



**St Mary's Catholic
Primary School
Pupil Premium September 2020**

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Statement of intent

At St. Mary's Catholic Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for CiC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

Signed by:

| | | | |
|-------|-------------------------------|-------|-------|
| _____ | Principal | Date: | _____ |
| _____ | Chair of Academy Committee | Date: | _____ |

1. Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

2. PPG allocation rates

2.1. For the financial year 2020 to 2021, grant allocations are as follows:

| Disadvantaged pupils | PPG amount per pupil |
|--|-------------------------------|
| Pupils in Reception to Year 6 recorded as 'Ever 6 FSM' | £1,345 |
| Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM' | £955 |
| LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA | £2,345 |
| PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order | £2,345 |
| Service children | Grant amount per pupil |
| Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD | £310 |

3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents of pupils to collectively ensure pupils' success.

4. How PPG can be spent

- 4.1. Under the terms of the PPG, the funding may be spent in the following ways:
 - For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
 - For the benefit of pupils registered at other maintained schools or academies
 - On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- 4.2. If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

5. Our long-term strategy for success

- 5.1. We maximise use of the PPG by:
 - Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
 - Ensuring PPG funding and spending can be identified within the school's budget.
 - Consulting the pupil premium lead, Academy Committee, staff, and parents when deciding how funds are spent.

- Assessing the individual provisions required for each pupil in receipt of the PPG.
- 5.2. We conduct annual reviews to inform the plan and form the school's pupil premium statement.
- 5.3. We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.
- 5.4. We consult the EEF's Families of Schools Database to learn about effective practice in similar schools.
- 5.5. We focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil.
 - Are consistent (based on agreed core principles and components), but also flexible and responsive.
 - Are evidence-based.
 - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
 - Include regular, high-quality feedback from teaching staff.
 - Engage parents in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP)).
 - Support pupil transition through the stages of education (e.g. from primary to secondary).
 - Raise aspirations through access to high-quality educational experiences.
 - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 5.6. We choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with their peers.
 - An emotionally intelligent approach to the setting of clear behaviour boundaries.
 - Increasing pupils' understanding of their emotions and identity.
 - Positive reinforcement.
 - Building self-esteem.

- Relevance to the learner – the approach relates to pupils’ interests and makes success matter to them.
- A joined-up approach involving the pupil’s social worker, carer, virtual school head (VSH), and other relevant professionals.
- A child-centred approach to assessment for learning.

6. A tiered approach to PPG spending

6.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

6.2. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- **Structured interventions**
- **Small group tuition**
- **One-to-one support**

6.3. Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- **Behaviour support**
- **The breakfast club**
- **Attendance initiatives**
- **Social, emotional and mental health support**

7. Use of the CiC and PLAC premiums

7.1. The CiC premium is managed by the LA’s designated VSH.

7.2. The premium is used to benefit a pupil’s educational needs as described in their PEP.

- 7.3. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 7.4. The CiC premium is used to facilitate a wide range of educational support for CiC.
- 7.5. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.
- 7.6. The designated teacher works with the VSH to ensure that all available funding is spent.
- 7.7. PLAC premium is allocated directly to the school.
- 7.8. CiC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

8. Example interventions

- 8.1. We may utilise the following achievement-focussed interventions:
 - Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
 - Creating additional teaching and learning opportunities using TAs
 - Targeting English and maths teaching for pupils who are below age-related expectations
 - Targeting pupils who require additional help to reach age-related expectations
- 8.2. We may utilise the following teaching-focussed interventions:

- A termly one-day teaching development programme delivered by external experts
 - Weekly individual coaching sessions to support teachers
- 8.3. We may utilise the following wellbeing-focussed interventions:
- One-to-one counselling sessions
 - Occupational therapy-based interventions
 - Allocating funds to enable pupils to participate in extra-curricular activities
 - Educational Psychology assessments, monitoring and support
- 8.4. We may utilise the following communication-focussed interventions:
- Vocabulary interventions for pupils with poor oral language and communication skills
 - Support for pupils to access a range of off-site trips and experiences
 - Use of the online packages speech and language link

9. Use of the service pupil premium (SPP)

- 9.1. The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.
- 9.2. Pupils qualify for the SPP if they meet at least one of the following criteria:
- They have a parent serving in the regular armed forces
 - They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure')
 - They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
 - They have a parent who is on full commitment as part of the full-time reserve service

- 9.3. The school does not combine the SPP with any other form of PPG.
- 9.4. SPP spending is accounted for separately to any other form of PPG.
- 9.5. The school may use the SPP for:
 - Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
 - Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
 - Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
 - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
 - School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.
- 9.6. The school does not use the SPP to subsidise routine school activities.

