

# Pupil premium report for St Mary's CEVA Primary School, Kettering

Pupil premium spending 2020/21

## SUMMARY INFORMATION

Date of most recent pupil premium review:	18.6.20	Date of next pupil premium review:	Dec 2020			
Total number of pupils:	257	Total pupil premium budget:	81320.00			
Number of pupils eligible for pupil premium:	58	Amount of pupil premium received per child:	310/1345/2345			
EYFS	1	2	3	4	5	6
	3	5	12	10	6	16

## STRATEGY STATEMENT

### A Guide to Pupil Premium

If your child is eligible for free school meals, their school may also be entitled to receive a sum of money to boost their learning.

### What is the Pupil Premium?

Introduced in 2011, the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

### Is your child eligible?

Schools are given a Pupil Premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives £1345 for each of these children.
- Children who have been looked after under local authority care for more than one day. School is awarded a premium of £2345.
- Children who has a parent in the Armed Forces. The school receives £310 for these children.

## Assessment information

EYFS			
5 children	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	60	56	72
Reading	60	64	77
Writing	60	57	74
Number	80	76	79

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP – 7 children	Pupils not eligible for PP	National average
86% passed	84% passed	84% passed

KS1		
	School PP	School not PP
% achieving expected standard or above in reading, writing and maths	75%	48%
% making expected progress above in reading, writing and maths	15%	-5%

KS1		
% achieving the expected standard maths	88	74
% achieving the expected standard reading	88	71
% achieving the expected standard writing	75	58
% achieving the higher standard maths	13	16
% achieving the higher standard reading	25	18
% achieving the higher standard writing	25	8

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	22	62	65
% making expected progress in reading	.95	.91	0.03
% making expected progress in writing	-3.31	-2.05	0.03
% making expected progress in maths	1.33	1.99	0.03
% achieving greater depth standard or above in reading, writing and maths	11	3	11
% achieving expected standard or above in reading	67	82	73
% achieving expected standard or above in writing	44	71	78

END OF KS2			
% achieving expected standard or above in maths	89	94	79
% achieving greater depth in reading	11	24	27
% achieving greater depth in writing	11	6	20
% achieving greater depth in maths	11	29	27

## Barriers to learning

We have used the below to help us identify barriers:

- Analyse School Performance and other internal assessment and reporting software
- FFT
- The education endowment foundation (EEF) [families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

## BARRIERS TO FUTURE ATTAINMENT

A Wellbeing needs – low aspirations are having detrimental effects on academic progress

Action	Intended outcome	What's the evidence and rationale for this choice?	Measure.	Staff lead	When will you review this?
<p>Raise aspiration among disadvantaged learners particularly in upper KS2.</p> <p>Low aspirations are lowering academic achievement for PP and that of peers.</p>	<p>Children will be inspired to achieve by seeing the outcomes in 'real life'</p> <p>Children will be exposed to 'profession of the month' where professionals link with the children.</p>	<p>We believe that by creating a culture of 'Yes YOU can!' by introducing to real-life people who work in particular industries will enable children with limited life experiences, low family aspirations etc, to realise that they CAN achieve. This will link into MAJ to create a sense of aspiration and hope, that feed through our Key Values too.</p> <p>'If you can see it you can be it'</p>	<p>Timetabled career of the month to ensure that the children meet a range of professionals over the year.</p> <p>These will be picked up in PSHE and in MAJ conversations.</p>	HS	Monthly

### Review of Implementation

Dec	Apr	Jul
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B	Low value on education and ownership of their own learning journey				
Action	Intended outcome	What's the evidence and rationale for this choice?	Measure.	Staff lead	When will you review this?
<p>B</p> <p>To improve outcomes for all children in terms of attainment and progress.</p>	<p>To continue to develop MAJ (metacognition) across the school.</p> <p>Children will be made aware of where they are on their learning line and to be able to articulate (in KS2) next steps in learning.</p> <p>Dip-sampling of MAJ books for PP by inclusion team and SLT to ensure quality conversations.</p>	<p>EEF recognizes the positive impact of metacognition.</p>	<p>All children receive a 3x yearly MAJ meeting.</p> <p>All PP will receive an ADDITIONAL 3 sessions (one per short term) with member of SLT or inclusion team.</p>	<p>SLT/ Inclusion team.</p>	<p>6x per year with either class teacher or SLT/inclusion team.</p> <p>Time given for teachers to carry out MAJ timetabled into the year.</p>
<b>Review of Implementation</b>					
Dec		Apr		Jul	

