

St Martin's School

Pupil Premium Strategy Statement

1. Summary Information					
School	St Martin's School, Dover				
Academic Year	2020-2021	Total PP Budget	£58,110	Date of Most Recent PP Review	Sept 2020
Total Number of Pupils	220	Number of Pupils eligible for PP	41	Date for Next Internal review of this strategy	Sept 2021

2. 2018 – 2019 Attainment (no data available for 2019-2020, due to COVID 19 pandemic)			
Yr 6	<i>All Pupils</i>	<i>Pupils eligible for PP</i>	<i>National (all pupils)</i>
% achieving in reading, writing and maths (expected+)	50%	29% (2/7 children)	65%
% achieving expected (+) in Reading	63%	57% (4/7 children)	73%
% achieving expected (+) in Writing	90%	86% (6/7 children)	78%
% achieving expected (+) in Maths	60%	29% (2/7 children)	79%
Yr 2			
% achieving expected (+) in reading	70%	50% (3/6 children)	75%
% achieving expected (+) in writing	73%	50% (3/6 children)	70%
% achieving expected (+) in Maths	73%	50% (3/6 children)	76%
EYFS			
GLD	77%	67% (2/3 children)	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A	Following COVID lockdown ensuring the provision of high quality, structured, targeted interventions are in place.
B	Ensuring the taught curriculum is relevant and engaging, with strong cross curricular links to engage learning.
C	Pedagogical understanding of strategies to ensure all learning is thoroughly embedded in pupil understanding.
D	Pupils anxiety and well-being levels low following the impact of lockdown due to Covid 19.
E	Child SEMH issues and lack of resilience; sometimes resulting in poor engagement and attitudes to learning.

4. External barriers

F	Many children begin St Martin's with below age-related expectations in speech and language skills.
G	Parents taking children on term-time holidays
H	Children are developing resilience to "try again", the focus on striving for success needs to be embedded

5. Desired Outcomes

A.	Management of interventions enable pupils to access the lost learning due to COVID lockdown. Pupils make the required progress to reach at least their previous expected levels.
B	Learning tasks and activities are explicitly linked to the skills, knowledge and understanding required for pupils to make the progress enabling them to build upon and prepare for the next steps of learning. Tasks are exciting and meaningful.
C.	Improved pedagogy enables pupils to become confident, independent learners who are engaged and excited to learn. Teachers are able to use a range of strategies to ensure concepts are thoroughly learned. Teachers to be able to use explicit instruction using flexible grouping.
D	Pupils have a range of outlets to discuss, share and explore feelings of anxiety due to impact of Covid 19 and the lockdown.
E	Early intervention for pupils who have child SEMH issues achieved through high quality SEMH training for all Teaching assistants enabling them to support pupils. This includes being able to use the required language and tones to support pupils in ways that provide them with strategies to overcome their own barriers.
F	For all staff to be use the Vocabulary section of the Teaching and Learning Strategy training to ensure that every classroom has a language enriched environment and an emphasis on both the spoken and written word. Encouraging children to use ambitious and appropriate word choice across the curriculum. Improved language acquisition resulting in improved speaking and listening skills and writing.
G	Term-time holidays are reduced
H	Vision and Values are embedded within school and in our community supporting children's desire to be successful.

