



St Martin's School



Pupil Premium Strategy Statement 2020-2021

End of Year Review

End of Year Review	i Quality Teaching for All	
Action	Impact Evaluation	Cost
Range of focused and timetabled interventions, with a focus on phonics, reading and mathematics, dependent upon individual need. Pupils build upon and extend learning. Programmes delivered by teachers and Support staff.	A focused timetable of interventions has been in place for season 1 and season 3 to support phonics, reading and mathematics to those children identified as needing additional support. Class provision meetings track pupils' progress to ensure the interventions are having impact and whole school progress is monitored through school reviews. These interventions have reduced the impact that Covid has had for those pupils although additional support will still be required throughout the next academic year to reduce the impact of lockdowns. Our HLTA and cover supervisor programmes have supported staff in ensuring QFT for all at all times.	£14,000
Teaching and learning strategies are effective in ensuring that learning is embedded. Teachers are confident in trying new approaches to ensure learning time in class is not wasted and that pupils have plentiful opportunity to work independent of adults Planning matches expected learning.	Our newly appointed (September 2020) KS2 leader of learning has had significant impact on both teaching and learning and curriculum development. Whole staff CPD sessions and more focused group or individual programmes have ensured that all teachers have been able to access the support required to understand the learning process more fully, enabled them to understand the need for learning to link to previous learning, and to provide essential understanding of the intent, implementation and impact process. This is now clearly seen in the planning process and has significant impact of learning across the foundation subjects in the curriculum with the development of knowledge organisers for each topic.	£3,000
Vocabulary development through the teaching and learning strategy. Good use of high quality texts to expose pupils to enriched vocabulary opportunities to explore.	Vocabulary development has been a focus throughout the year and texts have been audited to ensure that they provide the vocabulary development required for all pupils to access. Vocabulary enrichment can be clearly identified throughout the school with displays being vocabulary enriched and key stages having word of the week. Our KS2 leader of learning has been instrumental in the training on vocabulary enrichment and this can be seen on planning and an improved emphasis on vocabulary acquisition for the pupils. Covid restrictions have reduced our ability to monitor the impact as closely as we would have liked however this will continue to be a focus over the next academic year.	£3,000



End of Year Review	ii Targeted Support	
Action	Impact Evaluation	Cost
<p>In school small group work which identifies gaps in learning and provides opportunities to develop understanding of concepts.</p> <p>Newly arrived children need to be swiftly assessed and support given as required promptly.</p>	<p>In line with our teaching and learning strategy, focused and flexible group teaching ensures children are being taught in line with their needs, enabling children to make the best possible progress. Year 6 were supported at the beginning of the year by a third teacher, which ensured a smooth transition back into school following the Lockdown in 2020. The groups were not fixed and so they were given the opportunity to access different groups for mathematics and English according to their abilities ensuring teaching was focused and purposeful for all children and enabling them to settle swiftly back into the routines of school. The classroom support team across the school, including an HLTA in the Lower School and Cover Supervisor in the Upper School, are able to deliver additional support to ensure that teaching time is maximised for pupils' learning.</p> <p>New arrivals are given buddies to support their transition into St Martin's, whilst staff swiftly carry out baseline assessments to ensure a clear understanding of the children's attainment. Open communication with parents is established and external support sought from specialist agencies if required.</p> <p>Although through our teaching and learning strategy teaching is designed to be delivered in a way to ensure pupils' time is maximised, the use of 1-1 or small group sessions are delivered to pupils where gaps, specific misconceptions or additional support is required. This is provided either by the teacher or a skilled member of the support team. The process for those children requiring EHC Plans, or those already waiting for placements, has been significantly delayed, impacted by Covid-19.</p>	<p>£13,000</p>
<p>Access to specialist services to identify specific barriers – ed. psych, S&L, Cognition etc. Develop some social groups to overcome barriers, particularly SEMH.</p>	<p>The SEMH champion supports pupils through a range of different approaches, including friendship and social groups, anger management, out of class 'calm down' provision all of which provide pupils with an opportunity to safely access learning. The champion has also provided training for other TAs in how they can utilise strategies in their own classes.</p> <p>The Trust originally considered employing a play or educational therapist although this has not been pursued as it felt more beneficial to train a member of staff to become a fully accredited Thrive Practitioner. Thrive is known to have a positive impact (most locally proven in other WDAT schools) and will greatly benefit our children, particularly those who have suffered for a variety of reasons during the pandemic. This training will commence in term 6.</p>	<p>£7,000</p>



End of Year Review	iii Other Approaches	
Action	Impact Evaluation	Cost
Parental survey of electronic devices. Access new devices from DFE scheme Explore businesses/families that may be able to donate obsolete devices. Purchase new machines for class use and utilise older machines to loan to families	Parental survey was completed and all pupils identified were able to access remote learning. Provision of devices were accessed from the DFE scheme and upgrading old devices from our existing equipment. This was hugely successful and was supported extensively by our pastoral support team.	£10,610
Raise awareness of the importance of attendance and the impact of absence from school, particularly following the absence due to the COVID-19 pandemic. FLO to engage with PP families on importance of attendance, including home visits, first day calling and engagement of Early Help as required.	Attendance has been difficult to manage throughout the year with many children having to be off due to COVID related symptoms. Although school is now fully open, some parents are still fearful of the virus and have shown reluctance to return, reflected in our persistent absence rate of 9% (as at 08.06.21), which is higher than usual (4% in 2018-2019). The pastoral team are working with these families to secure their understanding of our risk assessments and manage their children's attendance. Generally, however, attendance across the school is good, at 96.3% since September. Requests for term-time holidays have naturally reduced significantly, although there has been a slight increase in unauthorised leave since the return in term 6.	£6,000
Provide milk across the school to pupils.	All children are offered fruit and milk. Those children entitled to PPG have this provided with no cost to the parents/carers.	£1,500
Cost of Plan		£18,110