

## Pupil Premium Funding Expenditure Plan 2020-2021

<b>Number of pupils and pupil premium grant (PPG) (August 2020)</b>	
Total number of pupils on roll	204 (+22 N)
Total number of pupils eligible for PPG	24 ( +3 Nursery)
Amount PPG per pupil	£1,320-£2,300 (£300=N) ,
Total amount PPG 20/21	£40, 540

<b>Breakdown of Pupil Premium across the school (Sept 2020)</b>		
<b>Year Group</b>	<b>Number of Pupils on roll</b>	<b>% of Year</b>
<b>Nur</b>	<b>3</b>	14%
Rec	1	3%
1	3	10%
2	2	9%
3	3	10%
4	5	16%
5	5	17%
6	5	17%
<b>Total</b>	<b>27</b>	<b>13%</b>

### **Objectives of spending PPG (Our intentions at SMA)**

- To ensure that pupils eligible for the PPG and their families, are able to access a range of support and additional opportunities, with the intention of reducing the impact of environmental factors on their learning and life chances, including the impact of Lockdown and isolation as required across the year.
- To raise the expectations of children in receipt of pupil premium funding through parents' engagement (including in Home Learning), and to challenge their involvement in their own learning appropriately
- To continue to address and reduce the progress gap between PP and non-PP children nationally, allowing for Lockdown affects individually and collectively
- To reduce the percentage of PP children below ARE in Reading, Writing, Maths and GPS through addressing their barriers to learning as identified above, with particular focus on positive mental health

### **Barriers to Progress-**

Annual analysis of children in receipt of Pupil Premium funding show that there are a wide range of barriers to progress; however, in 202 2021, the most pressing barriers can be categorised as identified below

- Attendance- Lockdown attendance and where family circumstances either medical, emotional or financial impact on children's attendance
- Financial - where pressures on parents mean that the school assists to ensure children have equal access
- Academic – where children have additional needs in their learning such that they do not reach the threshold for EHCP but have needs additional to and different from their peers
- Emotional – when the strain on a family as a result of their family's position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience independence and self esteem

- Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school
- Identification – ensuring that any eligible family registers for FSM, something which is particularly challenging given UifSM entitlement and pride
- Expectation- where pressures of life and work, exacerbated by Lockdown, impact on parents to such an extent that their expectations and engagement with their children's progress at school is disjointed and negative, impacting to the detriment of the children in receipt of Pupil premium money.

<b>PPG spending for 2020-21 ( Our Implementation at SMA)</b>	
Item/ project	Cost
Increased pupil /teacher ratio in Y5/6 due to core subject setting for a minimum of 70% of core lessons, without being able to mix bubbles as in previous years (Aut/Summer)	£11,000
Individualised support as needed – bespoke to time and child each week (Aut/Summer)	£9,400( + oncosts= approx. £188
Good links with Education Welfare, SALT, School Nursing Service, Family Support and Educational Psychology. Continued support from School inclusion manager – (maintained as part of virtual provision across Lockdowns)	£4,500
Booster homework club weekly through Aut/Spr/Summer term for targeted children including phonics clubs and Y6 booster (allowing for bubble restrictions)	£2,800
Bespoke additional personalised time for vulnerable children with attendance, medical and/or emotional issues and their parents, including much needed communication with external agencies	£4,700 (1/2 day/week of teacher times equiv and DSL times)
Required additional close supervision not already funded/only partially funded	£3,800
Bespoke engagement at home to support access to Home Learning weekly during Lockdown	Approx. 13 hrs DSL/Admin/teacher time=£570
Use of PP to support purchase of school website/ access to class pages for relevant children	£235
Specific necessary equipment for home use/loan or use in school to support PP children inc proportional purchase of chrome books	£550
Full time attendance for Nursery children across 1 half term equivalent	£600
Multi sensory resources to support and develop children lagging behind, particularly in reading	£950
15 weekly Specific close and bespoke teaching for these pupils during Lockdown, via Teams meetings across Spring 1 and anticipated for approx. 4 weeks ( to include potential isolation periods Aut and Summer)	£960 ( inc oncosts and excluding joint times)
Lockdown contingency	£287
<b>Total</b>	<b>£40, 253</b>

#### **How will we measure the Impact?**

The impact of the PP grant will be measured in two key ways:

- Academic achievement in key assessment points, all incorporated children's attainment and achievement will be discussed on an individual basis at Pupil Progress meetings. Findings will be discussed and reported back to the FGB
- Pupil Premium Report by the PP Lead will report on emotional health and wellbeing showing;

- attendance and lateness records
- pupil opinion survey on PP and non PP children achievement and self esteem
- impact and provision across Lockdown 2020/21
- records of impact of small interventions on individual and PP groups' resilience to learning, independence and self esteem

**Review of Outcomes 2019 2020 ( Our prior impact at SMA)**

Year 1 (tested in Y2 Autumn)	Phonics Test	National
All	85% predicted (23 in year gp)	82%(2018)
PP(2 pupils)	50%	70%(FSM)(2018)
Non PP(27 pupils)	96% (25/26 )	N/A

We note that our PP children's results, at the end of Y1, for 2020 are again below the NA and that of ALL children at SMA. One child did not make the appropriate progress to achieve but has been well supported across Lockdown, to pick up from differing starting points and re – engage. They will continue to be targeted across 2020/21.

