

Pupil premium strategy / self-evaluation (primary)

1. Summary information NB This is a new 3 year reporting format which will be used until July 2022					
School	St Mary & St Joseph's Catholic Primary , Wool				
Academic Year	2018-19	Total PP budget	£28,360	Date of most recent PP Review	May'19
Total number of pupils	176	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Jan'20

2.		3. Current attainment		
		<i>Pupils eligible for PP whole school</i>	<i>KS2</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing		70%	100%	65%
% making expected progress in reading (as measured in		90%	50%	73%
% making expected progress in writing (as measured in the		70%	75%	78%
% making expected progress in mathematics (as measured		85%	100%	79%
4.		5. Barriers to future attainment (for pupils eligible for PP)		
		Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.		Pupil premium children do not tend to exceed expected progress. 90% have not exceeded the exp. progress in writing due to limited language skills		
B.		95% do not make more than expected progress in Maths reasoning contexts.		
C.		Ks1 & lower KS2 children have lower resilience skills.		
		Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.		Attendance 93.5% (below national 96%)		
6. Intended outcomes <i>(specific outcomes and how they will be</i>			Success criteria	

A.	More Pupil premium children will make more than expected progress in writing.	○	<ul style="list-style-type: none"> ○ 30% of children in Yr1-Y6 in receipt of PP funding will achieve greater depth in writing ○ Children will be able to talk about their progress and next steps ○ Progress will be evident from looking at their books ○ Attainment for AMA children will be in line with national data ○ AMA PP chn will make expected progress or in writing. ○ AMA PP chn will take part in GD writers' intervention.
B.	More Pupil premium children will make more than expected progress in Maths.	○	<ul style="list-style-type: none"> ○ 30% of children in Yr1-Y6 in receipt of PP funding will make greater depth progress in Maths ○ Children will be able to talk about their progress and next steps ○ Progress will be evident from looking at their books ○ Attainment for AMA children will be in line with national data ○ AMA PP chn will make expected progress or in maths ○ AMA PP chn will take part in an active Maths intervention.

C.	Children equipped with better social skills and have higher self-esteem.		Involvement of play therapist for targeted children. Involvement in enrichment clubs, ELSA programmes and FS sessions will enable children to build their resilience and feel more secure and confident, resulting in increased social and emotional wellbeing. This will provide a firm foundation for them to be ready to learn and provide them with opportunities to experience new activities. Open communication with parents enables all to be clear about goals and expectations.
D.	Attendance of Pupil premium children will be at least in line with the national average.	○	<ul style="list-style-type: none"> ○ Open communication with parents enables all to be clear about individual's aspirations and how this can be achieved. ○ Children in receipt of PP attend school on a regular basis and arrive on time ○ Involvement in Enrichment Club and FS sessions will motivate children to attend school on a regular basis ○ Access to 'Early Birds and Late Owls' will enable children to improve attendance and be 'school ready'

7. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>-HLTA to support personalised learning programmes</p> <p>Small focus groups to work on challenge and greater depth writing workshops and UKMT maths challenge</p> <p>-After School Maths Challenge Club to provide application of skills in a problem solving context</p> <p>-1:1 / 1:4 After School Tuition SATS Booster</p> <p>1:1/1:3 group interventions with qualified teacher/TA/HLTA</p> <p>Targeted groups/individuals will have interventions aimed to diminish the difference and maximise their progress</p> <p>HLTA to cover class in order that the class teacher can conference/coach children in order to up skill and boost confidence and attainment (Once a week for 1/2 a term for each KS2 class)</p>	<p>Children make expected or better progress in reading, writing and maths</p> <p>Academically more able pupils in receipt of PP funding will make accelerated progress</p> <p>Children will become more motivated and engaged in their learning with the desired impact of raising attainment and progress</p>	<p>PP Progress:</p> <p>YR 100% RWM expected progress</p> <p>Y1 100% expected R&M, expected + W</p> <p>Y2 100% expected R&W, expected+ M</p> <p>Y3 100% expected R&W, 75% exp. + M</p> <p>Y4 75% expected R&M, 50% exp W</p> <p>Y5 100% R&M, 66% exp W</p> <p>Y6 75% expected RWM, 25% exp + M</p> <p>Attainment of PP children higher than non PP- see table in Box 7 (additional info.)</p>	<p>3 AMA children- only one has sustained this progress. Need to target PP children to sustain Greater depth progress.</p>	<p>£14,000</p>

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Individual counselling/ support</p> <p>dependent on the needs of the child</p> <p>ELSA support, EP support, Play Therapist and/ or other agency support may be deemed appropriate</p> <p>ELSA Enrichment Club to provide social and emotional support and new experiences, e.g. Cooking Club, Gardening Club, Board games.</p> <p>Forest School Sessions and Outdoor Nurture group developing collaborative work and demonstrating progression of learning. The children will be given the opportunity to take supported risks appropriate to their environment and themselves</p> <p>-BLP (Building Learning Power / Growth Mindset) programme implemented</p>	<p>Children will become more resilient, secure and confident</p>	<p>ELSA support – focused on anxiety for 2 PP chn. The opportunity to talk 1:1 enabled them to release their worries and consequently lessen their anxieties.</p> <p>Level 3 Forest schools leader now in place.</p> <p>Enrichment Club arranged for Summer for PP chn</p> <p>BLP Programme: Due to the implementation of Metacognition, this replaced the BLP introduction.</p>	<p>Forest schools, ELSA & enrichment clubs having positive effect (evidence shown from start & exit point assessment)</p> <p>Forest schools to be available for all children in the next school year.</p>	<p>£11,000</p>

