

Pupil premium strategy **UPDATED 7TH June 2021**

- Please Note that due to COVID 19 a focus on children’s wellbeing has been at the forefront of school life
- Teacher assessments have taken place
- Catch-Up Funding is currently being used to support children
- More lunch time supervision has been purchased to support bubbles
- Drama/PSHE club for Year groups at lunchtime
- Subsidized Drama Club Afterschool for all year groups
- Extra PE support during lockdowns
- Holiday Club subsidized by school

	£
Pupil Mentor	42,500
Support in Classes	32,500
Jo Whalley	10,000
Subsidised Clubs	10,000
Magic Breakfast	500
Wider Curriculum	12,000
Subsidised Trips	10,000
Sam Newsham- Drama ASC	1,800
PP Jumpers	300
Chaplain Jumpers	300
Holiday Clubs	680
Pupil Tracker Questionnaire	410
Additional Lunchtime support	15,000

CPOMs	670
Training	500
	137,000

1. Summary information					
School	St Mary Magdalen's CE Primary School, Accrington				
Academic Year	2020 - 2021	Total PP budget	£142,000	Date of most recent PP Review	April 2021
Total number of pupils	193	Number of pupils eligible for PP / EVER 6	97	Date for next internal review of this strategy	July 2021
2. Current attainment and progress for 17.18					
<i>PROGRESS</i>					
			<i>Pupils eligible for PP</i>	<i>WHOLE COHORT</i>	
Reading progress score			■	■	
Writing progress score			■	■	
Maths progress score			■	■	
<i>ATTAINMENT</i>					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average in red)</i>	
% achieving in reading, writing and maths			■	■	
% expected in reading			■	■	
% expected in maths			■	■	
% expected in writing			■	■	

3. 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>		In school provision <i>(Including external professionals)</i>
A.	Speech and Language	<ul style="list-style-type: none"> • [REDACTED] – speech and language therapy • [REDACTED] – speech and language intervention • [REDACTED] – Precision teaching
B.	Social needs :building relationships (knowing which are appropriate) ; understanding barriers ; appropriate behaviours	<ul style="list-style-type: none"> • [REDACTED] – counsellor/play therapy/emotional support • Behaviour support plans • Circle time/PSHE – • Social Skills – ‘Talk About’ • HVB – family support, individual children support • CS
C.	Resilience and confidence	<ul style="list-style-type: none"> • [REDACTED] – PE Support • [REDACTED] – counsellor/play therapy/emotional support • HVB – family support, individual children support
D.	Enjoyable life experiences (days out, cinema trips etc)	<ul style="list-style-type: none"> • Subsidised school trips • In school visits (theatre groups etc.) – funded by school when possible • SLT to source subject related trips locally and nationally (sept 2020) one per ½ term • Purchasing of 32 VR headsets
E.	Welfare and social issues	<ul style="list-style-type: none"> • [REDACTED] child/parent welfare • Lancashire Adult Learning – parent workshops • [REDACTED] – counsellor/play therapy/emotional support • Family and well-being services • Use of CAF/TAF Where appropriate • HVB – family support, individual children support

F.	Health : lack of food ; doctor/dental attendance	<ul style="list-style-type: none"> • HVB – family support, individual children support • HVB – dentist/doctors/fire etc • Fruit trolley/juice Fruit (KS1) • [REDACTED] PE support and healthy minds and bodies • Extra-curricular clubs • Milk (Free at age 4) • Bagel breakfast bar
External barriers <i>(issues which also require action outside school e.g. low attendance rates)</i>		What are we doing?
A.	<ul style="list-style-type: none"> • Drug/alcohol abuse • Domestic violence 	<u>Helen Bird – child/parent welfare</u> <ul style="list-style-type: none"> • HVB – family support, individual children support • Safeguarding – DSLs • Children’s social care informed when necessary • Record of issues (pink slips) • Opening of CAFs and School being Lead professionals
	<ul style="list-style-type: none"> • Low attendance • Parental skills – children aren’t encouraged to complete homework, read, discuss their day, have breakfast etc. 	<ul style="list-style-type: none"> • HVB – family support, individual children support • Parent workshops (Lancashire adult learning) • Home visits (LM/HVB) attendance officer involved if necessary • Breakfast bagels, snack etc. • HVB approaching targeted families

4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Monitoring</i>
A.	Improve speech and language skills for pupils (eligible for pupil premium) who experience difficulties with communication	Key pupils gain necessary skills to communicate effectively with their peers and adults.	Feedback from [REDACTED], improvements in class

B.	Low self-esteem does not hinder pupil's attitude towards learning – children adopt a growth mind set, demonstrate resilience and are not apathetic	Children are positive about their learning and ability. Attainment gap is narrowed for pupil premium children	Positive attitudes displayed during observations Analysis of data
C.	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate	Fewer behavioural or welfare issues are recorded for pupil premium children.	KH, HVB meet to discuss record of behaviour/welfare problems
D.	Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life	Children's social and emotional development is supported. Teachers work with children to identify career goals early	More resilience in children. All children know how to reach their goals (life maps)

