

# St Mary the Virgin CE Primary School Pupil Premium Strategy and Report

## Strategy (updated November 2020)

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils achievement at school. The Department of Education has created a page which expands on the purpose of the pupil premium and the key facts <https://www.gov.uk/government/publications/pupil-premium>

At St Mary's we have high aspirations for all our children and believe that all children can make good progress and that no child should be left behind whatever their starting point. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance to realise their potential, build resilience and have an understanding of how to impact positively on their own wellbeing.

We are a small rural school of around 92 pupils (Nov 2020) and for the year 2019-20 approximately 6% of our pupils were in receipt of the Pupil Premium Grant. For the current year 2020-21 PPG pupils total 13% (12/92) (Nov 20).

Although our pupil premium funding does not form a major proportion of our budget we are determined to ensure that it is used to its best effect to support the identified children and their individual needs. With this in mind we carefully consider the best ways to use this grant and in recent years have also focused on interventions to improve wellbeing that will increase readiness to learn.

### Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, self-esteem, attachment, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the children feel secure and safe enough to be ready to learn and make progress. This will ensure that with time the gap between groups of pupils is narrowed. We aim to ensure that targeted interventions help remove barriers to learning and progress.

## **Key Principles**

### **Building belief and a “can do” attitude**

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

### **Data Analysis**

- Children's progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We seek advice from our local authority, and utilise other areas of expertise, such as School Improvement Partner, governors and other Headteachers. We are aware that improvements in wellbeing may take time to impact on academic progress and endeavour to measure this progress in other ways (such as using Thrive profiles).

### **Pupil Identification**

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children are identified on planning sheets and all staff are aware of who these children are, to enable them to be supported. There are individuals who have specific intervention through a Pupil Premium Tutor.
- The school responds flexibly to the needs of individual children.

### **Day to Day teaching**

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.

- We identify barriers to learning and provide early intervention.

### How do we spend our Pupil Premium Grant?

- Each class has a teaching assistant for some of the day who can be used to support individual children or small groups on targeted interventions (both academic, well-being and confidence building).
- Since 2018 a PPG tutor has been employed for 5 hours to support PPG children. This can be a mixture of Thrive and academic support.
- The school currently has two Thrive practitioners who can be allocated to support PPG pupils using The Thrive Approach.
- If attendance or punctuality is a concern the school may use PPG to support transport to school. This is usually for a short time period while other arrangements are put in place. Funds can be used to access support attendance support from ESBAS (East Sussex Behaviour and Attendance Service)
- Funds may be used to help families provide school uniform, playtime snacks or milk.
- Funding for **enrichment activities**. E.g. after-school clubs, music lessons, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities etc.
- Funding can also be used to buy resources to support individual/small group tutoring and interventions such as Sensory Circuits.
- A combination of PPG and SEND funding has been used to fund staffing to run Sensory Circuits in Autumn 2019.

### Who is it spent on?

- Pupil Premium (PP) pupils who are not making adequate progress.
- Pupil premium pupils who are under-achieving.
- PP and other vulnerable group pupils who are in danger of underachieving.
- PP and other vulnerable group pupils for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

### Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed six times a year.
- Analysis of each child's progress and achievement is made using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with both teachers, Inclusion team and Senior Leadership Team member.
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Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in November 2021.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

## Report

**A review of support and spending for the school year over recent years.**

	2017-18	2018-19	2019-20	2020-21
Total number of pupils on school roll:	91	99	94	92
Total number of pupils eligible for Pupil Premium Grant (PPG) currently on role:	7	6	6	12
% of the school roll:	8%	6%	6%	13%
Amount of PPG received per pupil:	£1,320 Pupil Premium £1,900 for Post LAC	TBC	£1320 per pupil premium pupil £2300 per Post LAC	£1320 per Ever 6 Free School Meals £2300 per LAC/ Post LAC
Total Pupil Premium Grant April - March:	£ 9,820 PPG for 7 children (6 x £1,320 and £1,900 for previous LAC child).	£10,220	£11,540 (7 X £1320, 1 x £2300) As funding is from April- March this includes funding for the 3 PPG pupils who left in July 19. For new children registered this academic year funding is not received until the following April)	April 20 – March 21 £9415 Funding for newly categorised as being eligible for PPG funding including reception children do not appear in this financial years budget.