10. Accountability

- 10.1. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- 10.2. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.
- 10.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.
- 10.4. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.
- 10.5. The school publishes its strategy for using the PPG on the school website.

- 10.6. The school publishes a link to the school and college performance tables search tool, as well as the schools' individual performance tables page, on the school website.

11. Reporting

- 11.1. The Pupil Premium lead reports annually to the Academy Committee and parents regarding how effective PPG spending has been and what impact has been made.
- 11.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the Pupil Premium lead and the Senior Leadership team.
- 11.3. The EEF's DIY Evaluation Guide is used to measure the impact of the school's spending.
- 11.4. Information regarding PPG spending is published on the school website.
- 11.5. For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

12. Pupil premium reviews

- 12.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.
- 12.2. If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.
- 12.3. The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

- 12.4. The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 12.5. Where costs are prohibitive, the school considers the use of a joint review with local schools.
- 12.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 12.7. In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 12.8. At the end of the review, the school has an improved strategy and plans to implement it.

13. Overpayments

- 13.1. The school repays any overpayment of the PPG.

14. Monitoring and review

- 14.1. The Pupil Premium lead is responsible for reviewing this policy annually.
- 14.2. The next scheduled review date is September 2021.

Appendix 1 – Pupil Premium Reporting Template

Pupil premium strategy statement 2020-2021

School overview

| Metric | Data |
|---|------------------------------------|
| School name | St. Mary's Catholic Primary School |
| Pupils in school | 200 |
| Proportion of disadvantaged pupils | 9% |
| Pupil premium allocation this academic year | £59180 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | September 2020. |
| Review date | September 2021 |
| Statement authorised by | Ms O'Beirne |
| Pupil premium lead | Rachael Mosley |
| Academy Chair | Caroline Beech |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | 4.85 |
| Writing | 0.39 |
| Maths | 1.47 |

Strategy aims for disadvantaged pupils for last academic year

| Measure | Score |
|---|--|
| Meeting expected standard at KS2 | 56% |
| Achieving high standard at KS2 | 0% |
| Measure | Activity |
| Priority 1 | To ensure that all PP children have an attendance of 96% or above. |
| Priority 2 | To provide intervention to close the gap between PP pupils and their peers. |
| Barriers to learning these priorities address | <input type="checkbox"/> Behaviour <input type="checkbox"/> Concentration and motivation <input type="checkbox"/> Aspirations and expectations <input type="checkbox"/> Additional needs <input type="checkbox"/> Attendance and punctuality <input type="checkbox"/> Difficulties with Speech and language |
| Projected spending | £68940 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|-------------|
| Progress in Reading | To provide a reading focussed and language rich environment for pupils ensuring gaps are filled following information gathered from baseline assessments. | July 2021 |
| Progress in Writing | (Whole school focus) Gaps in Pupil Premium children's knowledge and understanding identified through baseline assessments and lessons/interventions planned to fill these to ensure children make expected progress. | July 2021 |
| Progress in Mathematics | To ensure all children are appropriately challenged in maths, allowing them to reach their full potential and make expected or accelerated progress. | July 2021 |
| Phonics | Pupils to reach a standard in reading, which allows them to pass the phonics screening test at the end of year 1. | July 2021 |
| Other | The whole curriculum is language rich, increasing children's vocabulary and exposing them to a variety of texts. | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Gaps in Pupil Premium children's knowledge and understanding identified through baseline assessments and lessons/interventions planned to fill these to ensure children make expected progress. |
| Priority 2 | A higher proportion of pupils reach age related expectations in reading, writing and maths. |
| Barriers to learning these priorities address | <input type="checkbox"/> Behaviour <input type="checkbox"/> Concentration and motivation <input type="checkbox"/> Aspirations and expectations <input type="checkbox"/> Additional needs <input type="checkbox"/> Attendance and punctuality <input type="checkbox"/> Difficulties with Speech and language |
| Projected spending | £30000 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | To ensure that all PP children have an attendance of 96% or above. |
| Priority 2 | To support children with their social, emotional and mental health. |
| Barriers to learning these priorities address | <input type="checkbox"/> Behaviour <input type="checkbox"/> Concentration and motivation <input type="checkbox"/> Aspirations and expectations <input type="checkbox"/> Additional needs <input type="checkbox"/> Attendance and punctuality <input type="checkbox"/> Difficulties with Speech and language |
| Projected spending | £29180 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|---|
| Teaching | Teaching staff having high expectations of pupils. | Structure of assessment, planning and teaching ensures that all learning delivered to pupils is tailored to gaps identified through baseline assessments. |
| Targeted support | Resources, time and funding impacts the delivery of interventions. It is not always possible for sessions to take place as timetabled. | Intervention timetable has been planned to ensure that all classes have an equal amount of sessions. There is a PP focus group for each year group. |
| Wider strategies | Raising attendance to above 96%. | Range of incentives |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|--|
| An increase in pupils making expected progress in reading. | 2017-2018 – 80% 2018-2019 – 89% 2019-2020- No data due to COVID 19 |
| An increase in pupils making expected progress in writing. | 2017-2018 - 80% 2018-2019 – 56% 2019-2020- No data due to COVID 19 |
| An increase in pupils making expected progress in maths. | 2017-2018 – 60% 2018-2019 – 67% 2019-2020- No data due to COVID 19 |

