

St. Mary's C of E Primary School pupil premium strategy statement

St Mary's biblical school vision:

John 15 vs 12: I am the vine and you are the branches. If you remain with me and I with you then you will bear much fruit. Love one another as I have loved you.

| 1. Summary information | | | | | |
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| School | St. Mary's C of E Primary School | | | | |
| Academic Year | 2021-22 | Total PP budget | £72,630 Total spend: £157,679.78 (217%) | Date of most recent PP Review | September 2021 |
| Total number of pupils | 559 | Number of pupils eligible for PP | 71 | Date for next internal review of this strategy | January 2022 |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Despite significant improvements following previous catch up fund interventions, the progress of PP children remains paramount to close gaps. |
| B. | Self-esteem and motivation concerns in some cases |
| C. | Opportunities for educational enrichment are limited for some families due to the expense of many of the attractions in and around London. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Not all PP children are exposed to the same knowledge and experiences of the wider world due to pressure on family income |
| 3. Desired outcomes | |
| | <i>Desired outcomes and how they will be measured</i> |
| | <i>Success criteria</i> |
| A. | We continue to diminish the difference between PP and non PP children in terms of attainment and progress |
| | Data across all year groups shows no difference between PP and non PP children. |

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| B. | PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation | Registers for extended schools and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons. |
| C. | Raise the self-esteem and ambition of pupil premium children across all year groups. | Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide. |
| D. | Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures | HA and MA PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition. |

4. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| All pupils achieve at ARE or above to diminish the differences in attainment and progress between PP and non PP children | <p>Assessment for Learning groups for all year groups</p> <p>Additional AFL classes in 3 year groups. Provision mapping to identify the needs of the pupils.</p> <p>Implementation of PP Intervention groups for PP children identified as below ARE – including Maths focused (TT Rockstars) targeted interventions, Reading and grammar focus (Fresh Start and Corrective Reading)) interventions and a funded offering of Saturday + phonics</p> | <p>AFL ensures children are taught in smaller groups, with accurately pitched work, enabling pupils to be given focussed and individual attention.</p> <p>AFL groups are led by qualified teachers and in most cases, Senior Leaders, using Quality First Teaching.</p> <p>Focused interventions enable children to close any gaps they may have in their learning, through regular practice and smaller ratios of adult to child.</p> <p>Quality First Teaching, using morning and after school boosters in Reading, Writing and Maths to improve the quality of outcomes for targeted pupils.</p> | <p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p> <p>The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors and standards board (directors).</p> <p>Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data.</p> <p>End of year assessment show that PP achieve in line with their peers if not above.</p> <p>End of year data tracking shows that PP make progress in line with their peers or above</p> | <p>HT</p> <p>SLT</p> | |

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| | <p>school and Saturday achievement schools.</p> <p>Boosters led by subject leaders and Senior Leaders will be offered to help raise attainment, across the years, with review and adaptation to suit the needs of the pupils. (Reading, Writing and Maths).</p> <p>February school, Easter school and Summer school for year 2, 3, 4, 5 and 6 children.</p> <p>Phonics school for Y3, 2 and 1 pupils all year round (SAT)</p> <p>Daily interventions led by TAs specifically targeting PP students to close gaps</p> | <p>TAs work closely with teachers to target PP pupils in small guided groups during lessons.</p> <p>TAs lead short targeted interventions to rapidly close gaps for PP in spelling, phonics and arithmetic.</p> <p>One TA to lead short handwriting interventions for some of our PP students in Y2, 3, 4 and 5 to teach children correct grip and cursive writing</p> | | | |
| <p>Develop the quality of teaching by offering outstanding professional development and CPD opportunities for every teacher and leader at St. Mary's CofE.</p> | <p>Design a highly ambitious rolling teacher CPD programme firmly rooted in classroom practice</p> <p>Start and lead the new ECT programme for Early Career Teachers in the Trust, training them to be good to outstanding practitioners by the end of the year.</p> <p>Match our second and third year to highly</p> | <p>Good to outstanding teaching is the greatest lever schools have to improve outcomes of disadvantaged children</p> <p>Retaining outstanding practitioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p> <p>Recruiting ambitious and aspiring leaders for the future by offering a bespoke training programme ensures quality provision continues into the future.</p> <p>Using consistently outstanding</p> | <p>Advertise the programmes individually and invite relevant candidates.</p> <p>Inform leaders/ coaches about the training they will offer candidates at different times of the year.</p> <p>Carefully track the impact the training (including CPD) has had on staff by looking at books, conducting learning walks and scrutinising data.</p> <p>Use skills and knowledge learnt in sessions to support and teach our most disadvantaged students.</p> | <p>HT</p> <p>SLT</p> <p>Teachers</p> | |

