

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	St Michael's C of E Primary School
Pupils in school	195
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£34,625
Academic year or years covered by statement	2019-20 and 2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Governors' Curriculum Committee
Pupil premium lead	Rosalind Owen
Governor lead	Freda Hughes

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available for 2019-20
Writing	Not available for 2019-20
Maths	Not available for 2019-20

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not available for 2019-20
Achieving high standard at KS2	Not available for 2019-20

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	High quality whole class teaching across the school with focus on ensuring all children, including disadvantaged, make up the progress lost during partial school opening in 2019-2020.
Priority 2	High quality provision for the youngest children in the school with well-resourced and appealing outdoor areas and effective continuous provision.
Barriers to learning these priorities address	Significant numbers of children made negative progress during partial school opening. Disadvantaged children have poor access to technology in the event they need to isolate. Year 1 environment and resources require carefully planned improvement.
Projected spending	£5,600

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children in Years 2 to 6, including disadvantaged, to make up progress lost in 2019-20 and at least 85% of children in Y1 and Reception to reach age related expectations/ELG.	June 2021
Progress in Writing	All children in Years 2 to 6, including disadvantaged, to make up progress lost in 2019-20 and at least 85% of children in Y1 and Reception to reach age related expectations/ELG.	June 2021
Progress in Mathematics	All children in Years 2 to 6, including disadvantaged, to make up progress lost in 2019-20 and at least 85% of children in Y1 and Reception to reach age related expectations/ELG	June 2021
Phonics	85% of children to achieve expected standard in phonics check.	June 2021
Access to remote learning	All disadvantaged children to be provided with the computing resources necessary to engage in remote learning if they need to isolate.	Sept 2020 - July 2021.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Accelerate reading proficiency across the school using new reading scheme resources.
Priority 2	Small group and 1:1 interventions in English and maths for children working below age related expectations.
Barriers to learning these priorities address	Lost learning in 2019-20, poor mental maths and reading comprehension particularly marked in these children.
Projected spending	£9,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Children across school continue to benefit from weekly specialist SLT support provided by the OWL Centre and emotional support from Domino.
Priority 2	Ensure disadvantaged children have access to a range of enrichment activities.
Barriers to learning these priorities address	Helps to break down identified barriers to learning including: learning behaviours, self-esteem, use of language and expression, coping skills and self-regulation, relationships and social bonds, exposure to diverse experiences.
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Finding quality professional development and minimising time teachers spend out of class. Cost of resources.	Use staff meeting time and INSET for staff development. Supplement with other school funding sources.
Targeted support	Ensuring teacher leads on and drives content of interventions.	Time for teachers to carefully analyse assessment data so that interventions focus on individual needs of children and time to liaise with staff delivering interventions
Wider strategies	Ensuring access to support addresses need and is equitably applied to all disadvantaged children	Careful review of individual children's needs, ensuring they participate in support and activities best suited to them.

A note on 2020-21 Expenditure

School lockdown and other circumstances directly linked to Covid-19 mean that not all pupil premium funds will have been spent by the end of the 2020-21 school year. Unspent funds have been ring-fenced and will be directly applied to pupil premium expenditure over the 2021-22 school year. A proportion of these funds will be used to provide support for pupil premium children who joined the school after October 2020, so will receive no funding for the coming school year.

Review: last year's aims and outcomes

Aim	Outcome
Outcomes improve through more skilled whole class teaching.	Progress over 2019-20 was not good, a direct result of the lack of exposure to quality teacher input during this period. Assessment data for progress in reading and maths between March and July 2020 shows that disadvantaged children were less likely than their peers to make negative progress in maths: 33% of PP children made negative progress in maths in contrast to 55% of their peers but were more likely to make negative progress in reading: 60% of PP children made negative progress in reading in contrast to 53% of their peers.
Outcomes improve through targeted and small group specialist provision.	Specialist SLT and emotional support provision was able to continue throughout the majority of the school year, but at a reduced level and was conducted remotely during lockdown. Academic progress was hampered because of the reduction in 1:1 and small group support during lock down and partial opening.
To widen PP children's experience by providing enrichment activities.	Did not continue during lockdown and partial opening. Provision of music tuition for individual children continued until lockdown in March 2020. Year 5 residential did not take place, but hope that this will be possible in spring 2021.