| 1. Summary information | | | | | |
|---|---------------------------------------|--|---|--|--|
| School | St Mary's Catholic Primary School | | | | |
| Academic year | 2019-2020 | Total pupil premium grant (PPG) budget | £68940 | Date of most recent PPG review | |
| Total number of pupils | 200 | Number of pupils eligible for the PPG | 18 | Date for next internal strategy review | |
| 2. Current attainment | | | | | |
| Data take | | | Pupils eligible for the PPG in the school | National average | |
| % of pupils achieving expected standard or above in reading, writing, and mathematics | | | 56% | 71% (non-disadvantaged children) | |
| % of pupils making expected progress in reading (as measured in the school) | | | 89% | 78% | |
| % of pupils making expected progress in writing (as measured in the school) | | | 56% | 83% | |
| % of pupils making expected progress in mathematics (as measured in the school) | | | 67% | 84% | |
| 3. Barriers to future attainment (for pupils eligible for the PPG) | | | | | |
| Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of Schools Database ; FFT Aspire ; staff and pupil consultation; attendance records; recent Ofsted reports and guidance. | | | | | |
| Academic barriers (such as poor oral language skills) | | | | | |
| A | Difficulties with Speech and language | | | | |

| | | |
|--|---|--|
| B | Additional needs | |
| C | Aspirations and expectations | |
| Additional barriers (including issues which also require action outside the school such as low attendance rates) | | |
| D | Attendance and punctuality Behaviour Concentration and motivation | |
| 4. Intended outcomes (specific outcomes and how they will be measured) | | Success criteria |
| It is not essential to identify four desired outcomes – focussing on fewer aims in more depth may be better. | | |
| A | Gaps in Pupil Premium children’s knowledge and understanding identified through baseline assessments and lessons/interventions planned to fill these to ensure children make expected progress. | Teachers use baseline assessments to identify gaps in reading, writing and maths. Gaps are filled through targeted intervention work. Lessons are planned and delivered to ensure gaps are filled. Quality first teaching is evident in all classrooms. |
| B | A higher proportion of pupils reach age related expectations in reading, writing and maths. | Teachers use baseline assessments to identify gaps in reading, writing and maths. |

| | | |
|---|---|---|
| | | <p>Gaps are filled through targeted intervention work.</p> <p>Lessons are planned and delivered to ensure gaps are filled.</p> <p>Quality first teaching is evident in all classrooms.</p> |
| C | To ensure that all PP children have an attendance of 96% or above. | <p>Evaluate previous attendance incentives – did they have a positive impact – alter if necessary.</p> <p>Attendance for all PP is above 96%</p> <p>The % of PP pupils who achieve 96% attendance or above increases.</p> |
| D | To support children with their social, emotional and mental health. | <p>Nurture interventions are in place and monitoring and evaluation shows they are having a positive impact.</p> <p>Improved scores on Boxall profile – baseline taken in Autumn term.</p> |

