

St Stephen and All Martyrs' Primary School
Pupil Premium Grant Impact Report
Academic Year 2020 -2021



Evaluating the pupil premium's impact in the 2019 to 2020 academic year has been difficult due to Covid 19 and as a result of reduced numbers of pupils having attended between March and July 2020. We have therefore monitored and reported on the grant's impact at the end of July 2021.

The pupil premium grant is additional funding allocated to schools by the Government to accelerate the progress and subsequently the attainment (age related expectations) of learners eligible for the grant (those entitled to Free School Meals at any point in the last six years).

Currently there is a significant national attainment gap between pupil premium learners and their peers. Schools are required to allocate funding according to the specific needs of their learners to narrow or close the attainment gap as much as possible. Schools must publish details of pupil premium funding expenditure and detail the impact this has had on the attainment and progress of learners who attract the funding.

The tables below detail the funding received for the academic year 2020-21

Total number on roll	201
Total number of eligible PPG	45 children
Total amount of PPG funding received	£60,835
Amount of PPG received per learner	£1352.00

Main Barriers to Educational Achievement

- Socio-economic factors e.g. family income, unemployed parents & health related issues.
- Low or extremely low levels of attainment on entry to the EYFS particularly in terms of speech & language development.
- Potentially poor levels of attendance & punctuality.
- Many of our socially disadvantaged learners are also at the Early Stages of Language Acquisition having recently arrived new to the country often having experienced trauma & distress prior to arriving at the school.
- Low levels of parental support for 'home learning' due to socio-economic factors or language barriers.
- Lack of technological devices needed to access electronic 'home learning' personalised support programmes or additional resources that support reading & writing development.

Principles

Planning the allocation of PPG funding is based on the following principles:

Ensuring teaching & learning opportunities, planned support & interventions meet the needs of all socially deprived learners to accelerate progress & subsequently raise their attainment to be in line with their Non-PP peers in school & nationally

Improved levels of staff awareness of current 'gaps' in attainment & progress both 'in school' & when compared to Non-PP learners nationally

In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged & vice versa in some cases, therefore we reserve the right to allocate the PPG funding to support any learner or group of learners that the school has legitimately identified as being socially disadvantaged.

PPG funding & the corresponding appropriate level of support will be allocated following a 'needs analysis' which will highlight the precise support necessary for each socially disadvantaged learner. Consequently the type of support provided will vary dependent on the individual needs of each learner & their family.

Measuring impact

The tables above detail how the PPG was allocated to address the identified barriers to achievement for our disadvantaged learners & the reasons for each approach. However, the impact of each project or area of spend is regularly measured through our half termly progress reviews & attendance & punctuality analysis (PP vs Non-PP). The outcomes of both, by year group, are then reported to Governors on a termly basis.

Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

EYFS attainment

	GLD	Literacy	Maths	Communication
Disadvantaged pupils	100%	R-100% W-100%	100%	100%
Other pupils	72%	R- 79% W-76%	83%	80%
Gap	+28	R+21 W+24	+17	+20

Key Stage 1 Attainment 2018-19 – Expected

	Reading		Writing		Maths	
	2018 2	2019 6	2018 2	2019 6	2018 2	2019 6
Disadvantaged	61%	83%	50%	83%	50%	67%
Other	77%	76%	70%	65%	75%	74%
Gap	-16	+7	-20	+18	-25%	-7
Other NATIONAL	75%	78%	74%	73%	80%	79%
Gap NATIONAL	-16	-16	-19	-18	-17	-17

Key Stage 2 Attainment 2018-19 – Expected

	Reading		Writing		Maths	
	2018 10	2019 6	2018 10	2019 6	2018 10	2019 6
Disadvantaged	70%	50%	40%	67%	60%	83%
Other	75%	79%	70%	79%	60%	63%
Gap	-5	-29	-30	-12	0	+20
Other NATIONAL	80%	78%	83%	83%	81%	84%
Gap NATIONAL	-16	-16	-16	-15	-17	-17

Key Stage 2 Attainment 2018-19 – Higher standards

	Reading		Writing		Maths	
	2018 10	2019 6	2018 10	2019 6	2018 10	2019 6
Disadvantaged	20%	17%	0%	17%	10%	17%
Other	30%	25%	15%	21%	25%	25%
Gap	-10	-8%	-15	+4	-15	-8
Other NATIONAL	33%	31%	24%	24%	28%	31%
Gap NATIONAL	-15	-14	-13	-15	-14	-15

Key Stage 2 Progress 2018-19 – Expected

	Reading		Writing		Maths	
	2018 10	2019 6	2018 10	2019 6	2018 10	2019 6
Disadvantaged	0.7	0.5	-5.5	1.4	-0.1	3.3
Other	-0.2	2.0	-2.4	1.2	-2.2	-0.3
Gap	+0.9	-1.5	-3.1	+0.2	+2.1	+3.0
Other NATIONAL	0.3	0.3	0.2	0.3	0.3	0.4
Gap NATIONAL	-0.9	-0.9	-0.6	-0.8	-0.9	-1.1

Key Stage 2 Attainment 2018-19 – Reading, Writing and Maths Combined

	Expected		Higher standard	
	2018 10	2019 6	2018 10	2019 6
Disadvantaged	40%	33%	0%	17%
Other	55%	58%	10%	17%
Gap	-15	-25	-10	0
Other NATIONAL	70%	71%	12%	13%
Gap NATIONAL	-19	-20	-8	-8

Summary

In order to improve progress & attainment in Reading, Writing and Maths, we have put the following strategies in place:

As a result of focussed Pupil Progress Meetings - Timetabled interventions have been made for each year group which target children who are not making expected progress. These are delivered by our teachers and HLTAs/TAs.

A highly qualified teacher has been employed in UKS2 to deliver Maths and English, providing smaller class sizes and hence more personalized learning.

Investment in technological devices & subscriptions to personalised learning programmes to support Maths and Literacy development (Reading Eggs, Timetable Rockstars, LBQ)

FABBS provision has been utilised to support some of our families, who have typically been poor attenders. These pupils have also been offered support in the evenings to support them with home learning and reading.

Key priorities for 2021-2022

- At end of year 1, maintain and continue to reduce the gap between disadvantaged and others nationally in phonics.
- At end of KS1, continue to reduce the gap between disadvantaged pupils and others in reading.
- To provide targeted intervention matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.
- To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.

Pupil Premium Children currently make up 26% of our school community and a projected figure of £62,180 is expected in 2021-2022.