



The Midsomer Norton Schools Partnership

St Mary's CE Primary School

Pupil Premium Report 2020 - 21

September 2020

Pupil Premium Strategy Statement 2020/21

1. Summary information					
School					
Academic Year	2020/21	Total PP budget	£41,695	Date of most recent PP Review	April 2020
Total number of pupils	156	Number of pupils eligible for PP	30	Date for next internal review of this strategy	October 2020

2. Current attainment					
	School	National (other pupils)		School Only 2 pupils	National (other pupils)
% achieving in reading, writing and maths	40%	92%	% Achieving a Good level of development in Early Years		
KS2 Progress measure in reading	+1.1	+0.1	Key Stage 1 attainment measure in reading	50% exp	65% exp +
KS2 Progress measure in writing	+1.2	+0.9	Key Stage 1 attainment measure in writing	50% exp	68% exp +
KS2 Progress measure in maths	+0.9	+0.2	Key Stage 1 attainment measure in mathematics	50% exp	56% exp +

Figures based on Spring 2 Assessment. National data is non PP children from School.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A high proportion of PP children also have SEND.
B.	Issues relating to low self-esteem, confidence and resilience, resulting in children not yet ready to learn /able to access learning.
C.	Gaps in learning preventing pupils from achieving age related expectations, particularly for in year transfers and those with low attendance.
D.	Access to extra-curricular activities – education experiences such as trip, music lessons and participate in physical activities.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance and behaviour.
F.	Capacity of vulnerable families to engage and support in learning, with increasingly limited access to support services/social care.
G.	Parents have limited incomes which restricts the range of experiences they are able to offer their children.
H.	In Year transfers of children who are significantly below ARE and with complex needs.
I.	Pupils missing large amount of new teaching and learning due to pandemic.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed. Teachers and Teaching Assistants will possess and use good subject knowledge. Books and Lesson observations will show that all pupil premium pupils are making progress	Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed. Teachers and Teaching Assistants will possess and use good subject knowledge. Books and Lesson observations will show that all pupil premium pupils are making progress
B.	Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom. Thrive Assessments completed with Practitioners and Class Teachers show progress on profile scores. Forest School Intervention Records demonstrate individual progress in learning behaviours, emotional regulation and peer skills.	Pupils engage positively in lessons and wider school life; which impacts positively on academic attainment. Thrive and Forest School Tracking demonstrate individual progress. Thrive and Forest School impact upon attendance and engagement in learning Visitors evidence excellent behaviour for learning.
C.	Pupils eligible for PP improve their phonic knowledge and can apply this in their independent writing. Sounds Write Training; Regular Class Assessments; Termly Screener Assessments show improved scores – tracked by Phonics Leader	SENDCO/Phonics Leader supports/plans and reviews progress in Sounds-Write Intervention on a termly basis. All Pupils eligible for PP will pass the Year 1 test. Pupils apply phonic knowledge in writing

D.	Pupils think about their own learning more explicitly. They are able to plan, monitor and evaluate their own learning. They can then choose the correct strategy to solve any given task.	Pupils become more independent learners and increase their engagement in learning and make greater rates of progress. Evidenced through learning walks. Looking at independent work and assessment data.
E.	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays on residential	Pupils will engage on the wider school life – taking part in after school clubs and representing the school in events such as musical and sporting fixtures. Access to learning beyond the classroom has a positive impact on their achievement and wellbeing
F	Improve oral language skills for pupils eligible for PP in EYFS/KS1 S&L therapist is in school on a weekly basis and able to provide advice, support and training for those delivering interventions, as well as parents. Children entering KS2 have no S&L barriers to learning; or if they do, there is a clear, targeted provision in place to ensure progress is made.	Where teachers or parents have concerns about S&L, a timely referral will result in assessment and identification of needs, which can then be addressed. An in-school tool (Wellcomm) for assessing needs will be used for all children in EYFS and year 1; with interventions then put in place, monitored and evaluated
G	Pupil catch up on missed learning. Measured using tracking data and AfL weekly.	Children demonstrate progress and understanding of areas of curriculum missed and catch up in line with their peers. Assessment data and school based assessments.