Planned Expenditure						
Academic Year		2020-2021				
i Quality teaching for all						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Pupils make the required progress to reach at least their previous expected outcomes for the end of the current year.	Range of focussed 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.	All children have experienced lockdown and review of previous learning to establish next steps to be undertaken. Pupils to make good progress towards 'lost' learning opportunities extending to new learning.	In-school tutoring programme for pupils after school led by teachers. In class support provided by support staff – leading interventions and supporting QFT.	TLRs	£14,000	Assessments Milestones Monitoring/ moderation
Pupils' learning is thoroughly embedded at each stage, with new learning building upon prior knowledge sequentially. Teachers are accountable and check learning effectively	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.	Evidence that pupils do not retain concepts taught and that work completed in books is not learned as it is not committed to long-term memory.	WDAT Leader of Learning ensures teaching and learning strategies used by teachers allow learning to be embedded. Teachers' professional development is supported. Regular checking of learning identifies gaps and areas where improvement is required. Support packages ensure there is consistent good quality of education.	WDAT Leader of learning	£3,000	Assessment data Pupil's work Pupil voice LGB monitoring
Improved language skills for all pupils, improving outcomes. Learning opportunities more accessible particularly for those with low starting points and pupils with particular needs.	Vocabulary development through the teaching and learning strategy. Good use of high quality texts to expose pupils to enriched vocabulary opportunities to explore.	Many pupils arrive in school with below age related expectations in speech and language skills. The development of a broad vocabulary will support their academic progress across all subjects.	Language enriched environments that explore use and play with words and their meanings across the curriculum. High quality, structured, targeted intervention programmes which support whole class teaching delivered by well-trained practitioners. Whole school initiatives to support age appropriate language development. Ongoing professional development workshops to support resourcing and implementation of the programme	TLRs LM	£3,000	Visible language rich environment (Class and wider areas) displays, corridors, dining room, playground Monitoring schedule – pupil voice, book monitoring LGB monitoring visits
Cost of Plan					£20,000	

ii Targeted Support						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
All disadvantaged pupils make good progress (overcoming any loss of learning due to the COVID 19 pandemic), leading them to achieve in line with non-disadvantaged pupils nationally, including those that are achieving above age-related expectations.	In school small group work which identifies gaps in learning and provides opportunities to develop understanding of concepts. Newly arrived children need to be swiftly assessed and support given as required promptly.	Assessments identify pupils that have lost learning over lockdown and have not retained previous learning – This needs intervention to bring pupils back to at least their own expected levels. National and in-school data, our expectation is that all children will make at least expected progress.	Identified personnel to lead sessions ensuring all disadvantaged pupils make at least expected progress regardless of starting points. COVID catch up programme implemented – regular review to ensure good progress throughout the year.	SLT / Y6 team	£13,000	PPMs, termly data. Interim reviews. Monitoring
Identification of barriers (including SEMH) to support learners to make at least expected progress	Access to specialist services to identify specific barriers – ed. psych, S&L, Cognition etc. Develop some social groups to overcome barriers	Specific learning difficulties hinders expected progress. Emotionally unsettled behaviour and mental health (some due to lockdown) issues prevent some pupils to fully access the curriculum.	Programmes developed for individuals enabling good learning. Lego Therapy Social skills groups Speech and language provision TAs to be trained by SEMH lead to understand strategies to support SEMH pupils.	AHT/SENCo	£7,000	Focus at PPMs. Action plans evaluated to ensure good provision
Cost of Plan					£20,000	

iii Other Approaches						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Continued learning in case of local/national lockdown Provision of electronic devices	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.	Parent survey to demonstrate which pupils would not be able to access on-line learning. Provide where possible devices PP pupils have devices to use for home learning.	ICT tech to support programme – laptop ready maintenance. Access National Oak Academy programmes Access on-line digital services for pupils.	HOS/ICT Tech	£10,610	Pupils having access to devices if lockdown occurs.
Reduction in number of term time holidays taken (reduce from 0.68% 2018-2019)	Raise awareness of the importance of attendance and the impact of absence from school, particularly following the absence due to the COVID-19 pandemic.	0.68% absence 2018-2019 linked to term-time holidays	Notices on newsletters, regular parent info shared. Attendance letters sent home seasonally. FPNs requested.	AO/FLO	£3000	Review number of children absent due to term time holidays. July 2021
Number of Persistent Absentees reduced, with a particular focus on PP.	FLO to engage with PP families on importance of attendance. Home visits. First day calling. Engagement of Early Help as required.	4/8 Persistent Absentees in 18-19 were PP	FLO to contact parents directly. Evaluate impact of absence on progress and missed opportunities.	FLO	£3000	Review and compare absence and progress data.
Provision of Milk/Fruit	Provide milk/fruit across the school to pupil premium pupils	School Food Standards	Daily shop where children can access their fruit and milk.	FLO	Milk £1000 Fruit £500	July 2021
Cost of Plan					£18,110	