

St Mary Abbots Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary Abbots School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	11.8% (21 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	31 st December 2021
Date on which it will be reviewed	31 st December 2022
Statement authorised by	J Primrose, Headteacher
Pupil premium lead	S Adkins, Assistant Headteacher/SENCO
Governor / Trustee lead	M Sadovska, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,210
Recovery premium funding allocation this academic year	£2043
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,253

Part A: Pupil premium strategy plan

Statement of intent

At St Mary Abbots, we use our Pupil Premium funding to provide identified children with additional support in class during core learning time. This is the focus of this funding. We also use this funding to provide additional support where possible e.g. for additional reading or phonics intervention.

Our aim is to ensure that our disadvantaged children make expected+ progress in core curriculum areas such as reading, writing and Maths. By providing these identified children with this support in core lessons, they are more likely to make the progress needed to close the gap to the expected standard, where applicable.

Having this additional adult capacity in class, allows our teaching staff (not just our support staff) to focus on these identified children. This additional adult capacity has also helped to provide consistency to the children amidst significant Covid related staffing disruption (challenge 4).

As well as in-class support, additional reading and a phonics intervention using our Pupil Premium funding, we use our Recovery Premium funding to provide tutoring to identified children in KS2. This tutoring is delivered by our own KS2 teachers (outside of the school day) for greater impact.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance (in part linked to Covid)/punctuality (this is addressed case by case)
2	Completion of isolation learning/homework (support is provided case by case)
3	Other factors e.g. additional needs/EAL (links to wider provision)
4	Covid related staffing disruption

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children make expected+ progress across the year	<i>Children make 3+ steps of progress across the year in pupil progress data</i> <i>Children's books demonstrate this progress</i>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time TA support in Reception £5000	We follow the EEF's recommendations for Making Best Use of Teaching Assistants (particularly recommendations 2 and 5). This additional adult capacity in class allows our teaching staff (not just our support staff) to support identified children.	The primary challenges we face are extraneous. By providing this additional support in and where possible, beyond lessons, the children are supported to make greater progress.
Full time TA support in Year 1 £5000		
Full time TA support in Year 2 £5000		
Part time TA support in Year 3 – core learning; additional support e.g. reading & phonics £3210		
Part time TA support in Year 4 – core learning; additional support e.g. reading & phonics £5000		
Part time TA support in Year 5 – core learning; additional support e.g. reading £5000		
Additional resources £500	This is a practical consideration to support learning.	
Funding available for instrumental lessons, school trips, Breakfast & After School Clubs, other enrichment £1500	We know from experience that this supports inclusion and well-being.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children receive x15 hours tutoring (1 hour per week with a member of the KS2 teaching staff)	Evidence published by the Department for Education as part of the National Tutoring Programme. Pupil progress data and outcomes in tutoring folders demonstrate progress.	2,4 (catch-up support following lost learning during the pandemic)

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500 (see Pupil Premium table above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
(See Pupil Premium table above) Funding available for instrumental lessons, school trips, Breakfast & After School Clubs, other enrichment £1500	We know from experience that this supports inclusion and well-being.	1,2

Total budgeted cost: £32,253

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In the academic year 2020/21, schools were closed for most of the Spring term, due to the Covid 19 pandemic. This was in addition to Covid related disruption caused to individual and bubbles of children in the Autumn and Summer terms. Most statutory assessments were cancelled. Therefore it is not possible to accurately measure the impact of Pupil Premium funding last year. However, despite this disruption, on average 67% of our Pupil Premium children made 3+ steps of progress across the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

None