



Pupil Premium Strategy Statement (Primary)

School overview

Metric	Data
School name	Boston St Mary's RC Primary School
Pupils in school	176
Proportion of disadvantaged pupils	7.5%
Pupil premium allocation this academic year	13 children (13 x £1320) £17,160
Academic year or years covered by statement	2020-2021
Publish date	18 th September 2020
Review date	16 th July 2021
Statement authorised by	Lisa Gleed-Thornley
Pupil premium lead	Kirsty Parish
Governor lead	Maria Turner

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.81
Writing	1.84
Maths	-4.18

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	70%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Priorities –	Link to SIP Priorities	Barriers to Attainment:
Priority 1	1.11, 1.12, 1.14,1.15,1.16,1.17 3.6	Language acquisition & vocabulary
Priority 2	1.11, 1.12, 1.14,1.15,1.16,1.17 2.1, 2.3, 2.4,	Independence & resilience
Priority 3	2.8	ICT equipment to access home/remote learning
Priority 4	2.1 -2.8 3.1-3.7	Low Confidence in own abilities – post Covid
Priority 5	1.3, 1.11, 1.12, 1.16, 2.3, 2.4, 2.6	Improving attendance

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	Sept 21
Phonics	Achieve national average expected standard	Sept 21
Other	Improve attendance of disadvantaged pupils	Sept 21

Targeted academic support for current academic year 2020/2021

Measure	Desired Outcome	Activity	Monitoring	Who	Cost	Impact
Priority 1	To raise the standards and attainment in Reading through the development of early language acquisition.	1:1 Reading sessions Provide texts books and reading books Training for both staff, pupils and parents on Accelerated Reader	Feedback from pupils ,class teachers and parents	KP, MB	£1500 £1500	No impact made due to staffing issues. Unable to carry out interventions due to COVID-19. Reading booster implemented (within classrooms) by teachers during Pentecost 1 term.

		<p>Pre-teaching and streamed phonics Including 1:1 Sessions for those behind</p> <p>Rigorous monitoring of our disadvantaged children's progress</p>	<p>Parent phonic workshops 1 per big term</p> <p>Timetable priority given to targeted intervention.</p>		<p>£3000 (£1000 per year)</p> <p>£3000</p>	<p>Children made good to outstanding progress from starting points</p> <p>50% of children that received 1:1 reading sessions (focusing on phonics) are predicted to achieve a pass in the phonics screening test.</p> <p>Due to COVID-19, face to face parent phonics workshops did not happen, however parent guides were sent home and communication was made via email. Through timetabled daily and weekly interventions, 81% achieved a pass in the phonic screening test.</p> <p><u>Reading</u> 69.2% of children achieved the expected standard</p> <p><u>Writing</u> 69.2% of children achieved the expected standard</p> <p><u>Maths</u> 76.9% of children achieved the expected standard</p> <p>Data is monitored rigorously by SLT.</p>
		<p>Through purchase of Provision Mapping we can monitor effective intervention and costings.</p>	<p>Data monitoring baseline testing, interventions closely match individual needs</p> <p>Whole school pupil premium data Map (Intervention provision Map)</p> <p>Clear data tracking in place and monitoring the impact</p>			

		<p>Create KS1 Library to enhance love of reading and stimulate interest.</p> <p>Encouraging wider reading and reading for pleasure. Providing small group catch-up interventions focusing on mathematical skills. Provided knowledge organisers and vocabulary maps pre topic learning</p>	<p>Pupil Questionnaires on Library enhancement</p> <p>Staff training and implementation of knowledge organisers By December 2020</p>			<p>Due to COVID-19 – children have not been able to use the KS1 library. However, books have continued to be sent home following our school risk assessments.</p> <p>Pupil questionnaires are to be sent out in September, once children have returned back to school and are able to use the KS1 library as a learning environment and for pleasure.</p> <p>Parents feel well informed and children have access to prior learning of vocabulary. This has supported our children making good or better progress from starting points.</p>
Priority 2	Establish small group Language, Maths & English interventions for disadvantaged pupils falling behind age-related expectations	1:1 tuition Maths & English for 1 st 6 weeks after Lockdown by Qualified teacher	Half termly	KP, MB	£2500	Good impact was achieved from starting points to October half term, but this was then affected by the Advent 2 school closure due to COVID-19.
Priority 3	Disadvantage pupils have access Remote/Home learning via equipment to prevent falling further	<p>Purchase of Laptops and I pads</p> <p>Purchase Nessy Learning Software</p>		KP, MB	£7000	100% of children were able to access remote learning during the national lockdown and during class bubble closures.

	behind and so that they feel inclusive					
Priority 4	To develop confidence & resilience in our Disadvantaged Pupils post Covid	<p>1:1 & small group tuition with ELSA for emotional wellbeing and resilience building</p> <p>To promote inclusiveness by continuing to provide Breakfast club & school uniform to those in need and by supporting funding where necessary for school trips, after school clubs, FSM & milk; providing them with enrichment opportunities</p> <p>Promote recovery curriculum and Wellbeing across School</p>	Half termly	KP, MB	£1500	<p>Our well-being and recovery curriculum was implemented at the start of the academic year. Most</p> <p>Well-being interventions have continued to take place in class bubbles.</p> <p>53% of children have accessed items of school uniform</p> <p>61% of children have accessed after school clubs – supporting social skills and self-confidence.</p> <p>Nelsons Handwriting Scheme purchased to support confidence in writing ability.</p>
Priority 5	Improve overall attendance in our disadvantaged children	To improve the attendance of PP children. Attendance	Pupil interviews	KP & LGT	£0	Average attendance for our pupil premium is: 95.4%

		<p>monitor to monitor and communicate with parents through the use of PP meetings and discussions of targets in order to gain the parents perspective</p> <p>Ensuring better communication through using Teams and email. Engage pupils and parental support at home through video and live teaching to enhance and support school based learning remotely.</p>	Half termly pupil progress data			<p>Communication with parents has continued to be good. Teachers communicate targets with parents on a regular basis via phone and email.</p>
Total Budget Cost £						£26,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Possible further disruption of Lockdowns due to Covid</p> <p>Ensuring enough time is given over to allow for staff professional development</p>	<ul style="list-style-type: none"> • Use of remote Learning, ensuring all disadvantage pupils have access and equipment • Teams Training for staff, pupils and parents.

		<ul style="list-style-type: none"> • Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for small group Maths & English interventions for disadvantaged pupils falling behind age-related expectations	<ul style="list-style-type: none"> • Qualified teacher to lead small intervention sessions with PP children.
Wider strategies 2.8	<p>Engaging the families facing most challenges through the use of PP meetings in order to discuss progress and to gain the parents perspective.</p> <p>Engagement with home learning</p> <p>Staff Workload</p>	<ul style="list-style-type: none"> • ESOL to ensure language barriers are supported • Early Language assessments and monitoring of those new to English • Home learning is a mix of blended learning and is individualised to child's needs. We have enhanced our provision by purchase of Time tables Rock stars, Nessy Learning, Accelerated Reader & Star Maths which can be accessed at home and which children find engaging. • Standardised Learning environment with clear vocabulary and strategies on Learning walls. • Marking Policy adapted to ensure staff work life balance