

## The Spring Partnership Trust



### 2019-2020 Pupil Premium Strategy for St Mary Cray Primary Academy

|  |                    |
|--|--------------------|
| Total number of pupils on role   | 210                |
| Number of pupils in receipt of the Pupil Premium Grant (PPG)   |                    |
| Number of pupils entitled to FSM on the day of the census and in receipt of PPG                        |                    |
| Number of pupils who were entitled to FSM at any point since the last census day and in receipt of PPG |                    |
| Number of LAC pupils in receipt of PPG   | 0                  |
| Number of Service pupils in receipt of PPG   | 0                  |
| Number of adopted pupils in receipt of PPG   | 0                  |
| PPG brought forward from 2018/2019   | £0                 |
| PPG allocation 2019/2020   | <b>£121,482.50</b> |
| TOTAL  | £121,482.50        |

### Identified Barriers to Educational Achievement

St Mary Cray will continue to break down the following barriers for some pupils currently in receipt of the Pupil Premium Grant by focusing on:

Focus 1 Access to the curriculum – all under achieving groups, in particular those who should be working at Greater depth and ARE

Focus 2 Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities

Focus 3 Attendance – to raise our attendance figures to 96+%

Focus 4 To improve parental engagement with the school - especially more effective communication regarding information pathways

Focus 5 Children in receipt of the Pupil Premium Grant, who also have an SEND for cognition and learning

Focus 6 White British Boys in receipt of the Pupil Premium Grant, who are low achievers - focusing on Reading in KS1 and SEN pupils

Focus 7 Aspiration – focusing particularly on higher achieving Pupil Premium pupils

Focus 8 Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs

## **Rationale for Expenditure**

All expenditure is based on past years data analysis and knowledge of our children and families.

As identified in the 2018-19 data, accelerated progress is required for Reading, Writing and Maths across the board.

The school will continue to fund additional TA hours to provide in class support to those Pupil Premium children with Special Educational Needs or Disabilities (SEND). We recognise the importance and the positive impact that TA interventions have and have timetabled targeted groups such as Phonics and Read Write Inc.

We have planned to increase the amount of time and range of activities provided by our Inclusion team to support PPG children and families who:

- have social communication, emotional and/or behaviour issues;
- lack aspiration and/or confidence and therefore fail to reach their potential;
- do not benefit from a wide range of enrichment activities.

This support involves the continued timetabling of The DEN. The work of these staff members is to develop a more consistent programme of support as well as building and developing their relationship with the children when working on a 1:1 or small group basis. To ensure we support our higher attaining Pupil Premium pupils, all members of staff, including the Inclusion TAs and HLTA's, will be providing support for children to become 'in class' experts.

At St Mary Cray, we understand that times may be financially difficult and when parent/s or carers are unable to afford to pay for after school activity clubs, school trips and residential trips we will consider subsidising these events.

We will continue to work with Magic Breakfast to provide bagels for all children to ensure they have had a nutritious breakfast and therefore able to focus on their learning. We will continue to see increased attendance, engagement and better behaviour.

## Planned Spending for 2019-2020

| Area of Spend                                    | Focus                  | Total Allocation based on expected funding | Actual Spend       |
|--|------------------------|--|--------------------|
| Music Services                                   | 2                      | <b>£3926.40</b>                            | <b>£4139.42</b>    |
| Catering Food and Drink                          | 3                      | <b>£48</b>                                 | -                  |
| EWO visits                                       | 3                      | <b>£5725.44</b>                            | -                  |
| Sign translator / other services                 | 1, 2, 3, 4, 5, 6, 7, 8 | <b>£19,680</b>                             | <b>£16,062.40</b>  |
| Pixl package                                     | 1, 2, 5, 7, 8          | <b>£1372</b>                               | -                  |
| Uniform  | 7, 8                   | <b>£500</b>                                | <b>£204.57</b>     |
| TA salaries                                      | 3                      | <b>£35,193.03</b>                          | <b>£17,884.10</b>  |
| Family worker salary                             | 2, 3, 4, 7, 8          | <b>£47,497.54</b>                          | <b>£24,934.59</b>  |
| SLT proportion salary LF                         | 1, 3, 4, 6, 7, 8       | <b>£17,123.72</b>                          | <b>£9080.50</b>    |
| Pixl Lead proportion salary                      | 1, 3, 4, 6, 7, 8       | -  | <b>£14,131.09</b>  |
| Total spend                                      |                        | <b>£130,436.13</b>                         | <b>£86,436.67</b>  |
| Actual allocation                                |                        |  | <b>£121,482.50</b> |
| Surplus to carry over to academic year 2020/2021 |                        |  | <b>£35,045.83</b>  |

