



## 3 Year Pupil Premium Strategy Plan

Saint Mary's Glossop

### SUMMARY INFORMATION

#### PUPIL PREMIUM LEADERSHIP INFORMATION 2021/22

Pupil Premium Lead	Sarah Boardley	Governor Lead	Samantha Buller
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#### CURRENT PUPIL INFORMATION 2021/22

Total number of pupils:	133	Total pupil premium budget: LAC budget: Total RPF (Recovery Premium Fund) budget: Total:	£57,835 £7,035 £6,670 £71,540	Date of most recent PP Review	July 2021
Number of pupils eligible for pupil premium:	44	Amount of pupil premium received per child: LAC premium per child:	£1,345 £1,000	Date for next internal review of this strategy	Sept 2022
Proportion of disadvantaged pupils:	33%				

## PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	20	45%
Girls	24	55%
SEN support	9	20%
EHC plan	0	0%
EAL	1	2%

### Assessment data for previous 3 years \*

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	80%	67%	71%	57%	74%	72%
% meeting EXP or exceeded in Reading	80%	67%	71%	62%	79%	77%
% meeting EXP or exceeded in Writing	80%	67%	71%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	80%	77%	78%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	50%	85%	82%	57%	74%	72%
% meeting EXP or exceeded in Reading	50%	88%	86%	62%	79%	77%
% meeting EXP or exceeded in Writing	50%	85%	82%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	100%	88%	89%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	25%	62%	52%	56%	73%	71%
% meeting EXP or exceeded in Reading	25%	62%	52%	63%	79%	77%
% meeting EXP or exceeded in Writing	25%	62%	52%	58%	76%	73%
% meeting EXP or exceeded in Number	50%	67%	62%	66%	81%	79%

<b>PHONICS 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	83%	85%	84%	71%	84%	82%
<b>PHONICS 2017-18</b>						
% of pupils passing Phonics Screening Check	75%	89%	86%	70%	84%	82%
<b>PHONICS 2016-17</b>						
% of pupils passing Phonics Screening Check	44%	57%	53%	68%	83%	81%

<b>KSI ATTAINMENT 2018-19</b>						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in reading, writing and maths			46%	na	na	na
% meeting expected standard or above in reading	50%	56%	54%	62%	78%	75%
% meeting expected standard or above in writing	50%	50%	50%	55%	73%	69%
% meeting expected standard or above in maths	54%	38%	63%	62%	79%	76%
<b>KSI ATTAINMENT 2017-18</b>						
% achieving expected standard or above in reading, writing and maths			52%	na	na	na
% meeting expected standard or above in reading	38%	86%	72%	60%	78%	75%
% meeting expected standard or above in writing	38%	62%	55%	53%	73%	70%
% meeting expected standard or above in maths	50%	86%	76%	61%	79%	76%
<b>KSI ATTAINMENT 2016-17</b>						
% achieving expected standard or above in			71%	na	na	na

reading, writing and maths						
% meeting expected standard or above in reading	100%	71%	75%	61%	78%	76%
% meeting expected standard or above in writing	100%	71%	75%	52%	71%	68%
% meeting expected standard or above in maths	100%	75%	79%	60%	78%	75%

#### KS2 Data 2018-19

	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	25%		38%	51%	71%	65%
Progress score in reading	2.04	1.45	1.62	-0.62	0.32	0.03
Progress score in writing	-2.65	-0.17	-0.88	-0.50	0.27	0.03
Progress score in maths	-3.76	0.13	-0.98	-0.71	0.37	0.03

#### KS2 DATA 2017-18

Ks2 Attainment RWM combined	75%	69%	71%	51%	70%	64%
Progress score in reading	1.21	2.16	1.92	-0.60	0.30	0.03
Progress score in writing	-3.17	-0.12	-0.88	-0.40	0.20	0.03
Progress score in maths	-0.31	0.95	0.63	-0.60	0.30	0.03

#### KS2 DATA 2016-17

Ks2 Attainment RWM combined	11%	63%	46%	48%	67%	61%
Progress score in reading	-2.13	-1.92	-1.99	-0.70	0.30	0.00
Progress score in writing	-10.28	-3.68	-5.80	-0.40	0.20	0.00