5. Planned expenditure					
Academic year		2020 2021			
How will Pupil Premium be spent in 2020 2021					
Desired outcome	Chosen action / approach	What we are doing What we will do	Success Criteria	Staff lead	When will you review implementation? Cost
A.	<p>Improve speech and language skills for pupils identified and eligible for pupil premium.</p> <p><u>Our approach:</u></p> <ul style="list-style-type: none"> Teaching assistants provide small group and 1:1 intervention for key children 	<p>TA– targeted group interventions CS – 1:1 targeted interventions throughout school</p> <p>Talk boost</p> <p>Picture News to encourage knowledge of the world/ global issues</p>	<p>Interventions contribute to the attainment gap closing and those eligible for PP make accelerated progress.</p> <p>Assessment data shows key children are making positive progress.</p>	HVB EB	June 2021

	<p>who are working below national year group expectations.</p> <ul style="list-style-type: none"> Targeted children receive intervention from external professionals ([redacted]) and there is evidence of the impact that this has on the progress of those children. Teachers ensure learning support plans are relevant to chn and these are reviewed regularly with EB. 	<p>[redacted] – Speech and language – ceased Easter – TA’s to continue</p> <p>[redacted] (Speech and language) works with key children every Friday</p> <p>SALT carries out screening in reception at beginning of year to identify any problems</p> <p>KH/HVB monitor data post assessment week</p>	<p>All children can access learning during lesson time (observations).</p>		<p>Support and assessment for all EYFS pupils, SALT groups set up.</p> <p>Ongoing weekly support given to:</p> <p>[redacted]</p> <p>Yr1 - Advice/Support to staff.</p> <p>Weekly session, assessments completed and programme in place for: [redacted]</p> <p>Yr 2_ Advice/Support to staff.</p> <p>Weekly session, assessments completed and programme in place for: [redacted]</p>
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Yr 3:
Advice/Support to staff.
Weekly session,
assessments completed
and programme in place
for:



Year 4



- Weekly session,
assessments completed
and programme in
place.

Year 5:



- Weekly session,
assessments completed
and programme in
place.

					Ongoing advice support given to TA's who deliver talkboost and SALT.
B.	<p>Improve self-esteem/mindset of children eligible for pupil premium.</p> <p><u>Our approach:</u> High expectation of attainment for all pupils, providing consistent support for emotional/social development</p> <p>CPD for staff to ensure all staff are informed about children's well-being and mental health (opportunity to organise twilight?)</p> <p>Interventions focusing on developing confidence of target children to improve their attitude towards themselves and their ability (HVB during PP time?)</p>	<p>LM – nurture/wellbeing Boxall for poor attenders</p> <p>██████████ – counsellor</p> <p>Growth mindset school culture</p> <p>HVB – Work with target children on boosting self esteem</p>	<p>Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2021.</p> <p>Teachers/Pupils report an improvement in engagement and attitude towards learning</p> <p>Pupils have aspirations and improved self esteem</p>	HVB	

Desired outcome	Chosen action / approach	What we are doing What we will do	Success Criteria	Staff lead	When will you review implementation?
C.	<p>Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate</p> <p><u>Our approach:</u></p> <ul style="list-style-type: none"> • HVB supports parents and children • Outside agencies brought in when necessary to support parenting • Parenting workshops provided by Lancashire Adult Learning (organised by HVB) • Safeguarding • EB supporting PP chn with special educational needs 	<p>Consistent use of school's behaviour systems to support children in behaving appropriate to ensure they fulfil potential</p> <p>Introduction of new yard behaviour system January 2020</p> <p>██████████ – counsellor</p> <p>██████████ – Speech and language development</p> <p>HVB – Nurture</p> <p>Shaheen Aktar – Sure Start supporting families and children</p> <p>HVB – Self-esteem/growth mindset</p> <p>Extra-curricular clubs</p> <p>Wake and shake to support well being</p>	<p>Fewer behaviour issues for key PP children</p> <p>Less incidents during playtimes</p> <p>Fewer welfare/social issues having adverse effects on children's education</p> <p>Improved attainment for children eligible for PP</p>	HVB	July 2021, termly thereafter

<p>D.</p>	<p>Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life</p> <p><u>Our approach:</u></p> <ul style="list-style-type: none"> • Curriculum re-vamp which supports social mobility and creativity to engage all children • Organise visits from a range of employed people to encourage and improve aspirations of our children (visits from various professionals) • Children's social and emotional development is supported 	<p>CS – interventions</p> <p>██████████ – counsellor</p> <p>Visits from a range of professionals to teach children about the variety of job opportunities available</p> <p>HVB – Interventions to support children with low self-esteem and boost their confidence</p> <p>Choir & community Picture News Extra-curricular clubs to support health and well being Forest school Joel (PE) HVB – Bible challenge ██████████ – Good to be me SIAMS Bishops Award</p>	<p>Improvement in engagement with learning</p> <p>Children enthusiastic about prospects</p> <p>Fewer PP children needing additional support from services such as sure start/counselling</p>		
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