

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	St Saviour's CE Primary school
Pupils in school	193
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£30,935
Academic year or years covered by statement	2019-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Claire Robson
Pupil premium lead	Lindsey Woodford and Libby Granite
Governor lead	Claire Robson

Disadvantaged pupil progress scores for last academic year – *data is from 2019 due to COVID-19*

Measure	Score
Reading	3.7
Writing	-0.3
Maths	-1.6

Disadvantaged pupil performance overview for 2018-2019

Measure	Score
Meeting expected standard at KS2 (RWM)	50% (3 out of 6 children)
Achieving high standard at KS2	0%

Teacher assessment of Disadvantaged pupil performance for last academic year (2019-2020)

Reception	0 GLD (1 DA child)
Meeting expected standard at KS1 (RWM)	25% (1 out of 4 children; 2 of the 3 not meeting have SEN)

Meeting expected standards at KS2 (RWM)	100% (1 child)
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Strategy aims for disadvantaged pupils

Measure	Activity
The gap between DA pupils' reading attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none"> Support provided enables all pupils to develop a love of reading Pupils experience success in reading Any increased negative impact of COVID has been identified and addressed
The gap between DA pupils' maths attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none"> Any gaps in mathematical and calculation knowledge as a result of COVID school closures have been identified and addressed Pupils experience success in maths
Barriers to learning these priorities address	<ul style="list-style-type: none"> Lack of equal representation for all pupils Lack of access to enrichment opportunities (resources and experiences, including as a result of COVID) Lack of self-confidence or self-esteem in learning Lack of access to additional resources, including technology Social/emotional needs affecting academic success Attendance/punctuality
Projected spending	£31,000

Teaching priorities for current academic year – these have remained the same as 2019-20 due to COVID-19 disruptions

Aim	Target	Target date
Attainment in Reading	Pupils in EYFS and KS1 attain in line with or better than national standards	July 2021
Attainment in Writing	At least 75% of pupils in KS1 attain ARE or better	July 2021
Progress in Mathematics	Improve maths progress scores in KS2	July 2021
Phonics	At least 93% of pupils achieve national standard in PSC	July 2021
Other	Ensure that the quality of education each child receives is exceptional	July 2021

Targeted academic support for current academic year

Measure	Activity
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The gap between DA pupils' reading attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none"> • Training for relevant staff in delivering phonics • Focused phonics/reading interventions for DA pupils • DA pupils to receive books/access to books if they do not have access at home
The gap between DA pupils' maths attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none"> • Maths intervention for pupils who are making slow progress • Pay for subscription to additional support e.g. website access • Ensure that DA pupils are targeted to receive laptops/internet access from the Government
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of self-confidence or self-esteem in learning • Lack of access to additional resources, including technology
Projected spending	£21,000

Wider strategies for current academic year

Measure	Activity
The gap between DA pupils' reading attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none"> • Parent workshops for phonics and reading • Share local support with relevant families e.g. library-run book clubs; workshops • Free/subsidised places for Breakfast Club so that children arrive at school on time, are fed and ready to learn • Free place in after school clubs which support reading and/or boost confidence and self-esteem • If relevant, residential trips are subsidised
The gap between DA pupils' maths attainment and that of non-DA pupils has reduced	<ul style="list-style-type: none"> • Parent workshops for maths, especially strategies for calculations • Share local support with relevant families e.g. workshops • Advertise enrichment opportunities for higher attaining pupils to enable them to reach their full potential • Free/subsidised places for Breakfast Club so that children arrive at school on time, are fed and ready to learn (and can attend any before-school intervention groups)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of equal representation for all pupils • Lack of access to enrichment opportunities (resources and experiences, including as a result of COVID) • Lack of access to additional resources, including technology • Social/emotional needs affecting academic success • Attendance/punctuality
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that all staff have the time and support to review and monitor their curriculum impact.	INSET time and additional time to meet with curriculum teams. Purchase additional support from LA/LDBS as necessary.
Targeted support	Ensure that staff have the resources they need to deliver effective interventions in maths (KS2) and phonics (KS1).	Review impact of interventions in pupil progress meetings and investigate additional resources e.g. Numicon. Pupils to receive focused time with their class teacher as necessary, in order to meet their academic and emotional needs
Wider strategies	1. Review and update class libraries and guided reading books to ensure that pupils develop a love of reading.	Review early reading provision with LDBS advisor and explore funding sources for new resources as needed. Provide pupils with access to high quality texts that they can keep if they do not have access to these at home.
	2. Ensure that all pupils have access to extra-curricular activities	Continue to pay for pupils to attend class trips, including residential visits once these are allowed. Subsidise the cost of clubs and identify out-of-school activities (e.g. music lessons) which are appropriate for specific PP children.

Review: last year's aims and outcomes

Aim	Outcome – some outcomes have been curtailed due to COVID-19
Attainment in Reading: Pupils in EYFS and KS1 attain in line with or better than national standards	No national standard for comparison. National in 2019 was 77% reading for EYFS KS1 75% - St Saviour's 2020 =80% (25% of PP children achieved ARE in reading which is 1 child. 2 of the other PP children have SEND).
Attainment in Writing: At least 75% of pupils in KS1 attain ARE or better	KS1 writing = 76% ARE or better 25% of PP children achieved ARE (1 of 4) 2 of the PP children who did not achieve ARE also have SEND.
Progress in Mathematics: Improve maths progress scores in KS2	92% made 'expected progress' from KS1 in maths in 2020.

Phonics: At least 93% of pupils achieve national standard in PSC	December 2020: 90.5% (19/21) of Year 2 pupils passed the PSC.
Other: Ensure that the quality of education each child receives is exceptional	Curriculum review has been carried out and is an ongoing area of priority on SDP.