

St. Saviour's C of E Primary School pupil premium strategy statement

1. Summary information					
School	St. Saviour's C of E Primary School				
Academic Year	2020-21	Total PP budget	£68595	Date of most recent PP Review	September 2020
Total number of pupils	336	Number of pupils eligible for PP	56	Date for next internal review of this strategy	January 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Despite significant improvements following previous interventions, the progress of PP children is still below that of their peers.	
B.	Self-esteem and motivation concerns in some cases	
C.	Opportunities for educational enrichment are limited for some families due to the expense of many of the attractions in and around London.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Not all PP children are exposed to the same knowledge and experiences of the wider world due to pressure on family income	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	We continue to diminish the difference between PP and non PP children in terms of attainment and progress	Data across all year groups shows no difference between PP and non PP children.
B.	PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation	Registers for extended schools and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.
C.	Raise the self-esteem and ambition of pupil premium children across all year groups.	Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.
D.	Higher attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures	HA and MA PP pupils are exposed to higher education institutions in order that they recognise what they can achieve through an excellent education. They are challenged and are afforded opportunities to debate, question and investigate in order to develop their skills, independence and ambition.

4. 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 for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils achieve at ARE or above to diminish the differences in attainment and progress between PP and non PP children</p>	<p>Streaming for all year groups</p> <p>Additional stream classes in two year groups. Provision mapping to identify the needs of the pupils.</p> <p>Implementation of PP Intervention groups for PP children identified as below ARE – including Maths focused (TT Rockstars) targeted interventions, Reading and grammar focus (Fresh Start) interventions and a funded offering of Saturday +, phonics school and Saturday achievement schools.</p> <p>Boosters led by subject leaders and Senior Leaders will be offered to help raise attainment, across the years, with review and adaptation to suit the needs of the pupils. (Reading, Writing and Maths).</p> <p>February school, Easter school and Summer school for</p>	<p>Streaming ensures children are taught in smaller groups, with accurately pitched work, enabling pupils to be given focussed and individual attention.</p> <p>Streams are by qualified teachers and in most cases, Senior Leaders, using Quality First Teaching.</p> <p>Focused interventions, enable children to close any gaps they may have in their learning, through regular practice and smaller ratios of adult to child.</p> <p>Quality First Teaching, using morning and after school boosters in Reading, Writing and Maths to improve the quality of outcomes for targeted pupils.</p> <p>TAs work closely with teachers to target PP pupils in small guided groups during lessons.</p> <p>TAs lead short targeted interventions to rapidly close gaps for PP in spelling, phonics and arithmetic.</p> <p>One TA to lead short handwriting interventions for some of our PP students in Y2, 3, 4 and 5.</p>	<p>Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis.</p> <p>The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors and standards board (directors).</p> <p>Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data.</p>	<p>HT</p> <p>SLT</p>	

	<p>year 2, 5 and 6 children.</p> <p>Phonics school for Y3, 2 and 1 pupils all year round (SAT)</p> <p>Daily interventions led by TAs specifically targeting PP students to close gaps</p>				
<p>Develop the quality of teaching by offering outstanding professional development and CPD opportunities for every teacher and leader at St. Mary's CofE.</p>	<p>Start a highly successful NQT programme for NQTs in the Trust, training them to be good to outstanding practioners by the end of the year.</p> <p>Enrol our second and third year teachers to the 'good to outstanding' programme, aiming for them to be solidly outstanding by the end of the year.</p> <p>Develop Specialist Leaders in Education who lead teams and improve practice in own school as well as in other schools.</p> <p>Enrol leaders of the future for our bespoke Assistant Head Teacher programme, developing aspiring leaders to become Headteachers in the future.</p>	<p>Good to outstanding teaching is the greatest lever schools have to improve outcomes of disadvantaged children</p> <p>Retaining outstanding practioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p> <p>Recruiting ambitious and aspiring leaders for the future by offering a bespoke training programme ensures quality provision continues into the future.</p> <p>Using consistently outstanding leaders and teachers to specialise in an area, allows us to plan a rigorous and effective CPD programme.</p> <p>With the recruitment of SLEs and LLEs we collaborate with other schools to develop our teaching and learning in house.</p> <p>The AHT on the accelerated leadership programme will lead the PP strategy in school together with the HT.</p>	<p>Advertise the programmes individual and invite relevant candidates.</p> <p>Inform leaders about the training they will offer candidates at different times of the year.</p> <p>Carefully track the impact the training has had on staff by looking at books, conducting learning walks and scrutinising data.</p> <p>Use skills and knowledge learnt in sessions to support and teach our most disadvantaged students.</p> <p>Select promising teachers and leaders in school and offer to enrol them on one of our programmes with the aim to retain and promote our best practitioners.</p>	<p>HT</p> <p>SLT</p> <p>Teachers</p>	

