



Pupil premium strategy statement 2020-23

The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of Free School Meals (or for any child attending who had ever been in receipt of Free School Meals in the past 6 years), Looked After Pupils and Service Pupils on the date of the School Census.

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that pupils achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the pupils academic progress against other pupil groupings in school and national data.

We target many interventions following data analysis on the basis of achievement and prior attainment within the context of Pupil Premium. We monitor disadvantaged pupils rigorously and separately so that we can be sure that these pupils make at least expected and normally above expected progress in order to ensure that any historical under-achievement is rectified.

The funding is not necessarily spent on one particular item or child, but is used as part of our budget and used to support a number of areas in school. This strategy document gives an outline of the main areas in which monies will be spent.

We monitor our 3 year strategy annually and publish updated versions of it on the school website



School overview

Metric	Data
School name	Ottery St Mary Primary School
Pupils in school	422
Proportion of disadvantaged pupils	13.5%
Pupil premium allocation this academic year	£85000
Academic year or years covered by statement	2020-2023
Publish date	01 December 2020
Review date	01 December 2021
Statement authorised by	Mark Gilronan
Pupil premium lead	Frankie Finlay / Dan Western
Governor lead	

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	+2.93
Writing	+1.73
Maths	-4.76

Disadvantaged pupil performance overview for last academic year (2018-19)

Measure by end of KS2 (Cohort size: 5)	Score
Meeting expected standard at KS2 in reading	60%
Achieving high standard at KS2 in reading	0%
Meeting expected standard at KS2 in writing	40%
Achieving high standard at KS2 in writing	0%
Meeting expected standard at KS2 in maths	40%
Achieving high standard at KS2 in maths	20%
Meeting expected standard at KS2 in RWM	20%
Achieving high standard at KS2 in RWM	0%

Disadvantaged pupil attendance comparisons (2018-19)

Measure	Score
Disadvantaged pupils	95.19%
All pupils	96.94%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve attainment and progress in core curriculum subjects
Priority 2	Targeted support and monitoring including training to upskill teaching assistants
Priority 3	Continued pastoral support for disadvantaged children and families
Priority 4	Focused SEND identification and support
Priority 5	Development of self-awareness and resilience to support disadvantaged pupils and enhance their achievement
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£20,000

Teaching priorities for current academic period

Aim	Target	Target date
Progress in Reading	Maintain progress of disadvantaged pupils above national progress measures	Sept 2022
Progress in Writing	Maintain progress of disadvantaged pupils above national progress measures	Sept 2022
Progress in Mathematics	Improve maths progress scores to be at national average (0)	Sept 2022
Phonics	Improve disadvantaged outcomes to be in line with national outcomes	Sept 2022
Other	Embed use of maths based interventions and assessments/screening tools	Sept 2022

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 period

Measure	Activity
Priority 1	Provide quality first teaching which targets disadvantaged pupils within the classroom.
Priority 2	Upskilling of Teaching Assistants to enhance targeted support for all pupils including disadvantaged pupils
Barriers to learning these priorities address	Accessing and delivering quality CPD remotely and in person
Projected spending	£16,000

Wider strategies for current academic period

Measure	Activity
Priority 1	Dedicated outdoor learning provision including Forest School and Garden Classroom
Priority 2	Extension of Emotional Logic across the whole school to support self-awareness and resilience
Priority 3	Pastoral support to target disadvantaged pupils and families
Barriers to learning these priorities address	Effective implementation of metacognition and self-regulation strategies
Projected spending	£49,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring appropriately targeted CPD for staff	Use of INSET days, Team Teaching approaches and SLT to ensure effective CPD and monitoring of impact.
Targeted support	Ensuring consistency in the quality of targeted interventions across the school	Use of EEF research findings and regular monitoring of outcome data to refine approaches
Wider strategies	Regular access to Forest School provision	Support from SLT

Review: last year's aims and outcomes

Aim	Outcome
Progress in maths	No outcome data available in core subjects due to the impact of Covid-19 and national lockdown
Training to upskill Teaching Assistants	4 x HLTAs now on staff and further TAs focused on specific interventions. On track towards aim with monitoring of impact necessary
Continued pastoral support	New Pastoral Support Coordinator in place. On track towards aim
Focused SEND identification and support	SENCO training staff and sourcing tracking systems (Provision Map). On track towards aim
Development of self-awareness and resilience	Whole school focus on PSHE, ReflectED and Emotional Logic following Covid-19 outbreak and national lockdown. On track towards aim