# Pupil premium strategy statement

**Pupil Premium Strategic Plan 2020 – 2021**

At Buckland St. Mary Church of England Primary School, we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

All children need opportunities to enrich their lives through experiences and school must make sure that where children are unable to access these through home, opportunities are provided for them by the school.

## School overview

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| **Metric** | **Data** |
|  School name | Buckland St. Mary Church of England Primary School  |
| Pupils in school | 71 |
| Proportion of disadvantaged pupils | 8% |
| Pupil premium allocation this academic year | £9,415 |
| Academic year or years covered by statement | 2019 – 2021  |
| Publish date | September 2020 |
| Review date | April 2021 |
| Statement authorised by | Mr Gareth Nation |
| Pupil premium lead | Mr Gareth Nation |
| Governor lead | TBD |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | -Redacted- |
| Writing | -Redacted- |
| Maths | -Redacted- |

## Strategy aims for disadvantaged pupils

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| **Diminish the difference between PPG pupils and ‘other’ pupils in reading and writing**  | **The gap between PPG pupils and ‘other’ pupils narrows in reading and writing with the aim that progress and attainment are in line with non PPG pupils.** |
| **Diminish the difference between PPG pupils and ‘other’ pupils in maths** | **The gap between PPG pupils and ‘other’ pupils in mathematics narrows with the aim that progress and attainment are in line with non PPG pupils.**  |
| **Measure** | **Score** |
| Meeting expected standard at KS2 | -Redacted- |
| Achieving high standard at KS2 | -Redacted- |

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| **Measure** | **Activity** |
| Priority 1 | Diminish the difference between PPG pupils and ‘other’ pupils in reading and writing through high quality CPD for teachers from internal and external leads.  |
| Priority 2 | Diminish the difference between PPG pupils and ‘other’ pupils in maths by embedding the ‘Can Do’ maths approach targeted at fluency and times tables.  |
| Barriers to learning these priorities address | Ensuring all teaching staff consistently apply evidence based teaching approaches. Disruption caused by Covid 19 is likely to have significant impact on children in EYFS (particualry in maths - see *Sutton Trust report*). Several PPG children have been more reluctant to engage in home learning.  |
| Projected spending  | £4,000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Maths | Achieve at least National Average Progress Scores | July 2021 |
| Progress in Writing | Achieve at least National Average Progress Scores | July 2021 |
| Progress in Reading  | Achieve at least National Average Progress Scores | July 2021 |
| Phonics | Achieve (at least) National Average in PSC.  | July 2021 |
| Other | Improve attendance of all disadvantaged children so it is at least 96%.  | July 2021 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1: Maths | Identify key children (RAP children) who are falling behind ARE and establish small group maths interventions. |
| Priority 2: Reading / Writing | Identify key children (RAP children) and work with families to provide necessary reading support at home. Establish small group interventions for key children.  |
| Barriers to learning these priorities address | At times, there would appear to be a lack of consistent or effective parental support and engagement from some PPG pupils’ families. This is believed to be due to a number of factors – time to work with their child when parents are working; understanding the expectations and demands of the curriculum; understanding that pupils make greater progress when parents are involved in their education. |
| Projected spending | £3,500 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1: Improve emotional wellbeing for pupils eligible for PP, particularly those who join the school during the academic year | Provide universal offer (books, trips, uniform etc) for key children. Provide ELSA support where required. Provide focused Forest School and PE sessions from trained professionals for key groups of children.  |
| Priority 2: Increased attendance rates for pupils eligible for PP | Support children and families as required and continue to follow the Attendance Policy rigorously.  |
| Barriers to learning these priorities address | Attendance rates for pupils eligible for PPG (disadvantaged) are low. This reduces their school hours and causes them to fall behind on average. See ‘Attendance Concerns for September Report’.  |
| Projected spending | £1,415 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring time for Subject Champions to support teachers.  | SLT to provide suitable leadership and management time as well as opportunities for effective CPD sessions.  |
| Targeted support | Limited hours of trained professionals to support key groups / individuals.  | HoS and Lead Teacher to assist and provide CPD for identified staff.  |
| Wider strategies | Parental engagement with required support.  | Create greater opportunities to involve parents in school activities and continue to establish strong relationships with families.  |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Diminish the difference between PP pupils and ‘other’ pupils in maths, reading and writing.  | RAP children identified, supported and monitored. Disruption caused by Covd 19 meant reliable data until March only. See ‘2020-2021 Autumn Achievement Report’.  |
| Improve emotional wellbeing for pupils eligible for PP, particularly those who join the school during the academic year | ELSA support for key children established and continued during lockdown. ‘Soft data’ such as social interactions at playtimes and communication with parents shows key children improving in key areas.  |
| Increased attendance rates for pupils eligible for PP  | Attendance Policy rigorously applied, key families supported with issues regarding lateness and supported provided where required. See ‘Attendance Concerns for September Report’  |