

Pupil Premium Strategy St. Mary & St. Peter's Church School 2021-2022

Timeline

| Date | Action |
|----------------|---|
| September 2021 | <p>Write your Pupil Premium Impact Statement. Include commentary about any differential effect of lockdown on PP children</p> <p>Write Pupil Premium strategy</p> <p>Share with staff and governors</p> <p>Upload to school website and place on sharepoint by 30th Sept</p> |
| February 2022 | <p>Mid - year review of Pupil Premium strategy</p> <p>Share Pupil Premium review with governors</p> |
| April 2022 | Pupil Premium Leads meeting – planning for 2021-22 |
| July 2022 | Review comparative data for disadvantaged and non disadvantaged for 2021-2022 |
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Pupil Premium Strategy St. Mary & St. Peter's Church School 2021-2022

| Summary information | | | | | |
|-------------------------------|-------------------------------------|---|--------|---|--|
| School | St Mary & St. Peter's Church School | | | | |
| Academic Year | 21-22 | Total PP budget | £25555 | Date of most recent PP Review (external or Internal) | |
| Total number of pupils | 34 | Number of pupils eligible for PP | 19 | Date for next internal review of this strategy | |

| Targets (2020-2021) | | | | | |
|---------------------|--|--|--|--|--|
|---------------------|--|--|--|--|--|

| Year 6 Targets 2022 | Pupil Premium | | Non-Pupil Premium | |
|------------------------|---------------------|-----|-------------------|----|
| | Expected attainment | KS1 | ARE | GD |
| Reading | | | | |
| Writing | | | | |
| Maths | | | | |
| SPaG | | | | |

No children in Year 6

| Year 2 Targets 2022 | Pupil Premium | | Non-Pupil Premium | |
|------------------------|---------------|----|-------------------|----|
| | ARE | GD | ARE | GD |
| Reading | | | | |
| Writing | | | | |
| Maths | | | | |

| Year 1 Targets 2022 | Pupil Premium | | Non-Pupil Premium | |
|------------------------|---------------------|--|-------------------|--|
| | Expected attainment | | | |
| Phonics | | | | |

| EYFS & KS1 | Number of Pupil Premium children | KS2 | Number of pupil Premium children |
|------------|----------------------------------|--------|----------------------------------|
| Year R | | Year 3 | |
| Year 1 | | Year 4 | |
| Year 2 | | Year 5 | |
| | | Year 6 | |

| Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
|---|--|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Access to an enhanced curriculum through participation in all appropriate activities, events, and visits | |
| B. | Access to resources at school to support learning | |
| C. | Social, emotional and communications issues that impact on learning | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Appropriate support from external agencies | |
| Desired outcomes related to the above barriers and how they will be measured | | |
| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | All PP children will have access to enhanced curriculum alongside their peers | All children will have access to trips, music, IT & TA support. |
| B. | Children will have access to a wide range of resources to support their learning in a variety of ways. | Children have access to IT devices and resources to support their learning and add consolidation of learning. |
| C. | All children will have ELSA provision and access to other strategies to support SEMH issues | Through ELSA and other support groups children can cope well in class which will impact on learning, progress and achievement. |

Planned expenditure (reference BWMAT Trust Strategy Overview)

1. Quality First Teaching and Curriculum

| Actions | Barrier Addressed (A,B,C,D) | Evidence/rationale for this choice | Cost | What steps will we take to make sure the action is carried out effectively | Staff lead | Review date and method |
|--|-----------------------------|---|-------|---|------------|--|
| Music tuition for year group | A | EEF – evidence supports the learning of an instrument having positive academic impact. Being part of a joint experience is good for SEMH | £270 | Our peripatetic music teacher has worked in school for several years and is timetabled to occur each week for one and half terms. Children can take instruments home and share their learning with the wider community. | JS | July 2022 Discussion with teacher |
| Teacher support to meet identified needs | A | Targeted support for key PPG children to provide high quality first teaching to ensure children make accelerated progress and to ensure previous knowledge is consolidated Small group tuition +4 months as identified by EEF | £7000 | PPG clearly identified for support and child specific data used to pinpoint how to move their learning forward to support them to make accelerated progress in Reading, Writing and Maths. Teacher conferencing used as a method to specifically target children to move their learning forward. | CM/HT | This will be stringently monitored every term in focussed PPMs |

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| Provision of digital technology to enable children to access IT | B | EEF – digital learning can be personalised to meet the needs of the individual. The use of guided work in small groups using technology can be particularly effective | £1000 | The use of technology will be delivered by learning goals rather than the use of the technology itself | CM | Feedback from children sand monitored through PPM |
| Oracy project | A | | £1350 | Lead by a teacher who is Phonics Lead and Early Years lead | JB | July 2022 – feedback on impact of the project. |

Total budgeted cost £9620

2. Targeted Support

| Actions | Barrier Addressed (A,B,C,D) | Evidence/rationale for this choice | Cost | What steps will we take to make sure the action is carried out effectively | Staff lead | Review date and method |
|--|-----------------------------|--|-------|--|----------------|------------------------|
| TA provision to support PP pupils in small groups. Associated training including HLTA training | B | Additional phonics tailored to individual needs. Use of IT to support some of these needs. | £9000 | These strategies are monitored by the SENCo and CT | JB CM GP | July 2022 |
| ELSA support including training and resources | C | ELSA plans and delivers individual sessions to children which may be long- or short-term support | £3000 | Using BVP to target progress. Feedback from leaders, parents, and class teachers. Children more settled and able to engage in class. | AH | July 2022 |

Total budgeted cost £12000

3. Attendance

| Actions | Barrier Addressed (A,B,C,D) | Evidence/rationale for this choice | Cost | What steps will we take to make sure the action is carried out effectively | Staff lead | Review date and method |
|---------|-----------------------------|------------------------------------|------|--|------------|------------------------|
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| Practical resources such as uniform, PE kit, swimming kit | D | Ensure that all children have the basic equipment to take part in school life, otherwise this can have an impact on self-esteem, attendance, and learning. | £535 | Offer grant to parents for uniform. Keep spare equipment in school to make available to children as needed. | SW | As needed |
| 4. Enrichment | | | | | | |
| Actions | Barrier Addressed (A,B,C,D) | Evidence/rationale for this choice | Cost | What steps will we take to make sure the action is carried out effectively | Staff lead | Review date and method |
| Financial support for school trips and enrichment activities such as clubs and visits related to the curriculum. Staff cost implications for these activities. | A | These involve a collaborative learning experience which leads to improved resilience and perseverance. Opportunities to develop social and sporting skills. Developing good lifestyle habits. EEF – participating in sports and physical activities is likely to have wider health and social benefits. | £3400 | A high level of participation in all areas of school life by all pupils. | IR | After each event and July 2022 |
| Total budgeted cost | | | | | | £3935 |

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|---|---|-------------|
| Review of expenditure 2020 - 2021 | | |
| 1. Quality First Teaching and Curriculum | | |
| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
| | | |
| 2. Targeted Support | | |
| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
| | | |
| 3. Attendance | | |
| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
| | | |
| 4. Enrichment | | |

| Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
|---|--|-------------|
| | | |

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.