| 5. Review of expenditure | | | | |
|---|--|--|---|-------|
| Previous academic year | £68940 | Data taken from national 2019 data, due to none being available due to COVID 19 closure | | |
| Quality of teaching for all | | | | |
| Action | Intended outcome(s) | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate) | Lessons learned (and whether you will continue this approach) | Cost |
| To provide regular opportunities for reteach sessions for those who have not grasped the days learning. | <p>Progress will improve as they will have more opportunities to consolidate their learning.</p> <p>Gap between PP children and others will close.</p> <p>Increased confidence and participation in lessons.</p> <p>Increased progress in lessons.</p> | <p>Progress has improved in reading and maths. Writing is our main area of focus across the school for disadvantaged pupils and those who are not eligible for PPG.</p> <p>Data:</p> <p>Reading progress</p> <p>2017-2018 – 80%</p> <p>2018-2019 – 89%</p> <p>Writing progress</p> <p>2017-2018 – 80%</p> <p>2018-2019 – 56%</p> <p>Maths</p> | <p>Baseline assessments have been carried out at the beginning of term to establish gaps following school closure due to COVID 19.</p> <p>Pupil progress meetings have taken place following baseline assessments to ensure staff have secure plans in place to ensure gaps are filled and progress is made.</p> <p>Lessons are being planned to allow the children the opportunity to fill the gaps and also interventions are planned to target children's individual specific needs.</p> | £7938 |

| | | | | |
|--|---|--|---|-------|
| | Improvement in retention. | 2017-2018 – 60% 2018-2019 – 67% | | |
| PP pupils who are making below expected progress and are attaining below ARE to be assessed by a specialist teacher. | <p>PP pupils who have been assessed by a specialist teacher and set targets to have intervention tailored around meeting these targets.</p> <p>Greater progress made in Reading and Writing</p> <p>Increased confidence with written work</p> <p>Specialist teacher to monitor every other term</p> | Assessments have been carried out for some pupils who met this criteria. However, due to COVID-19 school closure not all pupils were able to be assessed – this is a priority for Autumn 2020. | This will be evaluated once assessments have been able to be carried out. | £5586 |
| Targeted support | | | | |
| Action | Intended outcome(s) | Estimated impact: Did you meet the success criteria? (Include impact on | Lessons learned (and whether you will continue this approach) | Cost |

| | | pupils not eligible for the PPG, if appropriate) | | |
|---|---|--|---|--------|
| Intervention provided for those pupils who are not making expected progress or are below expected attainment in reading, writing and maths. | That a higher % of disadvantaged pupils will make expected progress and reach age related expectations in reading, writing and maths and that more able will be working at greater depth. Progress in lessons Progress in tests | <p>Progress has improved in reading and maths. Writing is our main area of focus across the school for disadvantaged pupils and those who are not eligible for PPG.</p> <p>Data:</p> <p>Reading progress 2017-2018 – 80% 2018-2019 – 89%</p> <p>Writing progress 2017-2018 – 80% 2018-2019 – 56%</p> <p>Maths 2017-2018 – 60% 2018-2019 – 67%</p> | <p>Baseline assessments have been carried out at the beginning of term to establish gaps following school closure due to COVID 19.</p> <p>Pupil progress meetings have taken place following baseline assessments to ensure staff have secure plans in place to ensure gaps are filled and progress is made.</p> <p>Interventions are planned to target children’s individual specific needs.</p> | £15050 |
| Pupils are identified from as early as pre-school who have speech, language and communication needs. Children are then targeted to receive an | Pupils referred to the Speech and language therapy team if necessary. Regular intervention is then provided | 12/33 pupils who were seen by speech and language were discharged during the last academic year due to progress made. | Early intervention could be improved by using packages such as speech link and language link – these have been ordered. These will also allow us to target specific needs and give | £5658 |

