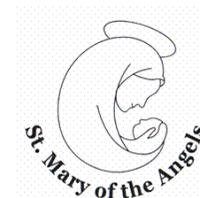


# St Mary of the Angels; Pupil Premium Grant (PPG) strategy 2020-21

Summary information of pupil premium.

Our mission statement; *Love Jesus, love learning, love life.*



<b>Name of school:</b>	St Mary of the Angels Catholic Primary School		
<b>Academic year:</b>	2020-21	<b>Total PP budget for year:</b>	£55,350
<b>Total number of pupils:</b>	210	<b>Number of pupils eligible for PP:</b>	42 PPG children, incl 4 service children & 2 LAC
<b>Amount per pupil:</b>	36 £1345 (standard) 2 £2345 (previously looked after) 4 £310 (service children)	<b>Date of next PP strategy review:</b>	Autumn term 2021

## Barriers to future attainment for pupils eligible for PP

St Mary of the Angels Catholic Primary School believes that all of the pupil premium funding should be used to support the academic and personal development of disadvantaged pupils. We ensure that all disadvantaged pupils receive specific, targeted, 'one to one' support to raise their attainment. Our aim is to ensure that all disadvantaged pupils get the support they need to achieve their very best in our school.

### In-school barriers:

<b>A.</b>	Baseline assessment in 2019-20 showed that most pupils join St Mary's with skills, knowledge and understanding below national average in the key areas of English and Maths. However, a significant minority started well below the standard and require extra support, often with speech and language, emotional and similar difficulties. We strive to support these vulnerable pupils' needs in order to help them to access the curriculum fully, take a full part in school life and make consistent progress over time.
<b>B.</b>	Some pupils require additional support in class, such as 'one to one' support or perhaps ICT support, because this has never been possible for them at home, due to complex circumstances, leaving them at a disadvantage, compared to peers..

<b>C.</b>	Because we are a popular school, most classes meet the recommended national class limit of 30, but most of our disadvantaged pupils would benefit from smaller group support within their class, in order to maximise their progress.
<b>External barriers:</b>	
<b>D.</b>	Most pupils are well supported at home and relationships between home and school are strong. However, there are a group of families who do not/are not able to support their child at home, including a growing group of families accessing additional support from outside agencies (CAMHS, Social Care etc). We also target support for these pupils, to improve attitudes to learning, progress and attainment.
<b>E.</b>	Families cannot access educational opportunities, such as educational trips, due to poverty and related issues, impacting negatively on pupils' knowledge, self-esteem and skills.
<b>F.</b>	Data in the locality shows that many of the poorer families in Ellesmere Port have less aspirational expectations for their children; and we need to challenge this in school.

### Aims and outcomes

	<b>Desired outcome:</b>	<b>Success criteria: (how will we evaluate)</b>
<b>A.</b>	For disadvantaged pupils to attain at least the age expected standards in maths and English.	Analysis of data particularly at the end of each key stage, shows that almost all disadvantaged pupils achieve EXS.
<b>B.</b>	For more able disadvantaged pupils (identified by high prior attainment) to achieve a greater depth of understanding.	Analysis of data particularly at the end of each key stage, shows that the more able disadvantaged pupils achieve GDS.
<b>C.</b>	For all these pupils to have aspiration and increased self-esteem.	Pupils will be supported financially and pastorally, as well as academically, in order to enable them to be life long, confident learners

### Planned expenditure

<b>Desired outcome</b>	<b>Action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Budget</b>	<b>Review date</b>
A & B	Each pupil in receipt of the PPG (disadvantaged pupils) will receive extra teacher/teaching assistant support to raise attainment.	Programmes such as Reading Recovery, Power of Two Maths, IDL etc have proven, previous success in our school, raising attainment and self esteem	Senior leaders, particularly the SENCo and PP lead, will monitor the effectiveness of the sessions closely and ensure that teaching is impacting on learning.	PP Lead: Matt Campbell	£19928	July 2021 (when 2020-21 assessment data is available)

A & B	The progress of all disadvantaged pupils will be tracked carefully as part of the assessment process	Previous experience has demonstrated positive impact of this programme, using our MAGS data analysis system.	All PP pupils identified on class tracking grids and to be discussed at pupil progress meetings/performance management reviews.	PP Lead: Matt Campbell	£3000	Termly
A	When pupils are presenting as having vulnerabilities in learning (e.g. SEND, social or emotional difficulties, safeguarding concerns), leaders will consider how to best support the pupil (and family) through various strategies, financial issues, interventions or liaison with partner agencies and support.	Previous experience has demonstrated positive impact of this programme and recommendations from colleagues/research	Class teachers to identify any concerns to PP Lead/Headteacher. Leaders to ensure effective provision is put in place (eg ELSA support). If SEND, bespoke strategies implemented and carefully monitored by PP Lead	PP Lead: Matt Campbell  ELSA support: Paula Fields	£1631	Termly

