

# Reviewed Pupil Premium (PP) Strategy Statement for St Martin's C of E VA Schools – 2020 - 2021

**We believe our disadvantaged children should get the same offer as all the children  
– but more!**

Headline facts and figures from Academic Year 2020/21 schools, pupils and their characteristics GOV.UK

- 20.8% are known to be eligible for free school meals, representing 1.74 million pupils. This has increased from 17.3% in January 2020.
- Over 420,000 pupils have become eligible for free school meals since the first lockdown on 23 March 2020. This compares to 292,000 for the same period (March 2019 to Jan 2020) before the pandemic.

The most important aspect of our PP Strategy is the nurture and emotional support our staff offer our children. Developing and maintaining great relationships with our children has numerous positive and, in many cases, profound outcomes which we believe genuinely change lives. We can't easily measure this kind of impact but we see it in our children in and around school, in how they engage with school life and how they come back to visit us when they move on to secondary school.

We have used the research findings from the Education Endowment Foundation (EEF) to support our strategy. All 5 principles have been considered when planning this strategy.

1. We believe that we can really make a difference to the outcomes for our disadvantaged pupils – these cannot just be measured at the end of their time at St Martin's.
2. Our strategies are informed by evidence.
3. Continued focus on developing and maintaining great teaching – *'benefits all pupils but has a particularly positive effect on children eligible for Pupil Premium funding'* (excerpt from EEF guide to PP).
4. We have just a few priorities to really focus on.
5. Our PP strategy (and School Development Objectives) supports all learners.

## School overview - Data correct October 2020

Metric	Data
School name	St Martin's C of E VA Schools
Pupils in school	630
Proportion of disadvantaged pupils	KS1 11 = 4.07 % KS2 23 = 6.38 % Whole School = 5.39 % This is significantly below the national average 2020 – 2021 - 20.8%
Pupil premium allocation this financial year	£71560
Academic year or years covered by statement	2020 – 2021
Publish date	December 2020
Review date	October 2021
Statement authorised by	Anthony Marsh
Pupil premium lead	Maggie Down
This document is shared with and agreed by Governors – December 2020	

DATA from 2018 – 2019 is used because this is the most recent, published and nationally comparable data available due to Covid-19. In-school data for 2019 – 2020 is also used to give a more up-to-date picture.

### Disadvantaged pupil attainment scores for academic year 2018 – 2019 for KS2

Measure - Average Scaled Score	Disadvantaged	School	School Compared to Disadvantaged	National	National disadvantaged	School Disadvantaged Compared to National Disadvantaged
Reading	105.7	108.7	-3.0	104.4	101.9	+ 3.8
Maths	104.3	108.3	-4.0	105.1	102.1	+ 2.2

### Disadvantaged pupil progress scores for academic year 2018 – 2019 for KS2

Measure - Average Overall Progress Score	Disadvantaged	School	School Compared to Disadvantaged	National
Reading	-0.41	1.11	-1.52	0.03
Writing	-0.32	0.30	-0.62	0.03
Maths	-2.10	0.56	-2.66	0.03

### Attainment 2018 - 2019

EYFS		Pupils eligible for PP	Pupils eligible for PP (national average)
	% reaching the expected in Reading	33% (1 of 3 pupils)	
	% reaching the expected in Writing	33% (1 of 3 pupils)	
	% reaching the expected in Maths	33% (1 of 3 pupils)	
	% reaching the expected in GLD	33% (1 of 3 pupils)	57%
KS1		Pupils eligible for PP	Pupils eligible for PP (national average)
Year 1	% reaching the expected in phonics check	83%	70.6%
Year 2	% reaching the expected in Reading	60%	62%
	% reaching the expected in Writing	50%	55%
	% reaching the expected in Maths	60%	62.5%
KS2		Pupils eligible for PP	Pupils eligible for PP (national average)
Year 6	% reaching the expected in SPAG	90%	67.2%
	% reaching the expected in Reading	90%	61.9%
	% reaching the expected in Writing	90%	67.7%
	% reaching the expected in Maths	80%	67.2%

This shows that our pupils eligible for Pupil Premium in KS1 and KS2 perform above those eligible for Pupil Premium nationally in almost all areas. Areas for focus next year include: writing for KS1 and maths across the schools, and reading across the schools, particularly focusing on developing a love of reading.

