



St Mary's and St Giles Pupil Premium proposed expenditure 2020-2021



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| School | St Mary and St Giles | Total PP budget | £162,020 |
| Total Number of pupils | 352 | Number of eligible pupils | 81 |

Key Development Priority 1: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

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| Pupil Premium for 2020-2021 - £162,020 | | | |
| Action | Rationale | Expected costs | Impact |
| <p>One Social Worker employed to support children and help families break through barriers to learning.</p> <p>Dedicated "Attendance Officer" time to undertake first day calling, parental communication, attend attendance meetings with parents and families and liaise with Learning Mentor and teachers to support parents.</p> <p>Dedicated time to work with children and parents on a welfare basis, to help children</p> | <p>To enable all disadvantaged pupils to have access to a dedicated member of staff who helps to overcome barriers to learning, to build the relationships which are vital to the success of these children</p> <p>To facilitate support for children upon transfer to SMSG</p> <p>To facilitate a calm and purposeful time at school,</p> | £30,000 (50% of wage) | <p>Social worker attends meetings, supports parents, and works with families where children are not learning effectively.</p> <p>Social workers supports teachers to understand the needs of children from disadvantaged backgrounds, to working with whole families where parents and their children are</p> |

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| <p>and families break through barriers to learning. Dedicated counsellor time to help children and families break through barriers to learning.</p> | <p>whilst helping to overcome issues which may arise</p> | | <p>both switched off from school and education.</p> <p>Social worker undertakes first day calling, using phone calls and text messages</p> <p>Social worker uses email and undertakes home visits if no contact has been made.</p> <p>Social worker plans programmes and interventions to work with children who need one to one interventions and works on their individual needs.</p> <p>Teachers and parents both refer to her and she plans interventions depending on need.</p> |
| <p>One Assistant Headteacher employed to lead KS1 to ensure all children and families break through barriers to learning and get the best start.</p> | <p>To ensure all disadvantaged pupils have access to small groups sizes to ensure those children are targeted early in KS1</p> | <p>£29,046 (50% of wage)</p> | <p>Phonics groups take place daily in small groups (average size 6 per group)</p> <p>Assistant Headteacher planned phonics</p> |

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| Dedicated time to plan and work with small groups on phonics interventions | To ensure phonics is taught daily in small groups to ensure focused activities and time allocated to all pupils. | | interventions and improved results from 34% to 82% in one year |
| One "Pupil Champion" employed to work with teachers, TAs, subject leaders, year leaders and SLT to help improve pupil outcomes, attainment and progress Dedicated "Pupil Premium" time to work with data, mentoring pupils, helping and advising teachers to improve outcomes for Disadvantaged pupils. | To ensure all disadvantaged pupils receive dedicated, planned time to help them make progress and improve attainment. To ensure data is used effectively to help improve progress and attainment of disadvantaged pupils. | £7,750 (25% of wage) | Pupil Champion works with Deputy Headteacher to implement Learning Maps to ensure that disadvantaged pupils received planned time in lessons to help them make progress and improve attainment. Pupil outcomes improved in all year groups and all subject areas from Autumn Cornerstones through to Summer Cornerstones |

Key Development Priority 2: QUALITY OF EDUCATION; Teaching learning, assessment and outcomes

| Action | Rationale | Expected costs | Impact |
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| Cornerstones testing programme purchased to enable teachers to track progress of all children in detail. Otrack purchased to be able to accurately track progress, attainment and effort of children, to be able to ensure that gaps are closing and Pupil Premium children are tracked. | To enable teachers to plan specific, timely, tailored interventions for pupils based on gaps in knowledge. Pupil Progress meetings focus particularly on vulnerable groups which allow teachers to be specific in their work with these children. | £500 £1000 | Cornerstones testing programme in place and used across Y3,4,5 to help accurately assess. Otrack in place and training given. |

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| | | | Pupil Progress Meetings focus on vulnerable groups and are triangulated with Learning Maps. |
| Write Stuff Writing scheme purchased to be able to ensure consistency of writing approach across the school | All children are enabled to make maximum, rapid progress, which is not dependent on their starting point | £2500 | Write Stuff Writing scheme purchased. Training given. All teachers consistently using the scheme. Planning shows consistent, targeted teaching for individual needs of Pupil Premium children |
| Hooked on Books Reading scheme purchased to ensure consistency of reading approach across the school | All children are enabled to make maximum, rapid progress, which is not dependent on their starting point | £1600 | Write Stuff Writing scheme purchased. Training given. All teachers consistently using the scheme. Planning shows consistent, targeted teaching for individual needs of Pupil Premium children |
| White Rose Maths Assessment packs purchased to ensure consistency of maths approach across the school and to ensure | All children are enabled to make maximum, rapid progress, which is not dependent on their starting point. End of unit assessments enable teaching staff to plan appropriate interventions based on need. | £99 | Assessment packs purchased Teaching staff planned appropriate interventions based on need and results of assessment. Progress monitored by AfL strategies in lessons and TA / teacher tracking. |

