

# Pupil Premium Strategy Statement 2020-23

School: St Mary Redcliffe CE Academy

## 1. School overview

Metric	Data
School name	St Mary Redcliffe Primary School
Pupils in school	423
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£160,000
Academic year or years covered by statement	2020-23
Publish date	01 December 2020
Review date	1 November 2021
Statement authorised by	Meg Dudding/Kevin Fry
Pupil premium lead	Meg Dudding
Governor lead	TBC

## 2. Current Performance

### Disadvantaged pupil progress scores for last academic year -2019\*

Measure	Score (19)
Reading	-1.32
Writing	+1.16
Maths	-2.30

*\*Statutory assessments were suspended in 2020 due to the Covid 19 Pandemic*

### Disadvantaged pupil performance overview for last academic year - 2019\*

Measure	Score
Meeting expected standard at KS2	35%
Achieving high standard at KS2	4%

### Pupil Premium Strategy aims for disadvantaged pupils

Aim	Target	Target date
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Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 23
Progress in Writing	Achieve above national average progress scores in KS2 Writing (+2.0 or higher)	Sept 23
Progress in Mathematics	Achieve national KS2 Mathematics progress score for our Family of Schools: (0)	Sept 23
Phonics	Achieve national average expected standard in PSC	Sept 23
Attendance	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept

### 3. Spending Priorities and Rationale for Current Academic Year

#### Quality Teaching First priorities for current academic year

Measure	Activity
Raising attainment in reading	<p>Ensure all relevant staff (including new staff) have received high quality training to deliver the phonics scheme (Letters and Sounds) and guided reading effectively.</p> <p>Establish new approach to Early Reading ensuring that children have access to books that children can use to practice their phonics skills for in guided, 1:1 and home reading</p>
Accelerating the progress of disadvantaged children	<p>Through staff training and in class coaching support further develop approaches to feedback and metacognition to further benefit disadvantaged children and so accelerate their progress</p> <p>Embed a whole school approach to explicit teaching of vocabulary.</p>
Barriers to learning these priorities address	<p>Disadvantaged children make slower progress than their peers</p> <p>Higher proportion of EAL children amongst the Disadvantaged children.</p> <p>Low language and vocabulary level amongst non-EAL disadvantaged children</p> <p>Limited vocabulary hinders reading comprehension and access to learning across the curriculum</p>
Projected spending	£90,000

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

### Targeted Academic Support priorities for current academic year

Measure	Activity
Addressing the gaps for disadvantaged children	Ensure lowest 20% in each cohort are receiving appropriate and effective targeted reading and maths interventions
Supporting disadvantaged children to access learning in lessons	Pre teaching, and post teaching sessions enable disadvantaged children to keep pace with their peers.
Barriers to learning these priorities address	Children lack the prior learning and wider life experiences to make progress within and across lessons. Lower attaining disadvantaged children are over reliant on support from additional adults.
Projected spending	£40,000

### Wider Strategies for current academic year

Measure	Activity
Promote disadvantaged children's SMSC	Supporting our children to develop their social, moral, emotional and spiritual and cultural development and good mental health through a 'Curriculum of Opportunities' and funded access to after school clubs Embedding pivotal approaches to promoting positive behaviour
Readiness for learning	Improve attendance for our DA children and support them in their readiness to learn with walking bus and breakfast club Magic breakfast club bagels for all children at the start of each day Develop nurture provision to support with high SEMH needs.
Barriers to learning these priorities address	Attendance of Disadvantaged children is lower than their peers. Some lower attaining disadvantaged children come to school less able to engage in their learning.
Projected spending	£30,000

## 4. Monitoring and Implementation

Area	Challenge	Mitigating action
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Quality Teaching First	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, teacher release and in class coaching
Targeted Academic support	Ensuring interventions met the needs of the child.	Training for intervention leads Monitoring of quality of intervention sessions bt SLT Pupil progress meetings will be a time to discuss intervention support.
Wider strategies	Engaging with our most vulnerable families.	Family Link Worker working closely with these families. Work with external agencies to support identified families.

## 5. Review: last year's aims and outcomes

Aim	Outcome
The development of reading skills for and beyond early reading and the Year 1 Phonics test	Before COVID-19 children in year, 1 and EYFS were on track to surpass their targets for reading and phonics. Oxford Reading Tree Scheme and Letters and Sounds Phonics Programme implemented as consistent approach for early reading.
Close the gaps in progress and attainment for our disadvantaged and non-disadvantaged pupils locally and nationally.	Most year groups DA pupils had made at least good progress from Sep- March.
Ensure every child has access to a carefully sequenced, challenging and inspiring and knowledge based curriculum of opportunities through the development of subject leadership.	Subject leaders led CPD for staff and carried out monitoring of their subjects. Knowledge organisers introduced to support development of subject specific vocabulary, implemented subject specific vocabulary progressions and word aware strategies. Pupil voice, book looks and school reviews show children accessing engaging, challenging curriculum. Children can 'do more and know more' and are confident to talk about their learning.