| assessment and support. | <p>Speech and language issues are quickly identified and addressed.</p> <p>Development of language skills</p> <p>Able to access curriculum at age-related</p> | Liaison between SENCo and schools allocated Speech and Language therapist took place during school closure to prioritise pupils who needed intervention via another method. | guided intervention support for identified children. | |
|--|--|---|---|-------|
| Other approaches | | | | |
| Action | Intended outcome(s) | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate) | Lessons learned (and whether you will continue this approach) | Cost |
| To ensure that all PP children have an attendance of 96% or above. | <p>Attendance will be tracked and termly awards given.</p> <p>Class attendance displayed.</p> <p>Attendance will improve.</p> <p>Weekly attendance monitoring will show an increase of children at 96% or above.</p> | <p>Attendance for pupils eligible for PPG from September 2019 until enforced closure – 90.06%.</p> <p>This is an improvement on the previous academic year where attendance for disadvantaged pupils was 88.72%.</p> <p>The whole school % is 94.49%.</p> <p>A proportion of the pupils eligible for PPG spend part of the year travelling.</p> | <p>Review incentives offered for 96% attendance and above.</p> <p>Revised schools policy about calls made during absence.</p> <p>More home visits to be arranged by 'education attendance solutions.'</p> | £1300 |

| | | | | |
|--|--|--|--|---------------|
| <p>Nuture groups to take place in each year group.</p> <p>Educational Psychology team involvement.</p> <p>Occupational therapist involvement.</p> <p>Nuture breakfast group.</p> | <p>To support children with their social and emotional wellbeing. To improve behaviour.</p> <p>To improve children's confidence.</p> <p>Pupils identified who need more speciliast intervention from EP or OT. Work then carried out with individual/small groups, support given to staff and parents.</p> <p>Reduced number of fixed term exclusions.</p> | <p>Parent and pupil survey found that nurture breakfast was found to be beneficial for children and their families with the daily transition between home and school.</p> <p>Behaviour has improved – less incidents logged on Integris than the previous academic year.</p> <p>Outside agency recommendations used in class to support pupils individual needs.</p> <p>The number of fixed term exclusions has decreased.</p> | <p>Last academic year, before enforced closure, staff were trained to use the Boxall profile.</p> <p>This will allow us to more thoroughly measure the impact of the support in place for social, emotional and mental health development.</p> | <p>£28708</p> |
| <p>Trips and Extra-curricular activities</p> | <p>To ensure that all children are provided with the same opportunities, regardless of circumstances and provide an inclusive curriculum.</p> <p>Disadvantage pupils are offered support to attend trips and extra-curricular activities.</p> | <p>Due to enforced closure not all planned activities were able to take place.</p> <p>Pupils in upper keystone 2 were supported financially to allow them the opportunity to take part in residential – this increased their confidence and also their independence before moving on to Secondary School.</p> | <p>Ensure a range of trips/activities are planned for all pupils to receive a broad range of experiences that are linked to the curriculum.</p> | <p>£4700</p> |

| | | Families in receipt of PPG have been supported to attend before and after school clubs. | | | |
|--|---|---|--|-------------|--------------------------------------|
| 6. Planned expenditure | | | | | |
| Academic year | £59180 | Demonstrate how you will use the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies. | | | |
| Quality of teaching for all | | | | | |
| Action | Intended outcome(s) | What is the evidence and rationale for this choice? | How will you ensure it is effectively implemented? | Staff lead | When will you review implementation? |
| Children make expected progress in reading, writing and maths. | <p>Gaps in Pupil Premium children's knowledge and understanding identified through baseline assessments and lessons planned to fill these to ensure children make expected progress.</p> <p>To provide a reading focussed and language rich environment for pupils ensuring gaps are filled following information gathered from baseline assessments.</p> | <p>% of Pupils eligible for PPG working at age related expectations is lower than the % of pupils reaching ARE who are not eligible.</p> <p>% of pupils eligible for PPG making expected progress is lower than the % of pupils not eligible for PPG.</p> | <p>Data analysis</p> <p>Monitoring of books and planning</p> <p>Pupil interview</p> <p>Pupil progress meetings</p> | RM/RB/NH/IB | Termly |

| | | | | | |
|--|--|---|--|--------------------|---------------|
| | <p>To ensure all children are appropriately challenged in maths, allowing them to reach their full potential and make expected or accelerated progress.</p> <p>Pupils to reach a standard in reading, which allows them to pass the phonics screening test at the end of year 1.</p> <p>The whole curriculum is language rich, increasing children's vocabulary and exposing them to a variety of texts.</p> | | | | |
| <p>A higher proportion of pupils reach age related expectations in reading, writing and maths.</p> | <p>Gaps in Pupil Premium children's knowledge and understanding identified through baseline assessments and lessons/interventions planned to fill these to ensure children make expected progress.</p> | <p>% of Pupils eligible for PPG working at age related expectations is lower than the % of pupils reaching ARE who are not eligible.</p> <p>% of pupils eligible for PPG making expected progress is lower than</p> | <p>Data analysis</p> <p>Monitoring of books and planning</p> <p>Pupil interview</p> <p>Pupil progress meetings</p> | <p>RM/RB/NH/IB</p> | <p>Termly</p> |