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| Premier Sports employed to lead at least one PE class per week for each class, (PPA cover) to ensure Quality First Teaching for all children from trained sports coaches. | All children receive professional sports coaching which will ensure they have access to high quality sport and exercise weekly. | 12.30-3pm £28 per hour x 23 hours per week £644 per week x 39 weeks per year £25116 | All children received PE from trained sports coach. Sports coach formed relationships with Pupil Premium children and led games and events at lunchtime which enabled readiness for lessons after lunchtimes |
| Teacher employed to staff small groups of children in Year 6 to ensure Quality First Teaching at all times and ensure all barriers to learning are broken down. | To ensure that disadvantaged pupils make at least the same progress as their peers in SATS tests and will be in a strong position as they approach secondary school | £30522 (100% of salary) | Year 6 English and maths was taught in three groups/sets at any point when children were in school. Progress data would indicate that this initiative was beneficial. |

Key Development Priority 3: QUALITY OF EDUCATION; curriculum

| Action | Rationale | Cost | Impact |
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| Cornerstones Curriculum purchased to ensure consistency of approach in all Foundation subjects, to ensure that Cultural Capital is raised. | To ensure all children have the same experience in Foundation subjects. To enable teachers to be confident in their teaching of these subjects and to enable more time to be allocated to disadvantaged pupils. | £1500 | Teachers provide consistent Quality First Teaching, supported by a stimulating and engaging curriculum. Teachers are able to focus on high quality teaching strategies. |
| Members of staff employed to run homework club and Disadvantaged pupils are invited to attend free of | To ensure disadvantaged pupils have the opportunity to recap on learning and | 2 Teaching Assistants paid at middle of the pay range (£13.37 per hour) | Homework club was facilitated and Pupil Premium families were encouraged to attend |

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| charge, to ensure that attitudes to learning are high and homework is completed | finish homework in a calm, purposeful environment | £13.37 per hour x 2 x 5 days a week x 39 weeks per year= £5,214 | through class teacher communication. Curtailed by COVID. |
| Members of staff employed to run early morning Pupil Premium sessions for Year 6 in the lead up to SATS-enabling all children to have the best start to their day and break down barriers to learning before school commences. | To ensure the atmosphere and environment is calm and purposeful and pupils are prepared for learning. Children are offered food and drink and relationships are formed between staff and pupils to allow them to be confident in their learning. | | Curtailed by COVID. Teachers provided individual and small group sessions over TEAMS to work with Pupil Premium children who were at risk of falling behind due to lockdown. |
| Each class given a class budget to ensure that Cultural Capital is made the highest priority across the year-spent on trips, visits, visitors and other experiences to enhance the curriculum. | All classrooms are enriched to provide a positive, happy learning environment for all children | £700 x 15 classes = £3500 | Despite COVID teachers worked to invite visitors into school and worked to go on "virtual" trips, experiences and visits. |

Key Development Priority 5: PERSONAL DEVELOPMENT

| Action | Rationale | Cost | Impact |
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| Premier Sports employed to run lunch clubs 4 days a week at both SMSG sites. | To enable disadvantaged pupils to have an enriched offer in the day which ensures they are motivated and ready to start lessons in the afternoon | £200 per week = £6500 | Relationships formed by Premier Sports coaches have meant a calmer, more purposeful start to afternoon lessons and have enabled Pupil Premium children to access a wider range of sports than usual. |

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| Premier Sports Summer Club places given to 2 children for 10 days each | To enable disadvantaged pupils to have the opportunity to socialise with other children in a safe environment | 2 x 10 days per child £800 each = £1600 | Half term clubs attended by vulnerable children who are open to CFP. Safe environment offered. |
| Food bank set up in school to enable food parcels to be given to Pupil Premium children in need of extra support to be able to learn effectively. | To enable disadvantaged pupils to have access to food at home which will then give them a good start to the school day | £0 | Food bank runs in school. Children and families are helped confidentially when required. |
| One Learning Mentor employed to support children and ensure that they have opportunities to take part in all aspects of school life. | To enable disadvantaged pupils to have a safe and calm experience at school, helping the Social Worker to break down barriers to learning. | £16,392 (50% of salary) | Early help offered to families enabling correct support in place. One to one support offered for vulnerable children offering strategies to access learning. |
| | | Total: £162,839 Overspend: £819 taken from main budget | |

Outcomes:

No KS1 SATS due to COVID-19 so based on Teacher Assessment:

Reading

Non Disadvantaged: 44% ARE or above
Disadvantaged: 25% ARE or above

Non Disadvantaged: 67% ARE or above
Disadvantaged: 25% ARE or above

Maths

GPS

Non Disadvantaged: 33% ARE or above
Disadvantaged: 25% ARE or above

No KS2 SATS due to COVID-19 so based on Teacher Assessment:

Reading

Non Disadvantaged: 72% ARE or above

Disadvantaged: 52% ARE or above

Writing

Non Disadvantaged: 81% ARE or above

Disadvantaged: 52% ARE or above

Maths

Non Disadvantaged: 59% ARE or above

Disadvantaged: 47% ARE or above

GPS

Non Disadvantaged: 63% ARE or above

Disadvantaged: 47% ARE or above