Progress score in maths	-5.42	-3.95	-4.42	-0.60	0.30	0.00
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ATTENDANCE DATA			
	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21 (pandemic year)	91.6%	95.4%	n/a
2019-20 (pandemic year)	77.9% (Sept 19 – July 20) 93.4% (Sept 19 – Mar 20)	79.3% (Sept 19 – July 20) 95.5% (Sept 19 – Mar 20)	n/a
2018-19	93.9%	95.5%)	96%
2017-18	90.4%	94.6%	95.8%

\* No individual school or national attainment data is available for the 2019-20 or 2020/21 academic year, due to the Coronavirus pandemic.

## BARRIERS TO FURTHER ATTAINMENT

### In-School Barriers (such as poor literacy skills)

A	Language and communication skills are often poor upon entry to school.
B	A number of PP pupils also have addition SEN that create barriers to learning.
C	PP pupils do not always have access to music or sports provision and enriched curriculum opportunities.

### External Barriers (such as poor attendance)

D	Some PP pupils have a pattern of poor attendance.
E	A number of PP pupils do not receive regular support a home with reading, spelling and times tables.

### Desired Outcomes

	Outcome	Success Criteria
A	To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Gaps between Key Stage 2 PP pupils and National Averages for non PP pupils closes in reading, writing and maths. PP pupils achieve their FFT targets.
B	SEND and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.	All needs of PP pupils are clearly identified with appropriate support put in place, which is regularly reviewed.
C	To provide support for emotional, social and mental well-being of PP pupils.	Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities. Use of PASS tests to verify.
D	To utilise elements from the 'Character Education' approach to support more disadvantaged pupils achieving improved outcomes in life.	PP will be given enrichment opportunities to enhance the curriculum, helping them to pursue learning with positive attitudes and high aspirations
E	Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.	PP pupils are not disadvantaged by limited support at home.
F	Targeted support for EYFS to improve language and communication skills	Ensure that are not gaps between PP and non PP children in early oracy and language skills as they move into Year 1.
G	To increase attendance rates for pupils eligible for PP.	Attendance for PP pupils to be in line with national averages.

### 3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)					
Member of staff responsible: SLT team and PP Co-ordinator					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (inc review dates)	Approx Costings	Success measure

## TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible: SLT team and PP Co-ordinator

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (inc review dates)	Approx Costings	Success measure
I. Quality First Teaching for All	To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	<p>All classes to have teaching assistant support to improve outcomes for PP children.</p> <p>HT and AHT to monitor, coach and support Teaching and learning. Science of Learning CPD led by AHT.</p> <p>Subject leaders to monitor and continually improve their subject areas.</p> <p>Power Maths introduced in 2020/21 to achieve improved maths progress.</p>	<p>Autumn 2021</p> <p>Ongoing throughout the year. Regular learning walks, work scrutiny, pupil voice by middle leaders and SLT. Reviewed at half termly pupil progress meetings.</p> <p>Subject Leadership time to improve subjects.</p> <p>Autumn 2020 –to be reviewed by Maths subject lead Lent 2022.</p>		<p>Improved outcome of all groups.</p> <p>All teaching indicative of being at least good with some outstanding.</p> <p>More progression across subject areas.</p> <p>Increased mastery of mathematics across the school.</p>



**TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)**

Member of staff responsible: SLT team and PP Co-ordinator

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (inc review dates)	Approx Costings	Success measure
2. Curriculum Design	To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Monitoring of the implementation of the character education curriculum.  All subjects to have planned skills and vocabulary progression	English, Science and History /Geography subject leads to monitor the implementation of the curriculum, monitoring each term.  By end Autumn 2020	Total estimated cost £55,000	Improvements in levels of pupil knowledge as well as behaviour for learning skills.  Clear progression of skills seen, improved pupil vocabulary.

