

Haig Avenue, Leyland PR25 2QA 01772 422431

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At St Mary's we live and learn, sharing God's love

Pupil Premium Action Plan March 2023

OVERALL TARGETS

To narrow the attainment gap for vulnerable children
To improve the overall attendance for all pupils

CURRENT SITUATION									
Current number of children in school eligible for FSM and Ever6 funding (free school meals + children who have been eligible for free school meals at any point in the last 6 years)	Year group	Number in year group	Number of PPG chn	% of year group					
	Nursery	28	6	21%					
	Reception	26	6	23%					
	1	32	2	6%					
	2	31	9	29%					
	3	40	19	48%					
	4	35	11	31%					



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Pupil Premium Grant allocation for financial year 2022-23	TOTALS	268 £137	,610	30%
	TOTALC			
	6	39	15	38%
	5	37	14	38%

	IDENTIFIED BARRIERS TO LEARNING AT ST. MARY'S								
BARRIER	CURRENT PROVISION	SUCCESS CRITERIA	IMPACT						
Attendance Holidays taken during term time	 first day response regular monitoring of attendance for individuals and for pupil groups letters sent to advise parents of current attendance system in place to support and encourage improvements in attendance rates Family support worker makes contact with parents to offer support to improve attendance Initial letter from head teacher re impact of holidays during term time If holidays are still taken, Penalty notices are issued 	 Overall attendance is above 96% Vulnerable children's attendance is in line with non vulnerable PAs supported to improve attendance by FSW Regular communication with parents is in place to support attendance 							



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Behaviour choices	 Learning mentor plays a pivotal role in monitoring, responding to and supporting children with behaviour issues Robust Behaviour policy in place which is consistently applied across all year groups Positive behaviours celebrated Classdojos used across school to celebrate good choices Weekly celebration assembly (certificates awarded) Staged Behaviour Management Steps Traffic light system in place in each class Personalised behaviour plans when necessary IBPs regularly monitored and evaluated Good relationships established between parents and learning mentor Behaviour charts and 'To help' charts when needed Restorative justice facilitated Family Support worker involvement with parents (as and when requested) Liaison with outside agencies – school nursing team, Children's Social Care, CAMHs, PCSO, Educational Psychologist, SEND team, counselling service, Child Action North West 	Pupil access team are involved when attendance does not improve School continues to promote excellent behaviour Behaviour is managed consistently by all staff (teaching and non teaching) Training provided to staff when necessary to ensure school's behaviour policy is consistently applied No permanent exclusions Outside agencies are involved as necessary to support with behaviour management
Low expectations/ aspirations	 School to hold a 'careers' event to showcase potential future opportunities Self esteem groups Friendship groups My Happy Mind awards Ethos of 'being the best we can be' 	 Children's own aspirations are raised Attendance increases Children are more confident to try new challenges and their



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		perseverance
		increases
Parent's own experience of school	 Open door policy School develops online presence Termly open afternoons to encourage parents to come into school Termly PTA events Office staff support parents with admin tasks ie FSM applications 	 Excellent relationships established between Family Support worker/Learning mentor and families Survey of parents evidences they value the relationships they have with staff
Family issues ie debt, dependency, domestic abuse	 Family support worker contact/input TAC/CiN/CP meetings Excellent relationships established between school and outside agencies ie Women's refuge, Addaction, local police, local church, archdiocesan funds etc Financial support accessed 	 Parents feel confident that they can approach school staff when support is needed Parents feel they have been supported appropriately Children receive the support as recommended by external agencies Relationships with outside agencies are maintained, working to provide the best outcomes for ALL children



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Actions to be taken to address and reduce identified barriers	Key personnel	Others Involved	Funding/ cost £	Intended impact	Evaluation of Impact	Governor Monitoring & Impact
To continue to develop positive relationships with parents, supporting with any identified needs, including financial support, counselling etc To access the food bank for identified families To provide uniform and other essential items as necessary To provide hampers at Christmas for identified families	JB, AD, LOM, NS,	All staff	Includes the employment of - full time Family Support worker (JB) - 0.6 Learning Mentor (AD) - full time support for vulnerable child with EHCP - 0.8 support for 1 child with EHCP and 1 child with EHCP pending - 2.5 hours per week lunchtime support for	Parents are more confident/willing to approach key staff to discuss issues and request support All parental requests for support are responded to in a timely and appropriate way		
To provide nurture and support for children with personal and social issues	LM	All staff	vulnerable child	Identified children are more confident and able to express themselves		
To provide breakfast club for identified children (as required)	LM			Children access the breakfast club which ensures they are in school on time and they have a calm start to the day		
To cover the cost of milk for identified FSM6 children	Office			Identified children have access to milk daily		
To cover the cost of school meals for identified children	Office	SUB TOTAL	£94,304	Children have access to a hot meal at lunchtimes		
		COBTOTAL	234,304			



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To monitor the outsings out on t	LOM NO		T	All condensation in a contract to	
To monitor the attainment and	LOM, NS,		Teacher x 5 hours per	All underachieving vulnerable	
progress of Vulnerable children	departme		week	children are receiving targeted	
and ensure intervention/ support is	nt leads			intervention.	
in place to narrow the gap			Level 2B teaching		
			assistants across school	Attainment gap is narrowed	
To ensure teaching assistant			x 40 hours per week		
support and targeted intervention					
are in place for underachieving					
Vulnerable children					
To have teaching assistants who					
provide full time intervention (not					
class based)					
To provide teacher hours as					
additional intervention for					
Vulnerable children in preparation					
for statutory tests					
Tor statutory tests					
To purchase quality recourses to					
To purchase quality resources to					
support the learning in these					
groups					
To continue to purchase the My					
Happy Mind resources and					
1Decision resources to support our					
children's mental health and					
wellbeing.					
		SUB TOTAL	£24,601		



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To monitor attendance and punctuality of Vulnerable children and provide support as necessary To have regular attendance meetings to monitor all attendance To advise parents as soon as attendance falls below acceptable rate To continue to monitor and escalate support as needed	JB, JB	LW, LOM	Office staff x 1 hour per day Bursar x 10 hours supporting in attendance meetings Paper, copying and envelopes	Attendance of vulnerable children improves and is in line with school target of 96%	
		SUB TOTAL	£3000		
To provide financial support for vulnerable children to cover the cost of trips/visits/visitors	JB, LOM	Office staff		Vulnerable children are able to participate in all events/trips	
		SUB TOTAL	£5000		
To support vulnerable families with whatever they need including – Food parcels Christmas gifts Uniform Shoes/pumps Coats Medical items Transport in emergencies Travel costs				All vulnerable children and their families have what they need to manage.	



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Out of school club School dinners Etc				
	SUB TOTAL	£3000		
	CURRENT COMMIT- MENT	£129,905		
	2022/23 FSM6 ALLOCATION	£137,610		
	CURRENT CONTIN- GENCY	£7,705		

(WHILST EVERY EFFORT HAS BEEN TAKEN TO ENSURE THESE FIGURES ARE ACCURATE, THE PPG ALLOCATION FOLLOWS THE FINANCIAL CALENDAR WHILST THE PROVISION FOLLOWS THE ACADEMIC YEAR.)