monitoring calendar revised (COVID-19) for subject leader time. Prescriptive timetables created for teaching assistants to deliver NELI, Read, Write Inc 1:1 interventions, Talk Boost interventions and No Nonsense maths interventions.
Wider strategies	To educate the families facing the most challenges about Attendance Matters and ensure that they are engaged with school.	Work closely with Education Welfare Officer to create an attendance reward system and embed this with both children and parents alike.

Review: last year's aims and outcomes

Review 2019-2020

Significant challenges presented by COVID-19 and National Lockdown impacted last year's strategy. However, PPG spending had a positive impact on pupils academically and pastorally.

Year 2 PSC (December 2020) resulted in 100% of PPG children meeting the required standard (all within the 32-36 attainment band)

In year tracking data also showed a narrowing of attainment in mathematics between PPG and Non-PPG peers.

Support for families surrounding resources, food packages and uniform provision (PE Kit as well as School Uniform) was appreciated and impacted in school positively. This is reflected in attendance data.

A high standard of pastoral support for PPG children during lockdown significantly benefitted them in their return to school.