## Performance of pupils in receipt of PPG – completed at end of the school year 2019/20

(non PPG peers at SMV, national comparison all pupils)

	2019-20	2018/9 KS1 (Year 2)	2018/9 KS2 (Year 6)
% of pupils in this year group	6%	7% (1 child)*	21% 3 pupils of which 33% 1 pupil had SEND and A further 33% joined the school in Y5.
% pupils working at age related expectation in Reading	Due to COVID 19 there is not data available for this year	100% (66.7%) 75(%)*	33% (100%) (73%)
% pupils working at age related expectation in Writing		100% (66.7%) (70%)*	33% (100%) (79%) (Teacher Assessment)
% pupils working at age related expectation in Maths		100% (75%) (76%)*	33% (100%) (79%)
% of pupils working at Great Depth		100% Reading (25%) (25%)* 100% Writing (17%) (15%)* 100% Maths (25%) (22%)*	33% Reading (55%) (27%) 0% Writing (18%) (20%) 33% Maths (27%) (27%)

\*Where the % of the cohort is very low, details will not be reported due to confidentiality. In this case please contact the Head of School for further details.

**Early Years Progress Sept 2019-July 2020 - No PPG pupils this academic year.**

## Impact of Planned Support and spending for school year April 2019 – March 2020

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
PPG tutor 5 hours weekly	£5850	Individualised intervention either 1:1, small group or in class support, monitored and reviewed 6 x a year	Individualised objectives to support progress and attainment	Target tracker progress and attainment half termly	There is no published data for 2019-20 due to COVID 19.  Thrive profiling has been intermittent due to COVID 19 and activities were shared frequently over the lockdown period.
Teaching Assistant (classroom based) and The Thrive Approach	£4823	Additional adults within the classroom to facilitate small groups and more focused support and interventions. Contribution toward the ongoing CPD for Thrive practitioners and access to the online Thrive Approach assessment systems. Individual Thrive profiling and intervention for those with identified need.	To ensure that gaps in early development are closed allowing readiness to learn.	Individual profiling scores demonstrate increase in wellbeing and whole school tracking indicates increased attendance, progress and access to learning.	However all PPG pupils remained in good contact(at least every 10 days as advised by County) with the school over the lockdown period and returned to school as soon as was possible as part of the vulnerable group support.
Resources	£325	Resources are bought to support interventions including Sensory circuits	Resources are available to ensure the interventions carried out are robust and have impact.	As above Parent, pupil and teacher pre and post surveys in place	Sensory circuits ran very successfully for the first part of the academic year prior to lockdown. Parents and pupil voice indicated valuable positive impacts for the children.

Trips, clubs, milk and playtime snack, provision of school uniform/clothes	£542	Provision of milk, snacks, uniform/activity clothes as identified as necessary to support wellbeing and full access to the provision on offer. This may include contributions to payment for clubs, music lessons, visits and after-school activities that enrich experience.	To ensure that all children have equality of access to all aspects of school life including Forest School, have a good sense of wellbeing and full sense of belonging.	In addition to monitoring welfare concerns, attendance and participation in Forest School and PE, we will monitor uptake of clubs and extra-curricular activities to make sure that all groups children are benefitting from provision.	Children have accessed music lessons and had trips subsidised..
Total	£11,540				

### Impact of Planned Support and spending for school year April 2020 - March 2021

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
PPG tutor 5 hours weekly	£6650	Individualised intervention either 1:1, small group or in class support, monitored and reviewed 6 x a year	Individualised focus/objectives to support progress and attainment	Target tracker progress and attainment half termly	
Teaching Assistant (classroom based) and The Thrive Approach	£2265	Additional adults within the classroom to facilitate small groups and more focused support and interventions.	To ensure that gaps in early development are closed allowing readiness to learn.	Target tracker progress and attainment half termly.	

		Contribution toward the ongoing CPD for Thrive practitioners and access to the online Thrive Approach assessment systems. Individual Thrive profiling and intervention for those with identified need.		Individual profiling scores demonstrate increase in wellbeing and whole school tracking indicates increased attendance, progress and access to learning.	
Other: Curriculum resources, trips, clubs, milk and playtime snack, provision of school uniform/clothes	£500	Provision of milk, snacks, uniform/activity clothes as identified as necessary to support wellbeing and full access to the provision on offer. This may include contributions to payment for clubs, music lessons, visits and after-school activities that enrich experience.	To ensure that all children have equality of access to all aspects of school life including Forest School, have a good sense of wellbeing and full sense of belonging.	In addition to monitoring welfare concerns, attendance and participation in Forest School and PE, we will monitor uptake of clubs and extra-curricular activities to make sure that all groups children are benefitting from provision.	
Total	£9415				