\*Due to Covid-19 school closures the impact has been reviewed as of March 23<sup>rd</sup> 2020.

| Area of Spend                    | Focus       | Actions   | Outcomes  | Review 07/2020   |
|----------------------------------|-------------|---|---|--|
| Quality of Teaching and Learning | 1,2,5,6,7,8 | Pixl to be fully embedded across the school.<br>This is an initiative to share best practice to raise standards and to give pupils a better future and brighter hope. SLT to identify key people to train in the use of Pixl with a particular focus on Year 6. | First quality teaching makes the most impact and reaches all pupils, including PP. Most of teaching in the school to be never less than good. We believe outstanding teaching will ensure individual needs of pupil premium children are met and as a | Pixl was in place in KS2, using our specialist Pixl intervention teacher and trained support staff.<br>Year 6 children were having daily Pixl support in class and as out of class interventions |

Quality first teaching identifies targets and supports the progress of PP pupils, resulting in better outcomes for all in Reading, Writing and Maths.

**Aim: Improve quality of teaching so that all is at least good with majority outstanding**

Identifying PP pupils in planning and targeting them in focus groups/individually.

Assessment for Learning strategies & opportunities to be identified and implemented effectively.

Professional Development Meetings (PDM) in order to train our staff.

Gaps in achievement close through targeted interventions that support the progress of PP pupils, in particular for the following groups: all disadvantaged and boys writing

To appoint and retain experienced teachers and support staff to raise quality of teaching and learning.

result they will continue to make accelerated progress.

The Local Committee Members (LCM) will understand how the school intends to diminish the differences through various interventions / actions. The LCM will be able to question the data and the impact of any of the actions included in the strategy.

Interventions remain purposeful and data driven, which in turn makes a positive impact upon the children, whether it be social, emotional or academic.

where needed. Ongoing assessment showed gaps were closing and children making good progress towards end of year outcomes.

Year 5 out of class interventions were in their infancy but having a positive impact on children being able to access the curriculum in class.

Year 3 and 4 class teachers were trained and accessing the Pixl resources to use in small groups in class where needed during general teaching.

Pixl will continue to be used throughout the school next academic year, with a particular focus on closing gaps due to the Covid-19 school closures.

Staff underwent training to improve targeting during general lessons. New feedback and marking policy introduced to support moving children on at the point of learning rather than after the

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|           |           |   |  | <p>lesson. This allowed children to become more independent in their learning, and support their peers. This will be consolidated next academic year, and Kagan learning structures will be introduced to support children's learning toolkit, and ability to work in a team.</p> <p>Staff structure is stable for the next academic year.</p>   |
| Behaviour | 1,2,4,7,8 | <p>Arrange an audit of behaviour system to bring consistency to school wide management of behaviour.</p> <p>School SLT and nurture lead to develop strategies for children displaying high level of need to ensure they are able to access the curriculum and have increased opportunities.</p> | <p>Target pupils develop a positive mindset in which to learn. Pupils will have developed the skills to make good academic progress and reach age related expectation/greater depth.</p> <p>Pupil's emotional and social well-being will improve.</p> <p>Families are enabled to better support their children at school.</p> <p>Better communication skills, enabling children to talk about their feelings, and to solve problems.</p> <p>An improvement in the children's abilities to change their behaviour, understand and learn about the world in which they live.</p> | <p>Behaviour system has been refined to ensure that all staff know the escalation procedure. Parents have been informed of changes and all are on board. Good to be Green continues to be used as the main school system, with personalised behaviour plans and support in place for those children requiring extra support.</p> <p>A rolling nurture programme has been in place for all children throughout the school to develop social and behaviour skills. This has had a positive impact and a similar programme will be in place</p> |