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| | <p>effective coaches, aiming for them to consolidate outstanding by the end of the year.</p> <p>Develop Specialist Leaders in Education who lead teams and improve practice in their own school as well as in other schools.</p> <p>Further develop and expand our bespoke Accelerated Leadership Programme, developing aspiring leaders to become Headteachers in the future.</p> | <p>leaders and teachers to specialise in an area, allows us to plan a rigorous and effective CPD programme.</p> <p>The Leaders of Learning on the accelerated leadership programme will lead the PP strategy in school together with the HT.</p> | <p>Select promising teachers and leaders in school and offer to enrol them on one of our programmes with the aim to retain and promote our best practitioners.</p> <p>Scrutinising the work our coaches do with teachers to monitor the impact on practice and pupil progress</p> | | |
| <p>To retain our most effective teachers and leaders at St. Mary's</p> | <p>To offer excellent professional development opportunities through our ALP and SLE programmes</p> <p>To continue to promote a school culture where highly ambitious staff know they can take risk and lead projects across subject areas</p> <p>To recognise and nurture talented teachers through our highly effective coaching programme</p> <p>To be financially competitive in relation</p> | <p>Communicating clear and practical progression models within our school gives staff aims and goals to strive for.</p> <p>Recognising potential leaders for the future by trusting their drive and ambitions to introduce and complete practical and meaningful school-based project acts as a motivator</p> <p>Working intensively with an outstanding leader/ coach rapidly improves practice and acts as a motivator to lead others.</p> <p>Clear and competitive pay progression encourages teachers and leaders to continue to invest in the school.</p> | <p>Establish and communicate clear programme outlines</p> <p>Leaders constantly monitor and scout for effective and ambitious teachers and leaders</p> <p>Coaching is practical with clear and achievable goals</p> <p>To continue our performance management structure by setting ambitious targets and recognising achievement.</p> | | |

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| | to local schools | | | | |
| Total budgeted cost | | | | | |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons. | <p>Use PP funding, where applicable, to enable children to access the extra curriculum events and extended school services we provide, including:</p> <p>Breakfast and after school club, for example Football, Athletics, Martial Arts, Chess, coding, Robotics club Science and Art festival, BHM, boosters and forest school</p> | <p>Evidence shows exposure to sport; artistic and musical activities raises attainment.</p> <p>Providing exposure to sporting, musical and artistic events that they might not otherwise get to experience will ensure inclusivity and shared experience, which will lead to a greater depth of knowledge, vocabulary and relation to the topics and experiences that are vital to child development.</p> | <p>Extended schools lead and PP co-ordinator to arrange for PP children to be provided for and where necessary, funded for to take part in the same range of enrichment, clubs and events.</p> <p>PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision.</p> <p>Ensure that PP children do not miss out on trips due to financial reasons.</p> | <p>SLT</p> <p>PP Lead</p> | |
| Higher and middle attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures through STEM based technologies | <p>Invest in STEM and technology within the school to offer rich learning.</p> <p>Enter STEM competitions to challenge pupils to aspire to a career in science.</p> <p>Use our VR sets to make learning exciting and engaging by linking virtual realities to topic lessons.</p> | <p>New technologies engage and inspire our young pupils to seek an education in technology or science.</p> <p>Working with 3D printers, 3D pens, Virtual reality and robotics, pupils will have the knowledge and confidence to develop an interest in science and technology.</p> <p>New technologies are highly engaging and pupils are motivated to do well academically in order to progress in secondary school, sixth form and university.</p> | <p>Planning shows VR opportunities in lessons throughout our curriculum offer (EYFS-Y6)</p> <p>Use our 3D printer and train pupils how to use Tinkercad and 3D printing technology. Use our new 3D pens to train PP pupils to make 3D objects and designs</p> <p>Establish links with secondary schools and universities to teach children robotics and programming skills.</p> | <p>HT</p> <p>Science Lead</p> <p>Computing Lead</p> | |