## In-school Attainment 2019 – 2020

EYFS		Pupils eligible for PP	Whole cohort*
	% reaching the expected in Reading	75%	83%
	% reaching the expected in Writing	75%	82%
	% reaching the expected in Maths (SSM & N)	75%	84%
	% reaching the expected in GLD	75%	79%
<i>N.B. 1 PP child left EYs at the end of the academic year</i>			
KS1		Pupils eligible for PP	Whole cohort*
<b>Year 1</b>			
	% reaching the expected in phonics check (Taken Autumn 2 2020)	33%	89%
	% reaching the expected in Reading	17%	79%
	% reaching the expected in Writing	17%	75%
	% reaching the expected in Maths	17%	78%
		Pupils eligible for PP	Whole cohort*
<b>Year 2</b>			
	% reaching the expected in Reading	100%	88%
	% reaching the expected in Writing	25%	85%
	% reaching the expected in Maths	75%	80%
KS2		Pupils eligible for PP	Whole cohort*
<b>Year 4</b>			
	% reaching the expected threshold in MTC (Taken in Autumn 2020 – Y5)	Waiting for Data	Waiting for Data
		Pupils eligible for PP	Whole cohort*
<b>Year 6</b>	% reaching the expected in SPAG	17%	83%
	% reaching the expected in Reading	33%	87.4%
	% reaching the expected in Writing	17%	81.6%
	% reaching the expected in Maths	50%	87.4%

\*'Whole Cohort' taken from handover data documents

This data shows that children eligible for Pupil Premium funding have attained, on average, below the rest of the cohort during the academic year 2019 – 2020.

## Strategy aims for disadvantaged pupils – see data below

Aim	Target	Target date
Increasing Average Scaled Scores for our disadvantaged children at the end of KS2 to be closer to the School Average Scaled Scores whilst maintaining the great outcomes for all pupils.	Reduce gap (July 2019) in reading from -3 Reduce gap (July 2019) in maths from -4	July 2021
Increasing Average Overall Progress Scores for our disadvantaged children at the end of KS2 to be closer to the School Average Overall Progress Scores whilst maintaining the great outcomes for all pupils.	Reduce gap (July 2019) for reading from -0.41 Reduce gap (July 2019) for writing from -0.32 Reduce gap (July 2019) for maths from -2.10	July 2021
Phonics Disadvantaged children are given a rigorous phonics curriculum which supports phonetical understanding and application. This in turn supports our pupil's development as a reader.	Increasing %age of disadvantaged children who meet or exceed the phonics threshold in Year 1 and Year 2 whilst maintaining the great outcomes for all pupils. Children tracked through the school to the end of their 'phonics journey' to ensure firm foundation to reading.	From November 2019 (July 2021)

## Teaching priorities for current academic year – NB evaluation July 2021 **highlighted** below.

Measure	Activity
Priority 1: <b>Maths</b>	Through embedding the Power Maths Programme throughout the school we will increase the progress and therefore raise the attainment of pupils, particularly disadvantaged pupils. <b>See data below</b>
Priority 2: <b>Progress in Reading</b> Increased rigour in teaching reading (including phonics).	To ensure consistency of provision of reading support throughout schools by making clear links between reading schemes and reading/phonics assessment. Phonics journey identified and built into reading curriculum. <b>Achieved – continue to embed</b>  Continued focus on 'enjoyment for reading' and using the library to enhance reading experiences for the children. <b>Development still needed – NEXT step librarian.</b>
Priority 3: Developing Talk for Writing strategies, particularly in KS1.	Talk for Writing provision enhanced, particularly in KS1. The planned learning provision further developed based on planning models supplied by School Improvement Partner and as a result provision further developed, with support from our Reader Communicator Leadership Team (e.g. by further reading and professional development). <b>Development still needed – CPD to all staff form ECA RC lead and targeted support as appropriate.</b>
Actions to reduce barriers to learning that these priorities address.	Ensure all staff use evidence-based whole-class teaching strategies/interventions. <b>Rosenshine CPD delivered to all teaching staff and strategies used to develop teaching and learning.</b> Ensure all staff (including new staff) have received appropriate training to deliver phonics. <b>Achieved.</b> Ensure staff, supported by the Mathematics Leadership Team, embed the Power Maths Strategy. Some development during the year but hampered by Covid-19. <b>Maths team leading on assortment of new strategies including developing Power Maths with CPD arranged from Autumn term 2020.</b> Additional Learning Support Assistant (LSA) and resources, either in class or through a specific intervention e.g. phonics, extra reading, spelling, Snap On Maths, Numicon., Time to Talk.