C	Consistent excellent teaching				
Action	Intended outcome	What's the evidence and rationale for this choice?	Measure	Staff lead	When will you review this?
C External coaching/mentoring for teachers.	Improve QFT. Improved outcomes at data points. Observations to show QFT and improvements over time.	EEF coaching-	Timetabled coaching sessions throughout year. Observations timetabled in.	Inclusion team and SLT.	6x per year with external coach.
C Higher rates of progress for all pupils especially PP. Particularly ensuring that children who are targeted to achieve GDS.	Raising profile of PP learners within the classes Increased 'visibility' of PP children. Teacher aware of their PP children, attainment and target.		Termly meetings with teachers and inclusion team to discuss attainment, progress, target setting and barriers to learning/gaps.	Inclusion team, all teachers.	6 times per year after data collection points.
C CPD Attachment style teaching.	Improve QFT and classroom environment/behaviour etc, by adopting an 'attachment' style teaching model.		Pupil voice 3x yearly, reduced number of behaviour incidents, Improved attitude to schooling for vulnerable learners evidenced by pupil voice questionnaires	Inclusion team	Pupil voice 3 times yearly, long terms.
<b>Review of Implementation</b>					
Dec		Apr		Jul	

D	Challenges within the home – reducing preparedness for learning – ACE – Social care				
Action	Intended outcome	What's the evidence and rationale for this choice?	Measure	Staff lead	When will you review this?
To provide support for children's mental health and wellbeing.	Children to have improved mental health and wellbeing through access to a high quality PSHE curriculum with additional pastoral support from trained staff.	EEF recognizes the effectiveness of Self regulation and social and emotional learning. Many of our children who are eligible for PP have had ACE's and according to the Nuffield Foundation, this has a knock on effect with regards to their attainment.	School has gained TAMHS bronze accreditation. Children requiring additional support will be assessed before and after any interventions.	Inclusion team.	PSHE curriculum is designed in-house to meet needs of our pupils, book looks and learning walks will be carried out 3x yearly.

**Review of Implementation**

Dec	Apr	Jul
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E	Potential for reduced exposure to cultural capital				
Action	Intended outcome	What's the evidence and rationale for this choice?	Measure.	Staff lead	When will you review this?
TO enrich children in receipt of PP's cultural capital.	Children who are in receipt of PP will have opportunities to access a variety of outward-bounds experiences. Forest School, country-park visits, theatre, cinema, museum etc.  Sport clubs and opportunity to play in inter-school sporting events.	EEF recognizes that outdoor adventure learning has a moderate impact for moderate cost.  Sports participation has low impact according to EEF but we believe that it adds to the emotional wellbeing (Maslow's) of the child.	Timetabled activities throughout the year. Forest school clubs will offer free, preferential slots. Sports clubs subsidized. PP given first refusal of free music lessons.	PE lead, Forest school lead. PP lead.	Provision map will show what opportunities children are offered and non-uptakes will be targeted and rigorously encouraged to take up additional opportunities.

**Review of Implementation**

Dec	Apr	Jul
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F	Diminish the difference between persistent absentees between pupils eligible for PP and those who are not.				
Action	Intended outcome	What's the evidence and rationale for this choice?	Measure	Staff lead	When will you review this?
Utilise inclusion team to reduce persistent absenteeism and to promote parental engagement.	<p>Parents will be more engaged in their children's learning, place greater emphasis on education.</p> <p>Children will have more time in school and fewer gaps in learning.</p>	<p>EEF recognizes this to have moderate impact for moderate cost. We have identified that many of our disadvantaged children come from households where little value is placed on schooling.</p> <p>PA in 2019-20 is 11.6% for non-PP and 14.6% for PP. We must diminish this difference.</p>	<p>Revised home school policy.</p> <p>Open parent-teacher consultations earlier to PP, actively call and book in these meetings (at appropriate times for the parents)</p> <p>Using inclusion team, build relationships with previously disengaged parents.</p>	SM, BC, HS.	6x yearly.
<b>Review of Implementation</b>					
Dec		Apr		Jul	