

Pupil premium strategy statement – Autumn 2020

School overview

Metric	Data
School name	St Lawrence CE Primary School
Pupils in school	195
Proportion of disadvantaged pupils	9.2% (18/195)
Pupil premium allocation this academic year	£22,140
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	John Brine
Pupil premium lead	Emma Shepherd
Governor lead	Jo Joiner.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No formal measure are available.
Writing	No formal measure are available.
Maths	No formal measure are available.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No formal measure are available.
Achieving high standard at KS2	No formal measure are available.
Measure	Activity
Priority 1	Teacher intervention groups for some classes.
Priority 2	Pastoral Support in place for family support.
Barriers to learning these priorities address	Ensure that there is close partnership with class teachers to ensure that the smaller groups dovetail with whole class provision in a tailored manner that inspires confidence. To ensure that the impact of issues is minimised for when they arise.
Projected spending	£28678

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve national average or better in KS2 Reading.	July21.
Progress in Writing	To achieve national average or better in KS2 Writing.	July21.
Progress in Mathematics	To achieve national average or better in KS2 Maths.	July21.
Phonics	To achieve national average or better in the national Phonics Screening.	July21.
Other	Further improve access to online learning for homework and home learning.	July21.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Teacher intervention in place for Yr4 to 6 Maths and English.
Priority 2	Teaching assistant intervention for English and Phonics.
Barriers to learning these priorities address	To make up for lost learning during lock down.
Projected spending	£38178 (GM hours for x 5 mornings. ES 3 mornings, AC 2 mornings)

Wider strategies for current academic year

Measure	Activity
Priority 1	Enabling access to online learning for homework and home learning for the current year.
Priority 2	Engagement of hard to reach families who are not engaging or are struggling with learning based at home.
Barriers to learning these priorities address	Lack of online connectivity. Need more personalised support to engage with home learning and communication.
Projected spending	£ 97

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To use adapted curriculums and further fine tune with pinpointed differentiation based on ongoing assessment of individuals and groups.	Monitoring of provision and tracking of individuals.
Targeted support	To ensure that work set meshes well with whole class provision to both reinforce and (for catch up) to pre teach.	Monitoring of provision and tracking of assessment data of individuals.
Wider strategies	To ensure that support based on research of and feedback from families.	Google forms and face to face evidence to be tabulated and annotated as it leads to actions. Engagement and Progress is tracked

Review: last year's aims and outcomes

Aim	Outcome
Teacher intervention groups for some classes to narrow attainment gaps.	Was in place and well received before lockdown with the provision including disadvantaged children. No formal outcomes.
Pastoral Support in place for family support. To ensure that the impact of issues is minimised for when they arise.	Strong provision in place that continued throughout lockdown with regular telephone and email contact where in school provision couldn't be provided. The support that was in place before lockdown was continued and though it didn't mitigate the impact of lockdown – clear circumstantial evidence means the effects were minimised.
Ensure that there is close partnership with class teachers to ensure that the smaller groups dovetail with whole class provision in a tailored manner that inspires confidence.	Evidenced widely by the SLT and observed in operation by Ofsted in Jan 20.