



Margaret McMillan

**Primary School**

Inspiration • Aspiration • Determination

## Pupil Premium Strategy Statement

Evaluation 2020 – 2021



## School overview

Metric	Data
Pupils in school	588
Proportion of disadvantaged pupils	24.8% (146)
Pupil premium allocation this academic year	£196,370
Covid-19 Catch up premium	£46,240
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Lorraine Martin
Pupil premium lead	Lorraine Martin
Governor lead	Javed Ahmed

## Disadvantaged pupil progress scores for 2019\*

\*There are no results from 2020 or 2021 due to Covid-19

Measure	Score
Reading	+1.96
Writing	+2.91
Maths	+3.44
Meeting expected standard at KS2	63%
Achieving high standard at KS2	3%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	KS2 Achieve national average progress scores.	Jul 21
Progress in Writing		
Progress in Mathematics		
Phonics	Achieve national average in phonics screen.	Jul 21
Other	Improve attendance of disadvantaged pupils to 95%.	Jul 21

## Teaching priorities for current academic year

Measure	Target/ Activity	Evaluation (Summer 21)
Priority 1	Improve end of KS2 results so that pupils meet end of year targets.	Progress scores have been difficult to assess – as no National data. KS2 ARE – R 36%, W 47% M 28% Data shows that compared to previous years, many pupils including disadvantaged pupils have failed to reach their end of year targets due to interruptions in learning caused by Covid-19. When classes have closed – or a child has had to isolate, learning has taken place remotely and disadvantaged children have been contacted regularly to ensure engagement. Despite the best efforts of staff, this priority has not been met.
Priority 2	Pupils in Year 1 and Year 2 meet the expected standard in phonics	Y1 = 50% Y2 = 76% Additional staffing in KS1 and EYFS has enabled high quality in-class and remote phonics teaching and additional interventions has reduced the number of children below the expected standard for phonics. However, this priority has not been met. The current Y1 cohort particularly, will require targeted phonic teaching when in Y2.
Barriers to learning these priorities address	To ensure the curriculum and assessment meets the needs of the children and is well planned, well taught and is assessed accurately.	The curriculum is cohesive and staff are able to skilfully plan, teach and scaffold learning to ensure success. In this way we ensure that all children, including disadvantaged children, are engaged and challenged. Ongoing assessment has ensured that any gaps in learning or misconceptions are identified and addressed through same day interventions, pre or post teaching and interventions.
Projected spending	£66,400	

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity	Evaluation (Summer 21)
Priority 1	Support learning in R, W, M to accelerate learning to catch up through focused teaching, blended learning, and catch up.	Engagement with SeeSaw app (remote learning) has been high – particularly with early phonics and reading. Monitoring shows that teachers were able to offer feedback and advice and staff followed up any non-engagement or difficulties with phone calls to support.
Priority 2	Ensure all staff receive appropriate training and time to deliver strategies and interventions effectively.	FFT tutoring programme (Y5) had limited impact and was not extended. This was due to a variety of factors: continued disruption due to covid isolations; quality of tutors; timing of tutoring in the school day.
Barriers to learning these priorities address	Addresses missed learning time due to Covid-19 Ensuring staff able to support children with effective QFT, including mastery and effective scaffolding of learning.	Staff have received relevant training in both QFT, pedagogical understanding and specific strategies including Eiklan approaches and Phonics. Senior Leads have also supported catch up learning in their phases. Senior Leadership and subject leads have also trained, coached and worked alongside staff to ensure they are able to support catch-up and

		focused teaching (same day intervention, targeted teaching, pre and post teaching).
Projected spending	£151,498	

## Wider strategies for current academic year

Measure	Activity	Evaluation (Summer 2021)
Priority 1	Attendance staff & consultants to support families with attendance. Breakfast club to support punctuality and combat hunger. Part- funding visits and extra-curricular learning to broaden experiential learning and increase participation.	Attendance teams have worked hard to support attendance from families this year. Attendance team and Leadership carried out in excess of 180 home visits and met with families to support attendance. Pastoral support team supported families in school with breakfast club to address attendance and hunger.
Priority 2	Provide mentoring and counselling support for vulnerable children who have been adversely affected by pandemic.	Additional support for pupils from disadvantaged backgrounds provided by both in school pastoral team and a school counsellor which has enabled those children to attend school and access their learning.
Barriers to learning these priorities address	Improving attendance, punctuality and readiness to learn for the most disadvantaged pupils. Improving social, emotional and selfcare for vulnerable pupils. Address lack of experiences and understanding of the wider world.	Educational visits resumed after April 2021 and disadvantaged children were supported through subsidised visits and visitors. This has ensured equality of access and has enhanced their experiences.
Projected spending	£85,113	

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time available for staff to develop, engage and reflect with strategies.	Use of INSET days, twilights and additional cover – provided by Senior leaders. Online and virtual training enabled staff to access high quality CPD during the year.
Targeted support	Ensuring appropriate time is available to train NQTs and EYFS staff.	Use of directed time to allow for staff to reflect, collaborate and evaluate. SLT covering classes to allow for observation of colleagues and phonics lead. Leaders to work alongside NQTs
Wider strategies	Constraints due to Covid-19 mitigations – unable to visit other settings. Covid-19 affecting attendance of staff and pupils and reduced opportunity to meet parents.	Look for ways to provide experiences closer and within school. Meet parents, colleagues and agencies virtually as needed. Continue to work with families as situation develops drawing on local and national guidance.

## Externally provided programmes

Programme	Provider
Tutoring Programme (reading intervention)	FFT