TARGETED ACADEMIC SUPPORT (interventions)					
Member of staff responsible: SLT team and PP Co-ordinator					
Barrier addressed	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (inc review dates)	Approx Costings	Success measure
To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	I. To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	<p>PP lead to provide regular monitoring of children's progress. Analysis and tracking of PP pupils to their FFT targets. All teachers aware of their FFT predictions</p> <p>Additional teaching support using RFP for groups of Year 5 and 6 for targeted intervention groups.</p> <p>Ensure all PP children who do not read at home regularly are reading at school with staff.</p>	<p>PP lead/SLT to monitor each term.</p> <p>To be in place by end Jan 2022.</p> <p>By end Autumn 2020 term.</p>		<p>Improved outcomes for PP children from KS1 to KS2.</p> <p>Improved outcomes for PP pupils against their FFT scores.</p> <p>Improved fluency and comprehension skills in reading for PP pupils.</p>

TARGETED ACADEMIC SUPPORT (interventions)					
Member of staff responsible: SLT team and PP Co-ordinator					
Barrier addressed	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when (inc review dates)	Approx Costings	Success measure
SEND and vulnerable pupils' needs met through targeted support and involvement of external agencies where appropriate.	2 SEND and vulnerable pupils' needs met.	<p>PP lead and SENDCo to meet regularly to identify those children who are both PP and SEND and ensure needs are being met.</p> <p>SENDCo to identify support required from external providers and submit referrals wherever needed</p>	<p>PP and SENDCo to meet termly to discuss provision.</p> <p>As and when required.</p>		<p>Targeted provision for PP pupils who also have a SEND consideration.</p> <p>Swifter action for the PP/SEND pupils to improve their outcomes.</p>
Targeted support for EYFS to improve language and communication skills	3 Ensure early targeting of poor oracy skills in EYFS	Purchase of NELI (Nuffield Early Language Intervention) to deliver key oracy skills in EYFS.	By end Spring 1 2021.	<p>Estimated total cost</p> <p>£7,000</p>	Improved language skill outcomes for the youngest pupils – to be evident as they progress through school.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)					
Member of staff responsible: SLT team and PP Co-ordinator					
Barrier addressed	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx Costings	Success measure
To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	I.To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Participating in a cluster group (Glossop schools) working with Saint Philip Howard on the "Achievement For All" programme.	Lent 2 2022 programme to be started	£2550	Improved outcomes in line with non PP pupils. Better attendance rates for PP children. Stronger parental engagement.

Live Working Document

## WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible: SLT team and PP Co-ordinator

Barrier addressed	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx Costings	Success measure
To provide support for emotional, social and mental well-being of PP pupils.	2. To provide support for the emotional, social and mental well-being of PP pupils.	<p>Targeted Nurture group x 3 weekly.</p> <p>Forest School provision.</p> <p>Using pupil voice questionnaires to record a baseline to inform targeted groups.</p> <p>Targeted 'Lego therapy' led by staff.</p> <p>Introduce a 'Chill and Chat' session where children can talk to staff about any worries.</p> <p>Termly meetings between Pupil Premium Co-ordinator and class teachers to discuss overall PP provision, including the emotional, social and mental well-being of PP pupils.</p>	<p>Beginning Autumn 1 2020</p> <p>Beginning Autumn 2 2020</p> <p>End Autumn 2 2020</p> <p>Beginning Autumn 1 2020</p> <p>Beginning Spring 1 2021</p> <p>Beginning Autumn 2 2020</p>		Greater levels of confidence, resilience and self esteem measured by staff and PASS surveys. Improvements to work attitudes.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)					
Member of staff responsible: SLT team and PP Co-ordinator					
Barrier addressed	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx Costings	Success measure
To increase attendance rates for pupils eligible for PP.	3. To increase attendance rates for pupils eligible for PP.	<p>Individual tracking of attendance by office staff. First day communication regarding reason for absence.</p> <p>Parents met with to discuss persistent problems with absence/punctuality and action plan agreed – relevant external agencies contacted where necessary.</p> <p>Half termly awards for full attendance given – positive reinforcement.</p>	<p>Autumn 2020 – review each half term</p> <p>As and when</p> <p>Each end of half term</p>		Attendance to improve so PP are in line with rest of school.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)					
Member of staff responsible: SLT team and PP Co-ordinator					
Barrier addressed	Priority	Activity (CPD, Recruitment, intervention, resourcing)	By when	Approx Costings	Success measure
Additional support for PP pupils is provided in school for those pupils not receiving regular support at home.	3. The conceptual thinking and aspirations of our PP pupils is enhanced through life experiences.	<p>All year groups have at least one trip per year. Residential trip in Year 6. Financial support offered for PP where necessary and appropriate.</p> <p>Supporting financially where relevant to provide musical tuition.</p> <p>Offering all PP children at least one free after school club place.</p>	By end of 2021	<p>Estimated total cost</p> <p>£9,540</p> <p>TOTAL £71,540</p>	That PP children are able to express their confidence through acquired knowledge and enhanced life experiences.
			As and when		

## PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date and who is evaluating impact
2.	Curriculum Design  To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Monitoring of the implementation of the character education curriculum.  All subjects to have planned skills and vocabulary progression  Linking of foundation subjects to English teaching, to embed learning and create enjoyment.	Evidence indicates this approach to teaching writing has a strong impact on progress. "The development of socialization skills and integration of character education are an important part of a child's academic success." - <i>INTERNATIONAL JOURNAL OF SOCIAL SCIENCES AND HUMANITY STUDIES Vol 3, No 2, 2011 ISSN: 1309-8063 (Online)</i>  Strong curriculum design ensures long term memory changes and learning is embedded.  "It is important that we are exposing children to concepts (words) within subjects and studying them in more depth in order to strengthen their understanding of topics and allow them to build on knowledge acquired in previous year groups. The stronger a child's understanding of a certain word is, the more likely they will be able to attach new vocabulary and knowledge on top."- <i>Marcus Jones, Huntington Research School.</i>	Monitoring by learning walks, book looks and lesson observations to ensure PP pupil's needs are being met.  Staff meeting time dedicated to embedding these approaches.	SB/SLT	End Spring 2021 - PA
1.	Quality First Teaching for All	All classes to have teaching assistant support to improve outcomes for PP	"School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout		SLT	



	children.	the school.” – EEF – Making Best use of TAs 2018		SLT	
TOTAL estimated budgeted cost?					£55,000

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date and who is evaluating impact
2	<p>PP lead and SENDCo to meet regularly to identify those children who are both PP and SEND and ensure needs are being met.</p> <p>SENDCo to identify support required from external providers and submit referrals wherever</p>	<p>PP and SENDCo to meet termly to discuss provision.</p> <p>PP and SENDCo to review termly referrals and submissions for PP/SEND pupils.</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. (EEF)</p>	<p>More provision for PP pupils who also have a SEND consideration.</p> <p>Swifter action for the PP/SEND pupils to improve their outcomes.</p>	NB/SB	End June 2022 – SB NB

TARGETED ACADEMIC SUPPORT						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date and who is evaluating impact
	needed					
I	To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Additional teaching support for groups of Year 5 and 6 for targeted intervention of English and Maths groups using Recovery Premium Fund (RPF).	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF)	Teachers will assess pupils' progress over the duration of the intervention and discuss at pupil progress meetings with SLT.	SLT/JE/TA	Apr 2022 PA
TOTAL estimated budgeted cost?					£7,000	
(of which Recovery PF)					£6,670	

## WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date and who is evaluating impact
I	To ensure more disadvantaged pupils achieve at the expected level and beyond in each year group.	Participating in a cluster group (Glossop schools) working with Saint Philip Howard on the "Achievement For All" programme.	Achievement for All is a whole-school improvement programme that aims to improve the academic and social outcomes of primary school pupils. Trained Achievement for All coaches deliver a bespoke two-year programme to schools through monthly coaching sessions which focus on leadership, learning, parental engagement and wider outcomes, in addition to focusing on improving outcomes for a target group of children (which largely consists of the lowest 20% of attainers). St Philip Howard in Glossop has seen improved outcomes after using the programme over the last few years.	Regular meetings with "Achievement For All" mentor and meetings local cluster group. Lead school St Philip Howard have already embedded this approach with good success.	SB/SLT	Sept 2022 PA/SR/SB
TOTAL estimated budgeted cost?						£2,550