| | | | | | |
|----------------------------|---|--|--|--|--|
| | <p>To provide a reading focussed and language rich environment for pupils ensuring gaps are filled following information gathered from baseline assessments.</p> <p>To ensure all children are appropriately challenged in maths, allowing them to reach their full potential and make expected or accelerated progress.</p> <p>Pupils to reach a standard in reading, which allows them to pass the phonics screening test at the end of year 1.</p> <p>The whole curriculum is language rich, increasing children's vocabulary and exposing them to a variety of texts.</p> | <p>the % of pupils not eligible for PPG.</p> | | | |
| <p>Total budgeted cost</p> | <p>£8472</p> | | | | |

| Targeted support | | | | | |
|--|--|---|--|------------|--------------------------------------|
| Action | Intended outcome(s) | What is the evidence and rationale for this choice? | How will you ensure it is effectively implemented? | Staff lead | When will you review implementation? |
| A range of interventions to take place to meet the identified needs of pupils. | <p>Gaps in Pupil Premium children's knowledge and understanding identified through baseline assessments and interventions planned to fill these to ensure children make expected progress.</p> <p>Staff liaise with SENCo when they feel outside agency e.g. SALT/EP/Specialist teacher support is needed.</p> <p>Early identification of needs</p> <p>Provision Map software used to create targets and track progress against individual targets</p> | <p>% of Pupils eligible for PPG working at age related expectations is lower than the % of pupils reaching ARE who are not eligible.</p> <p>% of pupils eligible for PPG making expected progress is lower than the % of pupils not eligible for PPG.</p> | <p>Monitoring of software package Provision map, which highlights pupils individual targets, support given to achieve them and progress.</p> <p>Intervention observations</p> <p>Intervention book trawls</p> <p>Pupil interviews</p> <p>Data analysis</p> | RM | Termly |

| | set by staff and/or outside agencies. | | | | |
|---|--|--|---|------------|--------------------------------------|
| Total budgeted cost | £20708 | | | | |
| Other approaches | | | | | |
| Action | Intended outcome(s) | What is the evidence and rationale for this choice? | How will you ensure it is effectively implemented? | Staff lead | When will you review implementation? |
| To support children with their social, emotional and mental health. | <p>Early identification of those that need support.</p> <p>Impact of support measured using Boxall profile.</p> <p>Behaviour improves.</p> <p>Specialist advise is shared with all staff through provision map and recommendations are followed.</p> <p>Pupils feel safe and secure in school.</p> | <p>Due to the current situation with COVID 19 and the recent enforced closure, pupil's mental health is of paramount importance.</p> <p>St Mary's secured funding to become a pilot school of Dudley's nurturing 100 minute model and so there is an emphasis on becoming a nurturing school.</p> <p>St Mary's also secured funding for a Specialist Educational</p> | <p>Use of assessments and monitorings carried out by outside agencies.</p> <p>Boxall profile carried out termly.</p> <p>Monitoring of pupil's individual behaviour pathways and other individual recommendations.</p> | RM/O O | Termly |

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|---|---|--|-------------------|--------|--------|
| | | <p>Mental health team practitioner.</p> <p>SEMH needs is an area identified of great significance and therefore as a school we put a range of support in place – the above will be supported by support from an Educational Psychologist</p> | | | |
| To ensure that all PP children have an attendance of 96% or above. | <p>Attendance increases to above the 90% achieved last year.</p> <p>Attendance is above 96%</p> | <p>Average attendance for pupils eligible for PPG is below those who are not eligible.</p> <p>Average attendance for pupils eligible for PPG is below the expected 96%.</p> | Weekly monitoring | RS/ OO | Weekly |
| Total budgeted cost | £30000 | | | | |
| 7. Additional detail | | | | | |
| Use this section to refer to additional information that you have used to support the sections above. | | | | | |

This document has been created using schools attendance data and also the last set of national data published.