Projected spending Total - £13,000	Part of current LSA team is funded through PP - £13,000 <b>Ongoing</b>
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**Targeted academic support for current academic year - NB evaluation July 2021 highlighted below.**

Measure	Activity
Priority 1: <b>All children have access to remote learning on appropriate device.</b>	Provide a device for all children who are entitled to PP funding as they enter Year 1 (and across school) approx. 10 (No of PP) x £250 (cost of device) = £2500. - <b>Achieved</b>
Priority 2: <b>Maths</b>	All resources are purchased that are required to teach Power Maths throughout the school. - <b>Achieved</b>
Priority 3: <b>Progress in Reading</b> Increased rigour in teaching reading (including phonics).	Clear links made and shared. Workshop for parents planned. Phonics training for staff and additional resources devised. Focus on ways to support phonics learning at home. <b>Information for parents shared via Google Classroom during lockdown. Planned for parent workshops and up-dated information on website next academic year.</b>
Barriers to learning that these priorities address	Monitoring children's access to remote learning and procuring a suitable device to allocate to children in a timely manner.  Using the library and maintaining it as a usable, enticing space to be. <b>In place but development needed - new book logging system used to identify favourite books and trends in borrowing next step appoint a librarian.</b>  Staff identify success with Power Maths and ways individuals have ensured all children can access Power Maths. Power Maths books used to support home learning. <b>Achieved – ongoing focus</b>
Projected spending Total - £3,580	%age of Power Maths – 10% of £10,800 = £1080

**Wider strategies for current academic year - NB evaluation July 2021 highlighted below.**

Measure	Activity
Priority 1: Ensuring disadvantaged children have the widest experiences and opportunities possible.	School offer to pay for school trips and school experiences generally funded by parents/carers. School offer 1 school club per term to all children eligible for PP funding. <b>In place</b>
Priority 2: Nurture, supporting our disadvantaged children in the most appropriate ways.	Every PP child has a champion in school. Ensure children are emotionally supported so they are ready to learn (Emotional Literacy Support Assistant (ELSA) and Chill Out Club). Story Play (Social and Emotional support through drama and play). <b>In place</b>
Barriers to learning	Providing Chrome Books so children can access home-learning activities. (see above) Improving attendance <b>Attendance Analysis - for 2020 – 2021 see below</b>
Projected spending Total - £53,410	Supporting families with travel issues £200 Clubs £3,000 Trips £5,000 ELSA and Chill Out Clubs £24,000

	PP Champions - £20,210 (this is a very rough approximation of the time spent multiplied by the total average salary of the staff who support our PP children) Pupil Premium Champions budget (additional child-specific resources) £1,000 <b>In place</b>
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### Overall total spend - £70,738.60

#### Monitoring and Implementation NB evaluation July 2021 **highlighted** below.

Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring enough time is given to staff for CPD.	Use INSET days to effectively focus on Teaching and Learning predominantly in staff meeting time. <b>In place</b> Develop ECA teams so they can successfully support teaching. Identify professional development opportunities within working day e.g. working along-side more experienced colleagues. <b>In place – continued development</b>
<b>Targeted support</b>	All children are able to access remote learning.	School provide Chrome Books for all children entitled to PP funding and explore ways to provide Chrome Books for any family who needs them. <b>In place</b>
<b>Wider strategies</b>	Engaging Champions to support PP children. Increasing the attendance of our PSA children who are PP.	Develop role of Year Group PP lead.  Continue to support families, developing and maintaining relationships. Follow policy. <b>In place – see attendance data</b>