	Recruit LLE who can support strategic development in our own school as well as in other schools.				
Total budgeted cost					N/A

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons.	<p>Use PP funding, where applicable, to enable children to access the extra curriculum events and extended school services we provide, including:</p> <p>Breakfast and after school club, Football, Athletics, Martial Arts, Chess, coding, Robotics club Science and Art festival, BHM</p>	<p>Evidence shows exposure to sporting, artistic and musical activities raises attainment.</p> <p>Providing exposure to sporting, musical and artistic events that they might not otherwise get to experience will ensure inclusivity and shared experience, which will lead to a greater depth of knowledge, vocabulary and relation to the topics and experiences that are vital to child development.</p>	<p>Extended schools lead and PP co-ordinator to arrange for PP children to be provided and where necessary, funded to take part in the same access of a range of enrichment, clubs and events.</p> <p>PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision.</p> <p>Ensure that PP children do not miss out on trips due to financial reasons.</p>	<p>SLT</p> <p>PP Lead</p>	
Higher and middle attaining Pupil Premium children are afforded the same opportunities as their peers and have raised ambitions for their futures through STEM based technologies	<p>Invest in STEM and technology within the school to offer rich learning.</p> <p>Enter STEM competitions to challenge pupils to aspire to a career in science.</p> <p>Use our VR sets to make learning exciting and engaging by linking virtual realities to topic.</p>	<p>New technologies engage and inspire our young pupils to seek an education in technology or science.</p> <p>Working with 3D printers, Virtual reality and robotics, pupils will have the knowledge and confidence to develop an interest in science and technology.</p> <p>New technologies are highly engaging and pupils are motivated to do well academically in order to progress in secondary school, sixth form and university.</p> <p>Offering PP girls in upper KS2 the opportunity to work with successful</p>	<p>Build VR opportunities in lessons throughout our curriculum offer (EYFS-Y6)</p> <p>Buy a 3D printer and train teachers how to use Tinkercad and 3D printing technology.</p> <p>Establish links with secondary schools and universities to teach children robotics and programming skills.</p> <p>Extend our annual contract with Empiri Box for Y3 and Y5 pupils</p>	<p>HT</p> <p>Science Lead</p> <p>Computing Lead</p>	

	<p>Arrange robotics workshops in school for children to learn how to build and programme robots</p> <p>Use Tinkercad to design objects on our new 3D printer</p> <p>Offer Empiri Box science learning for Y3 and Y5 students for the academic year.</p> <p>Children complete home learning tasks using websites such as education city, my maths, Tinkercad and TT rock stars</p> <p>Enrol with the robotics programme at Imperial College and allow our female PP children to engage with science and technology</p> <p>To train our science leader to lead school STEM based projects</p> <p>To invite STEM ambassadors into the school to share how to become successful in the field of science</p>	<p>female engineers of the future from Imperial College to build robots.</p> <p>By training an STEM lead within our own school, we will be offer integrated STEM based learning for all groups each term: stem.org.uk</p> <p>Approach successful engineers through Emipiri box science and stem.org to deliver inspiring sessions for children about a career in science and technology</p>	<p>Extend our annual contract with Education City, My Maths, TT Rock stars and Tinkercad.</p> <p>Our STEM coordinator will lead the sessions at school, familiarise himself with the resources and support the group. Project outcomes will be shared with the community as well as with Imperial College London.</p>		
<p><u>COVID permitting</u></p> <p>To participate in a number of extra trips linked to topics in each year group so that children have detailed knowledge of the subject area.</p>	<p>To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.</p>	<p>Enriching opportunities where children get to experience a broad range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school.</p>	<p>Inform parents and carers about the trips well ahead of the time.</p> <p>Offer each of the trips for free, including travel, so the day out is accessible for all our PP students.</p> <p>PP co-ordinator to monitor registers with regards to attendance of PP</p>	<p>SLT</p> <p>Teachers</p> <p>PP Lead</p>	