5. Planned expenditure

Academic year **2020- 21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation ?
<p>A</p> <p>Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.</p> <p>ESTIMATED COST £5000</p>	<p>Non-class based SENDCO</p> <p>Teacher CPD on: POP tasks Subject Knowledge Use of Reading Vipers Assessment for Learning INSIGHT tracking</p>	<p>Ensuring that the SENDCO can focus on assessment and provision, enables them to support staff and children more effectively and in a timely manner.</p> <p>Teachers and Teaching Assistants need to be confident in their subject knowledge and pedagogy. Accurate assessment for learning enables precise planning/provision... with well targeted support in place the gaps in learning should be addressed.</p>	<p>Monthly SEN Review meetings between HT and SENDCO.</p> <p>Effective and consistency seen during lesson walks. Children making progress and in line with peers.</p>	<p>C. Brewer</p>	<p>Annually Termly</p>
	<p>Dedicated non- contact time for effective Pupil Progress Reviews, Moderation and Assessment Reviews</p>	<p>Pupil Progress Review Meetings Leaders Monitoring.</p>	<p>Targeted support closing the gaps.</p>	<p>M.Cox SLT Middle Leaders</p>	<p>Every 6 weeks</p>
Total budgeted cost					

5. Planned expenditure

Academic year	2020- 21
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<p>B. Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom.</p> <p>ESTIMATED COST £5 000</p>	<p>Whole School Thrive Approach Including training for all staff and Thrive Licence</p> <p>Forest School</p>	<p>https://www.thriveapproach.com/the-thrive-approach/</p> <p>https://www.forestresearch.gov.uk/documents/1418/ForestSchoolEnglandReport.pdf</p> <p>http://www.outdoorrecreationni.com/wpcontent/uploads/2015/11/Forest-School-and-itsimpacts-on-young-children_OBrien_Murray-2007.pdf</p> <p>EEF suggests pupil who participate in adventure learning interventions make approximately +4 months progress over the course of a year</p>	<p>School gains accreditation as a Thrive school.</p> <p>Thrive practise used by all staff</p>	<p>SENDCO Thrive Practitioner</p> <p>Forest School Leader - Bran Munro</p>	<p>On going</p> <p>Annually</p>
Total budgeted cost					

5. Planned expenditure

Academic year **2020- 21**

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i. Quality of teaching

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<p>C. Pupils improve their phonic knowledge and Pupils can apply their phonic knowledge in their independent writing (Aspiration is that all PP children reach threshold, or demonstrate significant improvement in mock screeners during the year) ESTIMATED COST £7000</p>	<p>Phonics – Sounds write Training for 3 teachers and relevant SLE support</p> <p>Non-contact time for Phonics Leader to monitor, evaluate and make changes to provision as required. This may include additional teaching for PP children.</p> <p>TA training</p> <p>Phonics Workshop for Parents x2</p> <p>Spelling programme re-examined by Phonics and English Leader</p>	<p>Spelling weakness has not been eradicated – we need a programme that has a much stronger link; and well trained staff.</p> <p>The new Phonics Leader will require appropriate noncontact time to conduct this monitoring and evaluating role. EEF note that Phonics provides an average impact of +4 months</p> <p>Teaching Assistants need to be confident in their subject knowledge and pedagogy.</p> <p>The Sounds-Write Trainer will lead 2 workshops at the school EF states that parental involvement can make +3 months impact on children’s attainment</p> <p>Spelling was a limiting factor in pupil achieved the expected standard for Writing.</p> <p>Leaders need to research, resource and monitor effectively.</p>	<p>Sounds Write implemented across KS 1 and Year 3 and 4.</p> <p>Through monitoring of writing children spell all key words from NC correctly</p> <p>New spelling approach in policy</p>	<p>Phonics Leader - Maddie Wylie</p> <p>English Leader –</p>	<p>December then April and again in June.</p>