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|            |            |  |   | next academic year.  |
| Attendance | 1, 3, 4, 7 | <p>Named Attendance Officer to liaise with borough EWO.</p> <p>Set up an attendance strategy group to meet every 2 weeks to include the following key people HoS, DH, FLO and SBM.</p> <p>Admin staff to provide SBM/HoS with weekly attendance figures to include persistent absence of PP pupils.</p> <p>Head of School to look at weekly figures and refer families/individuals to FLO for targeted support and intervention. Attendance Officer to identify school initiatives to encourage improved attendance of PP pupils.</p> <p>Fortnightly attendance updates in newsletter, celebrating success and attendance figures.</p> <p>School to engage in 'Spike' rewards, assembly certificates etc. SLT to communicate with Trust EWO and arrange meetings with parents.</p> <p>Class Dojo used to communicate weekly attendance figures with parents.</p> | <p>Parents are clear about the school's expectations of attendance and understand the policies and procedures for attendance. As a result, attendance of this group improves.</p> <p>Children who demonstrate consistently high standards of attendance are rewarded and celebrated at school level in assemblies and in class.</p> | <p>Attendance improved from 94.9% (July 19) to 96.1% prior to lock down.</p> <p>KS, LF, SK and ME followed improved attendance procedures and supported most vulnerable families to ensure children were in school. Attendance rewards continued in school, however focus was on weekly reward of non-uniform day for winners and less reliance on large scale prizes at the end of each term.</p> |

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| Additional Learning Resources (Pixl, Read Write Inc | 1, 5, 6 | Funding to continue to support the resourcing of the writing intervention 'Read, Write, Inc' and 'Fresh Start' introduced in R- 6 with a focus on DA, PP and SEN pupils. | Gaps in achievement close through targeted interventions that support the progress of PP pupils, in particular for the following groups: Reading Writing and Maths but especially Boys' writing at KS2.  | <p>Pixl – see point 1.</p> <p>A Fresh Start group was in place prior to lock down with children from years 3, 4 and 5 attending. Initial progress was good and training has been booked for leading staff. Resources to be purchased to ensure that children have full access.</p> <p>RWInc continues to develop and this will be a priority as children return to school in September.</p>  |
| Salary contributions for specialist teaching staff  | 1, 2, 7 | Pixl Lead and DH. Music specialist   | PP pupils benefit from the expertise of the specialist music teacher. PP children with talent are identified and supported to meet their full potential<br>Staff will be trained by specialists and work closely alongside them which leads to a better understanding of the subjects. | The impact of music has been assessed and although children do benefit from music, this will be more of a whole class weekly focus with class teachers. Music Express has been purchased for the next academic year. BYMT will still provide termly specialist music for year 3 – 6 (recorders, ukuleles, djembe drumming and samba). Children currently using Band on the run will be offered the opportunity to form and ensemble with a weekly rehearsal. |

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|                                  |               |   |   | <p>DH moved into year 6 as class teacher and rapid progress was being seen prior to lock down.</p> <p>Pixl – see point 1.</p>  |
| SEMH: Therapists and Counsellors | 1, 5, 6, 7, 8 | <p>Nuero Linguistic Therapy, Play Therapy and Kent Counselling.</p> <p>Structured therapy sessions for identified pupils with qualified professionals.</p>  | To reduce the barriers to learning and life for children with mental health, social, emotional & behavioural difficulties.  | <p>There has been a positive response from children and parents/carers regarding the support of our therapists. Currently we are seeing a high level of need amongst our younger children and so are extending our Play Therapy offer.</p>   |
| Well-being and SEMH              | 1, 5, 6, 7, 8 | <p>Newly restructured nurture provision 'The DEN' to offer 1:1 mentoring, social skills, self-esteem, emotional literacy and anger management. Playground support for unstructured activities. The development of Child Centred Activity (OPAL Initiative).</p> | These facilities are invaluable and aim to give the children strategies to self-regulate in challenging situations and for children to develop confidence, resilience and perseverance. | <p>This resource has been invaluable in supporting children for whom we are not able to provide specialist support from outside professionals. The group sessions we offer impact on large numbers of children in the school, and the 1:1 sessions mean that a quick and accessible mechanism is in place to support children both on a weekly basis, and also when they need it most.</p> |