	<p>Proposed trips relating to topics, (funding PP children):</p> <p>Day trip Greek Restaurant trip, Seaside trip, Madame Tussaud's trip, Invitation of History company to do themed day on Egyptians, Romans, Vikings and Saxons.</p> <p>Year 4 children will visit the alpacas to coincide with their unit of learning.</p>	<p>Children have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities.</p> <p>Increased opportunities to extend depth of knowledge and vocabulary. Experience of travel and broadening of horizons, enabling children to experience another EU country and culture will further enrich children's learning opportunities – including opportunities to speak French</p> <p>Offering a broad and rich curriculum will improve attainment and attendance levels.</p> <p>Offer PP the chance to walk, feed and stroke alpacas will give them the experience they need to remember and use key knowledge around the alpaca topic (SSO support)</p>	<p>pupils on the identified trips for each year group.</p> <p>Teacher feedback shows increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given.</p>		
<p>Raise the attainment level of Pupil Premium children in Year's 4, 5 and 6 through our book based curriculum</p>	<p>Consolidate our book based curriculum by topping up literacy books for every child in the school (each half term)</p> <p>To boost the reading corners and library by buying quality books for all year groups.</p> <p>Introduce the benchmarking scheme to assess pupils' reading and comprehension skills</p> <p>Make each reading corner highly engaging to encourage children to take out books to read at home.</p>	<p>Exposing pupils to high quality text and rich vocabulary rapidly improves reading and comprehension skills.</p> <p>Giving every child a literacy book to read at home ensures each child can pre-read the text to be better prepared for challenges within the lesson.</p> <p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing</p> <p>Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons</p> <p>Making quality books available to all children guarantees that children read at home and further develop</p>	<p>Review the Literacy and reading programme 2019-20 and replace units of learning which were less effective.</p> <p>Retrieve the books that were lent out and purchase new books where necessary.</p> <p>Order quality books for all year groups and distribute equally between classes.</p> <p>Buy reading corners materials linked to the theme each class studies in literacy and reading.</p> <p>Ensure every teacher has a benchmarking folder with all the books for every level.</p> <p>Analyse PP reading data and select those children who need to read a wide range of text to close the attainment gap.</p>	<p>HT</p> <p>PP Lead</p> <p>SLT</p> <p>Literacy Lead</p>	

	TAs to read before and after school with targeted PP students to raise the profile of reading and boost reading for pleasure	their vocabulary and knowledge of the world. Listening to children read encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement			
Total budgeted cost					<p>Additional Teachers £64,164 £16,000 £40,052 £15800</p> <p>5 days of Feb ½ term Teachers £6,000 SSO £519 Snacks £750</p> <p>Easter School 8 days Teachers £9,600 SSO: £830.40 Snacks £1200</p> <p>Phonics school 10 weeks 3 teachers £5,200 1 TA : £866 snacks : £1250 resources: £526</p> <p>Saturday school 30 weeks 4 teachers @ £15,600 1 TA £2,600 SSO: £3,112.50 Resources £1580 Snacks : £3,750</p> <p>£4000 coaching NLE & NQT additional support</p> <p>Total: £193,399.90</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure that PP children access a healthy and varied diet and are not coming to school hungry</p>	<p>Funded access to Breakfast and Afterschool club – before and after school clubs which would include breakfast and/or tea.</p>	<p>Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is basic human right.</p> <p>Providing care will support low-income families in being able to access employment which is beneficial for families and children.</p> <p>Provide opportunities to develop social skills around eating – table manners, conversation etc. outside of the home environment.</p>	<p>Extended schools lead and PP co-ordinator to monitor registers with regards to attendance of PP pupils.</p> <p>Lead conversations with parents of PP children who are not accessing this provision and offer where applicable.</p>	<p>SLT</p> <p>ESS Lead</p> <p>PP Lead</p>	
<p>Promote safe and environmentally friendly travel to and from school</p>	<p>Train children in all year groups about travelling safely to school and teach how to mitigate risks: crossing the road, using road crossings and walking on pavements.</p> <p>Promote walking, scootering or cycling to school.</p> <p>Ensure a member of SLT guards the front gate of the school at the beginning of the day and the end of the day.</p> <p>Teach children cycling proficiency in the summer term with a focus on PP (hire bikes where necessary)</p> <p>Educate the community on driving to school and</p>	<p>Evidence shows that some groups of children do not pay enough care to traffic as they are not aware of the dangers</p> <p>Training children how to negotiate traffic ensures to arrive safely at school and at home.</p> <p>Travelling to school by foot, scooter or bike increases health</p> <p>Educating children about safe driving, parking and idling will encourage parents to drive safer around school streets</p> <p>Safer streets will help our PP children to travel to school safely. Many of our pupils travel independently and setting up safer streets will reduce the risk of accidents from happening.</p>	<p>Allocate a staff member to stop parents from parking in the church parking area and at the front of the school.</p> <p>Planned PSHE lessons teach children about road safety.</p> <p>Contact the LA to organise cycling session for Upper KS2 children in the summer term.</p> <p>Use newsletters and other forms of communication to educate parents about driving safely to school.</p> <p>SLT lead assemblies based around road safety and healthy living.</p> <p>Contact the LA to inform them of our interest in the schek</p>		

	<p>dropping children off safely at the school gates.</p> <p>Engage the LA to further promote safer streets around our school premises.</p> <p>Raise the profile of safer street and work with the community to implement this scheme</p>				
Total budgeted cost					<p>Total: £5433 extending and developing the curriculum £5,915 STEM Empiri Box £5,185 Enrichment opportunities £5,000 Learning mentor: £11,000</p> <p>Total = £32,533</p>