<b>PUPIL PREMIUM SPENDING 2019-20</b>	<b>STRATEGY &amp; COST</b>	<b>COMPARATOR OUTCOMES (2019-20)</b>
1. "Spelling Shed" and "Times Tables Rock Stars" at lunchtimes for those without computer at home	Led by TA, set by teacher. To increase place value, multiplication, division and related number skills across the year.  <b>COST £1949</b>	Maths scores show excellent attainment at KS2 for 2018 PPG (100% EXS+ versus 76% all pupils nationally)  <i>2019 latest end of Key Stage data following Covid lockdown implications</i>
2. Use of Power of Two intervention to support borderline pupils with retaining and deepening prior knowledge and skills during Y6	Teacher led, in discussion with SENCO, delivered by group of TAs, every day, one to one for 15 mins per day, all year. To build confidence and enable all pupil premium pupils to achieve at least EXS in KS2 test.  <b>COST £1949</b>	KS2 PP Maths 100% pupils EXS, with 33% GDS - compared to 76% EXS all pupils nationally; and 24% GDS nationally, 2018  <i>2019 latest end of Key Stage data following Covid lockdown implications</i>
3. To support purchase of additional ICT equipment (ipads and IDL dyslexia	Teacher led, in discussion with SENCO, delivered by group of TAs, every day, one to	KS2 Reading 100% PP pupils EXS, - compared to 75% EXS all pupils nationally;

<p>software, Spelling Shed app) in order to raise attainment in Reading and Writing through daily interventions</p>	<p>one for 15 mins per day, all year. Pupils can also access at home, due to licence purchase.</p> <p><b>COST £4949</b></p>	<p>KS1 PP Reading scores show 2 pupils out of 3 attaining national standard and making at least expected progress from starting points.</p> <p><i>2019 latest end of Key Stage data following Covid lockdown implications</i></p>
<p>4. Access to a trained Emotional Literacy Support Assistant all year in order to boost pupil self-esteem and focus on academic aspirations</p>	<p>Pupils can, and have, accessed a range of pastoral services eg in Y6, counselling for a child in a family in need; bereavement for a Y4 pupil premium child; and support with emotions and feelings for others. To remove barriers whenever needed; and to signpost them to strategies for self-improvement; or else access to other services (eg Social Care).</p> <p><b>COST £1754</b></p>	<p>Progression of pupils across the school on PP dropped due to the impact of the Covid 19 lockdown in March which meant the children missed out on summer term in school. Our internal assessments found 54% (Read), 63% (Wr) and 70% (Ma) made at least expected progress in 2020 progress assessments. This will be monitored closely through new Pupil Premium trackers that will form part of PP coordinators NPQSL project. All PP pupils have excellent self-esteem, through a range of exciting rich curricular opportunities (eg our fantastic LOtC provision lead by Jon Thorpe from Edsential – each child receives two sessions per term and all PP children to receive an additional session at the end of summer term to reflect on the year and discuss upcoming changes in a safe and calm environment)</p>
<p>5. To access educational trips and visits, which would be prohibitive without pupil premium support.</p>	<p>PP can access free residential trips eg Cadburys World trip in Year 6, Kingswood residential in Year 4, Conway Centre residential in Year 6, Beeston residential in Year 2 and a range of day trips across the school.</p> <p><b>COST £5000</b></p>	<p>All PP pupils in 2019-20 at KS1 &amp; 2 accessed one or two trips, and all day trips during the key stage, free of charge, resulting in improved behaviour in every case, enhanced self-esteem – and very good outcomes in end of KS tests, as shown above.</p>
<p>6. In house training and courses to improve teacher effectiveness using the ECM company – both on subject</p>	<p>Pupil attainment in Writing will increase, as teacher effectiveness increases; subject</p>	<p>Previous investment in Pathways to Write in 2018-19 has meant that progress of PP from Yr2 to Y6 inclusive is at 75% for expected</p>

<p>leadership, to ensure correct pitch and challenge, especially in foundation subjects; and CPD opportunities for greater depth, especially in writing, as seen in 2019-20 SDP. First for Maths support for staff in moderating mathematics across all key stages and Literacy Company specialist support for moderating writing.</p>	<p>leaders will also monitor more tightly with care to address pace and challenge.</p> <p><b>COST £4000</b></p>	<p>progress. SATS results in KS2 expected are also well above national at 90%, with a rise of 12% at GDS too.</p> <p><i>2019 latest end of Key Stage data following Covid lockdown implications</i></p>
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