



## Pupil Premium Strategy Statement 2021-2022

### School overview

| Metric                                      | Data                               |
|---|------------------------------------|
| School name                                 | Boston St Mary's RC Primary School |
| Pupils in school                            | 188                                |
| Proportion of disadvantaged pupils          | 12% October census                 |
| Pupil premium allocation this academic year | 22 children (22 x £1320) = £29,040 |
| Academic year or years covered by statement | 2021-2022                          |
| Publish date                                | October 21                         |
| Review date                                 | July 2022                          |
| Statement authorised by                     | Lisa Gleed-Thornley                |
| Pupil premium lead                          | Kirsty Sutton                      |
| Governor lead                               | Maria Turner                       |

### Disadvantaged pupil progress scores for last academic year

| Measure | Score      |
|---------|------------|
| Reading | <b>50%</b> |
| Writing | <b>44%</b> |
| Maths   | <b>57%</b> |

## 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:  |
|--|-------------------------------|--|
| <b><u>Priority 1</u></b><br>To raise the standards and attainment in Reading through the development of fundamental reading skills, fluency and Comprehension. | 2.3, 2.4, 2.5 2.6, 2.7 & 2.8  | Language acquisition<br>Understanding of vocabulary<br>Reading fluency<br>Comprehension skills |
| <b><u>Priority 2</u></b><br>To improve the outcomes in writing – monitoring and identifying quickly those at risk.   | 2.3, 2.5, 2.6, 2.7 & 2.8      | Language acquisition<br>Understanding of vocabulary  |
| <b><u>Priority 3</u></b><br>To raise the standards and attainment in Maths through the development of reasoning skills.  | 2.3, 2.5, 2.6, 2.7 & 2.8      | Language – Understanding of problems<br><br>Low confidence in own ability                      |
| <b><u>Priority 4</u></b><br>To develop confidence and resilience in our Disadvantaged pupils   | 3.1, 3.2, 3.3, 3.4, 3.5 & 3.7 | Low Confidence in own abilities  |

|  |     |                      |
|--|-----|----------------------|
| <b>Priority 5</b><br>To improve the overall attendance of our disadvantaged children | 3.7 | Improving attendance |
|--|-----|----------------------|

### Teaching priorities for current academic year

| Aim                     | Target  | Target date |
|-------------------------|---|-------------|
| Progress in Reading     | Achieve national average progress scores in KS2 Reading | Sept 22     |
| Progress in Writing     | Achieve national average progress scores in KS2 Writing | Sept 22     |
| Progress in Mathematics | Achieve national average KS2 Mathematics progress score | Sept 22     |
| Phonics                 | Achieve national average expected standard              | Sept 22     |
| Other                   | Improve attendance of disadvantaged pupils              | Sept 22     |

### Targeted academic support for current academic year 2020/2021

| Measure | Desired Outcome | Activity | Monitoring | Who | Cost |
|---------|-----------------|----------|------------|-----|------|
|---------|-----------------|----------|------------|-----|------|

|            |  |  |  |             |  |
|------------|--|--|--|-------------|--|
| Priority 1 | To raise the standards and attainment in Reading through the development of fundamental reading skills, fluency and Comprehension. | Implementation of a catch-up reading intervention programme<br>Reading Rocketeers                                | Feedback from KC regarding progress of children                                  | LGT, KK, KS |  |
|            |  | Daily 1:1 Reading sessions for bottom 20% readers, including 1:1 sessions for those children that are behind     | Teachers to monitor reading journals and reading at home.                        | LGT, KK, KS |  |
|            |  | Pre-teaching and streamed phonics.<br>1:1 booster sessions for children who are behind with their phonics        | Data monitoring baseline testing, interventions closely match individual needs   | LGT, KK, KS |  |
|            |  | Rigorous monitoring of our disadvantaged children's progress through the use of AR and Cornerstones Assessments. | Whole school pupil premium data Map. Teachers to update targets and data termly. | LGT, KK, KS |  |
|            |  | Through purchase of Provision Mapping we can monitor effective intervention and costings.                        | Clear data tracking in place and monitoring the impact                           | LGT, KK, KS |  |
|            |  |  | Pupil voice  | KK, KS      |  |