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| | <p>Arrange robotics workshops in school for children to learn how to build and programme robots</p> <p>In our computing plans, use Tinkercad to design objects on our new 3D printer</p> <p>In our computing curriculum, include learning how to use our 3D pens to make 3D objects</p> <p>Offer Empiri Box science learning for Y3 and Y5 students for the academic year.</p> <p>Children complete home learning tasks using websites such as Education City, My Maths, Tinkercad and TT rock stars</p> <p>Enrol with the robotics programme at Imperial College and allow our female PP children to engage with science and technology</p> <p>To train our science leader to lead school STEM based projects</p> <p>To invite STEM ambassadors into the school to share how to become successful in the field of science</p> | <p>Offering PP girls in upper KS2 the opportunity to work with successful female engineers of the future from Imperial College to build robots.</p> <p>By training an STEM lead within our own school, we will be offer integrated STEM based learning for all groups each term: stem.org.uk</p> <p>Approach successful engineers through Emipiri box science and stem.org to deliver inspiring sessions for children about a career in science and technology</p> <p>Entering competition allows the children to apply their knowledge and compare their results to other competitors</p> | <p>Extend our annual contract with Empiri Box for Y3 and Y5 pupils</p> <p>Extend our annual contract with Education City, My Maths, TT Rock stars and Tinkercad</p> <p>Our STEM coordinator will lead the sessions at school, familiarise herself with the resources and support the group. Project outcomes will be shared with the community as well as with Imperial College London.</p> <p>Select the most successful design of the Faraday challenge and send to organisers. Once the results are in, evaluate the project for effectiveness</p> | | |
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| | Enter the Faraday STEM competition | | | | |
| <p><u>COVID permitting</u></p> <p>To participate in a number of trips linked to topics in each year group so that children have detailed knowledge of the subject area.</p> | <p>To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.</p> <p>Proposed trips relating to topics, (funding PP children):</p> <p>Day trip Greek Restaurant trip, Seaside trip, Madame Tussaud's trip, Invitation of History company to do themed day on Egyptians, Romans, Vikings and Saxons.</p> <p>Year 4 children will visit the alpacas to coincide with their unit of learning.</p> <p>As part of our Young Transformers programme, invite pupils from all year groups out on local and London based trips to put our vision into practice.</p> | <p>Enriching opportunities where children get to experience a broad range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school.</p> <p>Children have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities.</p> <p>Increased opportunities to extend depth of knowledge and vocabulary. Experience of travel and broadening of horizons, enabling children to experience another EU country and culture will further enrich children's learning opportunities – including opportunities to speak French</p> <p>Offering a broad and rich curriculum will improve attainment and attendance levels.</p> <p>Offer PP the chance to walk, feed and stroke alpacas will give them the experience they need to remember and use key knowledge around the alpaca topic (SSO support)</p> <p>Offering pupils the opportunity to be courageous advocates for positive change, will boost their confidence to be change makers for the present and future</p> | <p>Inform parents and carers about the trips well ahead of the time.</p> <p>Offer each of the trips for free, including travel, so the day out is accessible for all our PP students.</p> <p>PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group.</p> <p>Teacher feedback shows an increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given.</p> <p>Leaders of learning will plan, action and evaluate the effectiveness of each termly Young Transformers project.</p> | <p>SLT</p> <p>Teachers</p> <p>PP Lead</p> | |
| <p>Raise the attainment level of Pupil Premium children in Year 4, 5 and 6 through our book based curriculum</p> | <p>Consolidate our book based curriculum by topping up literacy books for every child in the school (each half term)</p> | <p>Exposing pupils to high quality text and rich vocabulary rapidly improves reading and comprehension skills. Giving every child a literacy book to read at home ensures each child can pre-read the text to be better</p> | <p>Review the Literacy and reading programme 2020-21 and replace units of learning which were less effective.</p> | <p>HT</p> <p>PP Lead</p> <p>SLT Literacy Lead</p> | |

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| | <p>To use the benchmarking scheme to assess pupils' reading and comprehension skills</p> <p>To introduce 'reading recovery' to boost pupils' reading ability and close gaps rapidly</p> <p>To teach PP in year 5 the 'Corrective Reading' programme to rapidly improve reading speed and comprehension</p> <p>Make each reading corner highly engaging to encourage children to take out books to read at home.</p> <p>TAs to read before and after school with targeted PP students to raise the profile of reading and boost reading for pleasure</p> | <p>prepared for challenges within the lesson.</p> <p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing</p> <p>Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons</p> <p>Corrective reading is a intense and highly structured reading programme which targets decoding skills before moving onto comprehension</p> <p>Making quality books available to all children guarantees that children read at home and further develop their vocabulary and knowledge of the world.</p> <p>Listening to children read encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement</p> <p>Targeting particular pupil premium children for a reading recovery intervention will raise reading skills and self esteem</p> | <p>Retrieve the books that were lent out and purchase new books where necessary.</p> <p>Order quality books for all year groups and distribute them equally between classes.</p> <p>Buy reading corners materials linked to the theme each class studies in literacy and reading.</p> <p>Ensure every teacher has a benchmarking folder with all the books for every level.</p> <p>With the corrective reading programme, PP improve their reading speed and comprehension and thus gain confidence and joy in the reading experience.</p> <p>Set up the reading recovery scheme of work ready to be used with immediate effect</p> <p>Analyse PP reading data and select those children who need to read a wide range of text to close the attainment gap.</p> | | |
| Total budgeted cost | | | | | Total: £ |