Year 2 (Tested in Y3 Autumn)	Reading	Maths	Writing
ALL SMA	87%	77%	67%
<b>National</b>	<b>78%</b>	<b>76%</b>	<b>69%</b>
PP(3pupils)	67% ARE	67% ARE	67% ARE
Non PP(27pupils)	93%	81%	70%

We are pleased to see that our PP children's results, at the end of Aut Y3, in 2020 are at least in line with or above the NA in writing, despite the significant time out across 2020; we also note that this group of 3 in Reading/Maths, whilst in% terms are below NA, are holding their own, with one known child needing additional support to accelerate from their starting points. This supports our evidence that all groups of learners are making good progress from their starting points here at St Mary's despite the Lockdown in March- June 2020. We are also pleased to note that our evidence suggests that % of children working beyond ARE in Maths, Writing and Reading at KS1, are in line with National averages for this group - this demonstrates challenge for all pupils. .

Year 6 (teacher estimates only)	Reading	Maths	Writing	GPS
ALL	90% ARE	87% ARE	83% ARE	87% ARE
<b>National</b>	<b>73%</b>	<b>79%</b>	<b>78%</b>	<b>78%</b>
PP(6 pupils)	83%	50%	67%	100%
Non PP (29 pupils)	87%	82%	78%	86%

We are pleased to see that Teacher assessments at the end of Y6, despite Lockdown, indicated that our PP children's results, for 2020 were above national expectations in Reading and very broadly in line with expectations in Writing, allowing for the anticipated drop in PP results that would have happened, if testing had been in place for this year group, after Lockdown. Booster support classes were accelerating test results in Maths, prior to Lockdown, however the pandemic then played havoc with pace, particularly for some of these pupil premium children. This was unavoidable and can only be improved by being in school.

HA teacher assessment for this group equates to approximately 33% of the group, across all subjects. This was in line with expectations nationally and in school for Maths and Reading and exceeded school findings in HA writing. This supports our evidence that all children are challenged to make good progress from their starting points.

## Comments

All PP children in school are reviewed at least termly, to discuss barriers to progress, to identify individual child's needs and to ensure tailored support is targeted for the child and their family circumstance. This year, due to Lockdown, we are presenting a summary of evidence gathered summatively, at the end of Autumn 2020. We are able to share the following information with regard to our PP eligible children's attainment in relation to being on track to ARE by the end of July 2021:

Yr (Aut 2020)	Reading	Maths	Writing
6 (5 pupils)	60%	80%	80%
5 (4 eligible pupils)	75%	60%	50%
4 (5 pupils)	100%	50%	100%
3 (3 pupils)	67%	67%	67%
2 (2 pupils)	0%	50%	0%
1 (3 pupils)	50%	33%	0%

- Acknowledging low numbers in this group, Senior leaders are satisfied that the targeted support aimed at Y3,5,6, across the Autumn term had had good effect on reducing gaps, exacerbated by Lockdowns, as identified in the Covid Catch up spending plan.
- Y4 attainment has been well maintained from high starting points

Where there are pinks the following points are worthy of note:

- Catch up booster support was aimed at Y2 for the Spring term. This will now be moved to the summer term and we are certain will impact on attainment across the class.
- Y1 children have now missed two significant terms in their early development. Priorities were on Reading catch ups in the Autumn term with good results. We are confident that they will catch up, but this will take time and good planning, as identified in the Co Vid Catch up plan.
- Y5 were most affected during Autumn with all children missing at least 1/3 of their term due to Co Vid isolations. We are therefore not concerned with the writing evidence presented. We are pleased with their progress in Reading and Maths
- There are no trends in gaps between PP and all other children in 2020, once Lockdown barriers have been acknowledged.

From their starting points, teachers assess that almost all children made at least expected progress from their starting points in 2019/20 as a result of good provision in Reading with 18% showing acceleration in this area

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From their starting points, teachers assess that almost all children made at least expected progress from their starting points in 2019/20 as a result of good provision in Writing with 18% showing acceleration in this area

Finally, it is important to note that of the PP in 2019/20, almost 1/3 of this group have SEN needs including EHCPs - a further 17% have significant emotional trauma to contend with daily, as they arrive into school. We are proud of them all and we are confident that the provision demonstrates value for money.