|            |   |   |  |   |  |
|------------|---|---|--|---|--|
|            |   | <p>Encouraging wider reading and reading for pleasure.</p> <p>Provided knowledge organisers and vocabulary maps pre topic learning</p>  | <p>Staff training and implementation of knowledge organisers and Cornerstones – Friday 22<sup>nd</sup> October 2022</p>  | LGT, KK, KS   |  |
| Priority 2 | To improve the outcomes in writing – monitoring and identifying quickly those at risk | <p>Implementation of a catch-up writing booster group for children who are currently behind.</p> <p>Rigorous monitoring of our disadvantaged children's progress through the use of teacher assessments</p> <p>Through purchase of Provision Mapping we can monitor effective intervention and costings.</p> <p>Encouraging writing for pleasure – creative writing clubs etc</p> | <p>Teachers to monitor progress. Feedback from TA delivering intervention sessions.</p> <p>Clear data tracking in place and monitoring the impact</p> <p>Whole school pupil premium data Map. Teachers to update targets and data termly.</p> <p>Pupil voice</p> | <p>LGT, KK, KS</p> <p>LGT, KK, KS</p> <p>LGT, KK, KS</p> <p>LGT, KK, KS</p> |  |

|            |   |  |  |                                 |    |
|------------|---|--|--|---------------------------------|----|
| Priority 3 | To raise the standards and attainment in Maths through the development of reasoning skills. | Implementation of a catch-up Maths booster group for children who are currently behind.<br><br>Maths on the Move<br>Discovery Sports   | Teachers to monitor progress. Feedback from TA delivering intervention sessions.<br><br>Gather impact from Dan Taylor – Discovery Sports | LGT, KK & KS<br><br>LGT, KK, KS |    |
| Priority 4 | To develop the confidence & resilience in our Disadvantaged Pupils                          | 1:1 & small group tuition with ELSA for emotional wellbeing and resilience building<br><br>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 | ELSA CPD (£500)<br><br>MSHT training<br>Mental Health<br>X3 TAs<br><br>Pupil Voice   | LGT, KK, KS<br><br>LGT, KK, KS  |    |
| Priority 5 | To improve the overall attendance of our disadvantaged children                             | To improve the attendance of PP children. Attendance monitor to monitor and communicate with   | Parent surveys<br><br>Pupil interviews   | LGT, KK & KS                    | £0 |

|                            |  |   |                                 |  |  |
|----------------------------|--|---|---------------------------------|--|--|
|                            |  | <p>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 |  |  |
| <b>Total Budget Cost £</b> |  |   |                                 |  |  |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action   |
|------------------|--|---|
| Teaching         | Ensuring enough time is given over to allow for staff professional development   | <ul style="list-style-type: none"> <li>Use of INSET days and additional cover being provided by senior leaders</li> </ul> |
| Targeted support | Ensuring enough time for small group Reading, Writing and Maths interventions for disadvantaged pupils falling behind age-related expectations | <ul style="list-style-type: none"> <li>Small intervention sessions with PP children.</li> </ul>                           |

|                                 |   |  |
|---------------------------------|---|--|
| <p>Wider strategies<br/>2.8</p> | <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"> <li>• ESOL to ensure language barriers are supported</li> <li>• Early Language assessments and monitoring of those new to English</li> <li>• 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 &amp; Star Maths which can be accessed at home and which children find engaging.</li> <li>• Standardised Learning environment with clear vocabulary and strategies on Learning walls.</li> <li>• Marking Policy adapted to ensure staff work life balance</li> </ul> |
|---------------------------------|---|--|