5. Planned expenditure

Academic year	2020- 21
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i. Quality of teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation?
<p>Pupils think about their own learning more explicitly. They are able to plan, monitor and evaluate their own learning. They can then choose the correct strategy to solve any given task.</p> <p>Estimated cost £ 4000</p>	<p>Through the staff training and development of the use of metacognition and self-regulation.</p> <p>Target groups of specific children for teacher to work with.</p> <p>(Use of EEF guide to Metacognition and self-regulation.)</p> <p>Use lesson study approach to embed the teaching.</p>	<p>Linked to development outcome B it will help pupils to develop good strategies for self-learning.</p> <p>The evidence shows that this has a high level of impact making an additional 7 months, especially with low achieving pupils.</p> <p>This approach targets a need for PP children at St Mary's.</p>	<p>Pupils become more independent learners and increase their engagement in learning and make greater rates of progress. Evidenced through learning walks. Looking at independent work and assessment data.</p>	<p>M.Cox</p>	<p>On going through targeted learning walks and Pupil Progress meetings.</p>

Total budgeted cost £21,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation ?
<p>A. Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.</p> <p>ESTIMATED COST £4000</p>	Rapid Maths Intervention	<p>Children who have completed the programme at St Mary's are now working at ARE Rapid Maths improves Number skills: https://www.pearsonschoolsandfecolleges.co.uk/Assets Library/SECTORS/Primary/Adverts dGraphics/2011pdf s/RapidFamilyEfficacyMaths.pdf</p>	<p>Through the use of tracking data the PP children will have made significant progress and Closed the gap on their peers.</p> <p>To make +1 point progress more than peers.</p>	Helen Game (TA)	Termly as part of Pupil Progress Reviews + 6 week check
	Rapid Readers/Inference Intervention; supported by Inference Training for TA	<p>Tracking of children at St Mary's demonstrates that Rapid Readers is effective in improving progress in reading (100% at EXS in 2019 SATS) https://www.pearsonschoolsandfecolleges.co.uk/Prima ry/Literacy/AllLiteracyresources/RapidReading/ casestud y/CaseStudy.aspx EEF suggests that reading comprehension approaches improve learning by +5 months</p>		Janice Purnell (TA)	Termly as part of Pupil Progress Reviews + 6 week check
	Beanstalk Reading Intervention (2 x 30 minutes a week) x 2	<p>Reluctant Readers have engaged with Nancy, and developing interest and enjoyment for reading. As a result, they have made better progress.</p>		English/ Pupil Premium leader	Term 2, 4, and 5
	Teacher Led Small Group Tuition, enables precise teaching and feedback, for children in Year 6 who need to secure ARE	<p>EEF Research shows that small group tuition provides an additional +4 months rise in attainment; feedback provides an additional +8 months Intervention</p>		HT and Year 6 Teacher	Termly as part of Pupil Progress Reviews + 6 week check

<p>C. Pupils improve their phonic knowledge and Pupils can apply their phonic knowledge in their independent writing</p> <p>ESTIMATED COST £3000</p>	<p>Sounds-Write Intervention for those children who did not reach the threshold in Year 1</p> <p>Targeted Sounds-Write Intervention led by teacher in T1 and 2</p>	<p>Teachers have identified children who would benefit from additional support in learning, practising, and identifying/correcting errors in their work. Additional adult support (TA) will be deployed to enable this; but for T1 and 2, we are able to deploy our Phonics Leader to provide this as a new intervention</p>		<p>Kate Rhymer Nott Helen Smart</p>	<p>Termly as part of Pupil Progress Reviews + 6 week check</p>
<p>B. Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom.</p>	<p>Thrive – targeted intervention Forest School - targeted intervention</p> <p>Dedicated TA support to enable access to learning</p> <p>ESTIMATED COST £2000</p>	<p>Addressing social and emotional issues means that children are more able to learn. Fewer issues means class teachers can spend more time teaching and less time dealing with issues. Facilitating peer relationships in Forest School may have a positive impact on collaboration, self-confidence and self-regulation. Evidence cited under other sections. EEF also suggests social and emotional interventions improve attainment by +4 months); behaviour interventions by +3 months</p>	<p>Fewer behaviour incidents logged.</p> <p>Thrive assessment data show improvement.</p> <p>Pupil Progress reviews show positive progress</p>	<p>SENDCO to oversee JP and PB</p>	<p>Termly as part of PP + 6 week check</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation ?
<p>Improve oral language skills for pupils eligible for PP in EYFS/KS1</p> <p>ESTIMATED COST £4000</p>	<p>Speech and Language Therapist service in school, weekly</p> <p>GLS Wellcomm</p>	<p>Providing timely assessment and an on-site specialist enables PP children to access appropriate intervention; and teachers and TAs to receive appropriate guidance on effective strategies Case Study research suggests the GLS Wellcomm assessment and intervention is effective in securing an increase in children who screen at the right level for their age in just eight months, after appropriate interventions https://www.gl-assessment.co.uk/news-hub/casestudies/wellcomm-improving-communication-skillsfrom-the-very-beginning/</p>	<p>Children achieve GLD on EYFS profile.</p> <p>Improved literacy progress due to impact of Speech and Language intervention.</p>	<p>SENCO</p> <p>EYFS LEADER</p>	<p>Termly</p>
<p>Pupil catch up on missed learning. Measured using tracking data and AfL weekly.</p> <p>Estimated cost £3000</p>	<p>After school targeted support.</p> <p>Resources to use at home and in school (IT or paper based)</p>	<p>There is no evidence as this is an unknown.</p> <p>The vulnerable learners will have lost at least 12 weeks' worth of learning and need to catch up.</p>	<p>Assessment data shows children will have caught up.</p>	<p>M. Cox</p> <p>C. Brewer</p> <p>D. Finlay</p>	<p>End of Autumn 1.</p>
Total budgeted cost					£16,000