#### Review: last year's aims and outcomes

There is an identified trend nationally that vulnerable families have been most affected by the Covid-19 pandemic and that the children of these families have been more negatively affected by school closure than their counterparts. Our in-school data does reflect this national trend. Although we have had many successes where children have been in school during this period and benefited greatly from the smaller groups sizes and reduced transitions, overall the data suggests a larger gap than pre-Covid in attainment. Our 'Catch-up Curriculum' is already in place and we have begun to allocate the 'Covid-19 Catch-up Funding' to identified areas of deficit; this, as well as our robust Pupil Premium Strategies should directly address these issues.

Data could not be compared to EOKS reported data as these formal SATs assessments were not administered because of Covid 19. However Phonics in Year 2 was reported as was the MTC scores in Year 5. Comparison of data below.

**Attainment %** is for children who have achieved expected or above

**Progress %** is for children who have made 5 steps or more of progress (Y1-6) Above expected progress = more than 5 steps

Early Years		ALL (90 chn)	PP - 3 chn	difference
Reading	attainment	90%	66%	-24%
Writing	attainment	84%	33%	-51%
Maths	attainment	87%	33%	-54%
<b>GLD</b>	attainment	80%	33%	-47%

KS1		Pupils eligible for PP	Pupils eligible for PP (national average 2019)
	Phonics check taken in Year 2 in 2020-2021		
Year 2	% reaching the expected in phonics check	42%	70.6% (previously year 1)
NB 5/7 have SEN (71.4 %)	% reaching the expected in Reading	28.6%	62%
	% reaching the expected in Writing	28.6%	55%
	% reaching the expected in Maths	14.3%	62.5%

KS2		Pupils eligible for PP	Pupils eligible for PP (national average 2019)
Year 6	% reaching the expected in Reading	91.7%	61.9%
NB 2/12 have SEN (16.6%)	% reaching the expected in Writing	83.3%	67.7%
	% reaching the expected in Maths	75%	67.2%

In 2019, 31% of pupils nationally, at the end of key stage 2 were classed as disadvantaged. Our Year 6 had 13.3% which is significantly lower than national. **The Pupil Premium Strategy 2021 – 2022 will address this.**

The National Curriculum Assessments at KS2 2019 (revised) states the following.

Disadvantage gap index is the measure of the difference between the attainment of disadvantaged pupils compared to the attainment of the rest of the cohort. Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order. As an update to the provisional release, the statistics about disadvantage in this publication include pupils in the care of a local authority - unless they were eligible for free school meals during the last 6 years or ceased to be looked-after in the last year. The performance across the range of abilities between disadvantaged and other pupils had narrowed since 2011 until the onset of school closures due to Covid -19.

## Attendance DATA:

	Academic Year 2018 - 2019		1.9.2019 – 20.3.2020		Academic Year 2020 - 2021	
KS1 & EYs	Pupils in Group	Attendance	Pupils in Group	Attendance	Pupils in Group	Attendance
PP	18	91.74%	16	92.70%	16	94.75%
Non PP	257	95.58%	246	96.77%	262	97.41%
	difference	-3.84	difference	-4.07%	difference	-2.66

KS2			Pupils in Group	Attendance		
PP	36	91.56%	28	92.57%	40	94.90%
Non PP	320	95.76 %	336	96.67%	330	97.27%
	difference	-4.20 %	difference	-4.10 %	difference	-2.37
	School Average difference between PP attendance and the rest of the cohort.	-4.02 %	School Average difference between PP attendance and the rest of the cohort.	-4.09 %	School Average difference between PP attendance and the rest of the cohort.	-2.51%

This data shows an improvement in average attendance across the school and a particular improvement of the attendance of our PP children. This shows that the school policies and procedures have had a positive impact on our attendance. This means we are reducing the barrier to learning, which is the impact of low attendance, for our children.