

The Spring Partnership Trust



2020-2021 Pupil Premium Strategy for St Mary Cray Primary Academy

Total number of pupils on role	211
Percentage of pupils in receipt of the Pupil Premium Grant (PPG)	36.97%
Percentage of pupils entitled to FSM on the day of the census and in receipt of PPG	35%
Percentage of pupils who were entitled to FSM at any point since the last census day and in receipt of PPG	1.97%
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 2019/2020	£0
PPG allocation 2020/2021	£104,910.00
TOTAL	£

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 – ensuring that the gaps formed in all groups of children during the lock down are closing and children can make accelerated progress.

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

Focus 3 Attendance – to maintain 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 post Covid-19 lockdown, accelerated progress is required for Reading, Writing and Maths across the board. A higher proportion of funds has been allocated to resources that support with closing the gaps in these curriculum areas.

Our EYFS outdoor provision is in urgent need of resourcing and updating to ensure children have high quality speaking and listening opportunities from the beginning of their schooling.

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 are subsidising our community foodbank to support families who face hardship at this time.

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 2020-2021

Area of Spend	Focus	Total Allocation based on expected funding	Actual Spend
Staffing – DHT / Pixl Teacher / PTPs	1, 6, 7	£50,355.02	
Staffing – Attendance / Family worker	3, 4, 7	£25,765.84	
Outside agency	2, 5, 7, 8	£3700	
SEMH resources	1, 3, 5, 6, 7, 8	£2302.59	
Curriculum resources	1, 5, 6, 7	£5144	
On-line learning resources	1, 5, 6, 7	£2138.40	
Training	1, 4, 6	£348.93	
Attendance	3	£500	
EYFS outdoor provision	1, 5, 6, 7, 8	£10,000	
Uniform	1, 7	£500	
Enrichment – BYMT / visits subsidy	2	£3155	
Community support – food bank	1, 3, 4, 5, 6	£1000	
Total spend		£104,909.96	
Actual allocation		£104,910.00	

Area of Spend	Focus	Actions	Outcomes	Review
Staffing – DHT /Pixl lead / PTPs	1, 6, 7	DHT to be timetabled to support the delivery of teaching in all year groups to raise the standards and expectations of all teachers. In this role key areas for development will be identified and teachers supported through planning, team teaching and training tailored to their needs and the needs of the children in the class.	Quality first teaching identifies targets and supports the progress of PP pupils, resulting in better outcomes for all in Reading, Writing and Maths. <u>Aim: Improve quality of teaching so that all is at least good with majority outstanding</u> Identifying PP pupils in planning and	

		<p>A named Pixl lead alongside PTPs will continue to deliver skills based interventions throughout the day to ensure children are able to access the curriculum and make expected or better progress.</p> <p>PTPs / TAWNC will support all children identified as needing support with a focus on those in receipt off PPG. This will include pre-teaching, 1:1 and small group work.</p> <p>*See Covid-19n catch up document for details related to closing gaps.</p>	<p>targeting them in focus groups/individually.</p> <p>Assessment for Learning strategies & opportunities to be identified and implemented effectively.</p> <p>Professional Development Meetings (PDM) in order to train our staff.</p> <p>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</p>	
Staffing – Attendance and Family worker	3, 4, 7	<p>AO and FW to work closely with SLT to target families with poor attendance. Identify barriers to attendance and offer support to reduce these.</p> <p>Trigger points for HoS / EWO meetings continue to be active so that persistent absence is challenged and resolved.</p> <p>In school rewards for children and classes with good attendance, weekly assembly and communication with home via dojo.</p> <p>FW to liaise with CSC for known families where absence falls below 96% where school based interventions have been unsuccessful.</p>	<p>Parents are clear about the school’s expectations of attendance and understand the policies and procedures for attendance. As a result, attendance is kept at 96%+ Children who demonstrate consistently high standards of attendance are rewarded and celebrated at school level in assemblies and in class.</p>	

Outside Agency	2, 5, 7, 8	Nuero Linguistic Therapy, Play Therapy and Kent Counselling. Structured therapy sessions for identified pupils with qualified professionals.	To reduce the barriers to learning and life for children with mental health, social, emotional & behavioural difficulties.	
SEMH resources / Community food bank / Uniform	1, 3, 5, 6, 7, 8	'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). Magic Breakfast (currently having bagels sent home to targeted families as a priority) provision in place to ensure that all children receive a filling and healthy breakfast before school. School community food bank available to all with a priority for families heavily affected by the Covid pandemic. Families in need will be able to access high quality second hand uniform – many items have been donated that are brand new due to them being bought just before the lock down period.	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.	
Curriculum resources / on-line learning resources / training	1, 2, 3, 4, 5, 6, 7, 8	Curriculum resources will be fit for purpose and engaging. For each planning cycle books will be audited and ordered as needed. Reading books will be updated and replenished in line with need across all key stages, with EYFS and KS1 being the	Children in all groups will close the gaps in their learning due to the covid 19 lockdown. Engagement with reading will come with new and engaging books for our younger years.	

		<p>priority for this academic year. Revision and catch up work books to be sourced for upper KS2 to rapidly close gaps and support parents and carers to help their children at home. Mathletics and Reading Eggs to be rolled out across the school for use at home as well as in school. Pixl App to be used more widely. Teachers to receive up to date Read Write Inc and White Rose Maths training to develop quality first teaching in these subjects to support rapid closing of gaps and catch up in maths and phonics.</p>	Teaching will improve with bespoke training, and in turn will close learning gaps.	
EYFS outdoor provision	1, 5, 6, 7, 8	Outdoor space of EYFS to be redesigned to include maximum opportunities for speaking and listening and early maths skills. There will also be a focus on gross motor skills and healthy living to embed a love of the outdoors, exercise and healthy mental wellbeing.	Outcomes linked to GLD, speaking and listening and early maths skills will be raised. The gap between PP and non-PP children will be smaller and SEN identified at an earlier point.	
Enrichment subsidy – BYMT / Trips and visits	2	<p>Every child should have access to learning a musical instrument and developing an appreciation of music. This is proven to develop mental wellbeing and can positively affect learning.</p> <p>Trips and educational visits enrich children’s lives and no child should miss out because of financial hardship.</p>	<p>Improved mental wellbeing from joining in with BYMT music lessons (in addition to Music Express).</p> <p>All children will have experiences that may be beyond the reach of their lives outside of school.</p>	