iii. Other approaches					
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
<p>E. Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum</p> <p>ESTIMATED COST £4000</p>	<p>Residential, clubs and other visits will be subsidised for children currently in receipt of FSM</p>	<p>PP children may not have access to the range of activities that non-PP children have. This limits their wider life experiences e.g. access to the arts, restricting the development of knowledge, vocabulary and skills which they need to be able to draw upon to be successful.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/ EEF suggests pupil who participate in adventure learning interventions make approximately +4 months progress over the course of a year</p>	<p>FO ensures FSM receive appropriate subsidies EVC Leader monitors and develops range of educational experiences in conjunction with DHT Teachers ensure PP children targeted</p>	<p>Deputy Head – David Finlay</p> <p>EVC Lead Chris Daniels</p>	<p>Termly clubs/activities registers</p> <p>Annually</p>
Total budgeted cost					£4000

6. Review of expenditure

Academic Year

2019/20

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils eligible for PP improve their phonic knowledge and can apply this in their independent writing	Use of Sounds Write programme across KS 1.	Shown good progress across the EYFS and KS 1. All children making progress and all bar one child predicted to achieve phonics screening pass in year 1. Had similar impact on	The Sounds Write approach has very positive impact on early reading and writing. Will continue and also put in to KS2 following year.	£10,000
Pupils achieve in line with their non-pupil premium peers and make accelerated progress as gaps in learning are addressed.	Rapid Maths Intervention Rapid Readers/Inference Intervention; supported by Inference Training for TA Beanstalk Reading Intervention (2 x 30 minutes a week) x 2 Teacher Led Small Group Tuition, enables precise teaching and feedback, for children in Year 6 who need to secure ARE	Reading and writing Success criteria meet. In maths progress was just below target.	The interventions proved a positive impact and children made progress. However a need to ensure that there is a constant review and evaluation of intervention groups and their effectiveness and ensure that the groups are planned to need not a set programme.	£4000
Pupils are emotionally ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions and behaviour inside and outside the classroom	Thrive Forest Schools.	Very effective Thrive support which provided great emotional support for children. Forest schools target group overall effect although differing needs of children limited effectiveness.	Due to increasing need for Thrive school moving towards becoming a Thrive school with it supporting learning in lessons. Forest schools' intervention will need more accurate targeting of children and probably a reduction in size of group.	£5000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve oral language skills for pupils eligible for PP in EYFS/KS1	Speech and Language Therapist service in school, weekly	Speech and Language Therapy positive impact on improving targeted children. Evidenced by pupils being signed off not requiring further Speech and Language.	Continue into next academic year	£4000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates for pupils eligible for PP.	Regular monitoring and follow up of attendance	In all year groups attendance was over 95% apart from Year 2	Pupil Premium attendance can now become part of the normal attendance monitoring. To work with family in Year 2 to improve attendance.	n/a
Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum	Residential, clubs and other visits will be subsidised for children currently in receipt of FSM	All children were able to have same entitlement to a full curriculum.	To continue with same approach.	£4000