iii. Other approaches

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Ensure that PP children access a healthy and varied diet and are not coming to school hungry</p> | <p>Funded access to Breakfast and Afterschool club – before and after school clubs which would include breakfast and/or tea.</p> <p>Introduce our UberEats scheme which teaches children about food nutrition, food preparation food marketing and food selling</p> | <p>Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is a basic human right.</p> <p>Providing care will support low-income families in being able to access employment which is beneficial for families and children.</p> <p>Provide opportunities to develop social skills around eating – table manners, conversation etc. outside of the home environment.</p> <p>Uber Eats teaches the children how to make informed choices about which food to buy and eat by making them buyers, sellers and consumers</p> | <p>Extended schools lead and PP co-ordinator to monitor registers with regards to attendance of PP pupils.</p> <p>Lead conversations with parents of PP children who are not accessing this provision and offer where applicable.</p> <p>Leaders will carefully plan UberEats, lead teachers CPD and monitor the effectiveness of the scheme. Outcomes are evaluated to further improve the scheme for next year</p> | <p>SLT</p> <p>ESS Lead</p> <p>PP Lead</p> | |
| <p>Promote safe and environmentally friendly travel to and from school</p> | <p>Train children in all year groups about travelling safely to school and teach how to mitigate risks: crossing the road, using road crossings and walking on pavements.</p> <p>Promote walking, scootering or cycling to school.</p> <p>Ensure a SLT member guards the front gate of the school at the beginning of the day and the end of the day.</p> <p>Teach children cycling and scooter proficiency in the summer term with a focus on PP (hire bikes where necessary)</p> | <p>Evidence shows that some groups of children do not pay enough care to traffic as they are not aware of the dangers</p> <p>Training children how to negotiate traffic ensures they arrive safely at school and at home.</p> <p>Travelling to school by foot, scooter or bike increases health</p> <p>Educating children about safe driving, parking and idling will encourage parents to drive safer around school streets</p> <p>Safer streets will continue to help our PP children to travel to school safely. Many of our pupils travel independently and safer streets will reduce</p> | <p>Allocate a staff member to stop parents from parking in the church parking area and at the front of the school.</p> <p>Planned PSHE lessons teach children about road safety.</p> <p>Contact the LA to organise cycling sessions for Upper KS2 children in the summer term.</p> <p>Use newsletters and other forms of communication to educate parents about driving safely to school.</p> <p>SLT lead assemblies based around road safety and healthy living.</p> <p>Contact the LA to inform them of our interest in the scheme and our desire to achieve safer streets.</p> | | |

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| | Educate the local community further about our safer streets and evaluate the effect on pupil safety and wellbeing. | the risk of accidents from happening. | | | |
| To introduce Latin classes for our pupil premium children | <p>Order Minimus resources to teach lessons</p> <p>Teacher to be trained to teach Latin following the Minimus scheme of work</p> <p>Select PP who would benefit from additional language learning.</p> <p>Arrange timetables and set termly goals</p> | <p>Teach children how Latin has influenced our language and which words and grammar rules are derived from Latin</p> <p>Teach children Latin to they gain knowledge and understanding of language</p> <p>Evidence shows that bi-lingual students have an advantage of their peers when it comes to language learning</p> <p>Pupils will gain confidence in reading, writing and speaking Latin</p> | <p>Leaders check the accessibility of the scheme before purchase</p> <p>Leaders visit classes and monitor pupils' work books</p> <p>Children lead termly assemblies showing what new knowledge and skills have been learnt and the difference this has made</p> <p>Teacher evaluate the programme once a term by checking books and talking to children</p> | | |
| To travel to Cambridge university | | | | | |
| To engage in a climate debate | | | | | |
| Total budgeted cost | | | | | <p>Additional teachers: £25, 629.30 £11,134</p> <p>5 days of Feb half term: Teachers £7,337.50 SSO £701 Snacks £750 Cleaner £620.08</p> <p>Easter school (4 days): Teachers £12,002 SSO £478.88 Snacks £650 Cleaner £559.60</p> <p>Saturday school 30 weeks: Teachers: £20,598 TAs £4,092 SSO £3,850</p> |

Cleaner £9,133.40

Coaching:
£14,084.32

Trips (including workshops):
£3,700

Coaches:
£4,500

EmpiriBox:
£6,800

**BACME traded services
(attendance)**
6,450

BC and ASC for PP
£22,610

Rewards
£2,000

Total:
£157,679.78