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>School trips & Visits:</p> <p>A percentage of the cost of the class trips and residential trips in Y4 (New Barn) & Y6 (PGL) is subsidized</p> <p>-School uniform allocation</p> <p>-Other subsidies as appropriate</p> <p>-Development of Outdoor Nurture Group, ELSA Enrichment Club, FS sessions, Maths Challenge Club and After School Booster groups</p> <p>-Trips and activities used as incentive</p> <p>-Involvement in Purbeck Sports Partnership events, use as an incentive</p> <p>-Subsidised attendance at 'Early Birds / Late Owls'</p> <p>-Spring Careers' Fair: invite inspirational speaker</p>	<p>Attendance of PP children is in line with national average</p>	<p>DCC Attendance Support with 3 PP children- family 1 received penalty notice, family 2 have made improvements and will be closely monitored to ensure this sustains.</p> <p>DCC Attendance Support with 3 PP children- family 1 received penalty notice, family 2 have made improvements and will be closely monitored to ensure this sustains.</p> <p>Careers fair: being moved to the next school year in Autumn term 2019</p>	<p>Family 1- attendance still an issue, play therapy and Incredible years course being looked into for further support.</p> <p>Family 2: Providing Breakfast club for these children made them more school ready each day and improved their attendance.</p>	<p>£6,080</p>

8. Planned expenditure

Academic year	2019-2020 predicted expenditure 28,700 (20 pupils & 2 post LAC)
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Class TA support a.m. enabling quality teacher input with identified children whilst promoting independence.</p> <p>Spring term: HLTA to cover class in order that the class teacher can conference/coach children in order to up skill and boost confidence and attainment (Once a week for 1/2 a term for each KS2 class)</p> <p>Ongoing Staff metacognition training to ensure implementation of the 7 step model approach and enhance challenging vocabulary opportunities for all using the BECKS vocab process. (INSET Spring term)</p> <p>TA training implementing the scaffolding framework for teaching assistants.</p> <p>Children participate in the Maths Mastery Readiness Project and Planet Education 'Active Maths' intervention</p>	<p>A. Pupil premium children do not tend to exceed expected progress. 90% have not exceeded the exp. progress in writing due to limited language skills</p> <p>B. 95% do not exceed expected progress in Maths reasoning contexts.</p>	<p>Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self regulation +8 mths; Mastery learning +5 mths</p> <p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.</p> <p>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2</p>	<ul style="list-style-type: none"> ○ SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. ○ Feedback is effective and understood by all. ○ Individual PP plans/ targets received each half term. ○ Children will be able to articulate their progress by showing how they have improved their work. (writing targets reviewed regularly) ○ Tracking will be reviewed to monitor progress ○ Half-termly pupil progress meetings will review the progress of all individuals. 	<p>GC KC SR AP CL</p>	<p>Half termly Pupil progress meetings.</p> <p>Termly Pupil premium plans received from each teacher.</p> <p>Book look each half term.</p> <p>Staff book moderation for pupil premium children.</p> <p>TA monthly meetings</p>
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Total budgeted cost					£10,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>HLTA to support personalised learning programmes</p> <p>Small focus groups to work on challenge and greater depth writing workshops.</p> <p>After School Maths Challenge Club to provide application of skills in a problem solving context</p> <p>-1:1 / 1:4 After School Tuition SATS Booster (Spring term)</p>	<p>A. Pupil premium children do not tend to exceed expected progress. 90% have not exceeded the exp. progress in writing due to limited language skills</p> <p>B. 95% do not exceed expected progress in Maths reasoning contexts.</p>	<p>HLTA to provide additional interventions to enable greater personalised learning. Progress Is monitored closely and children are given timely and precise feedback to enable them to progress. HLTA to discuss the progress with class teacher and amend the interventions as needed to ensure that these are closely matched to ongoing assessments.</p> <p>Sutton Trust: Feedback +8 months; Small group tuition +4 months; Meta-cognition and self-regulation +8 months; Mastery learning +5 months</p> <p>Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.</p> <p>Sutton trust: Feedback +8 months, meta-cognition and self regulation, individualised instruction +2</p>	<p>Clear baseline to be recorded before the group interventions begin. Half termly assessments and small step progress recorded. Additional or amended support put in place where needed. Group interventions recorded in conversation with class teacher.</p> <p>Interventions discussed at Pupil Progress Meetings.</p> <p>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p>GC KC SR AP CL</p>	<p>TA monthly meetings</p> <p>Half termly Pupil progress meetings.</p> <p>Termly Pupil premium plans received from each teacher.</p> <p>Book look each half term.</p> <p>Staff book moderation for pupil premium children.</p>
Total budgeted cost					£8000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>-Forest School Sessions developing collaborative work and demonstrating progression of learning. The children will be given the opportunity to take supported risks appropriate to their environment and themselves</p> <p>-Continue Metacognition training for staff and implement the desired strategies.</p> <p>Individual counselling/ support dependent on the needs of the child: ELSA support, EP support, Play Therapist and DCC Attendance Officer or other agency support may be deemed appropriate</p> <p>Half termly Enrichment Clubs to provide social and emotional support and new experiences, e.g. Cooking Club, Gardening Club, Board games ...programme implemented</p> <p>Introduce 'Trick box' health and well-being programme.</p>	<p>C. Ks1 & lower KS2 children have lower resilience skills.</p> <p>D. Attendance 93.5% (below national 96%)</p>	<p>Strong sense of equality and inclusion. Personalised learning</p> <p>Sutton Trust: Sports Participation+2 months; Mastery Learning +5 months; Outdoor Learning +3 months</p> <p>Targeted support in place for specific focus children. They feel more secure and confident and are able to manage their learning more readily</p> <p>Sutton Trust: Social & Emotional aspects of learning +4 months; Parental involvement +3 months</p>	<p>Baseline taken of children participating, reviewed weekly through evaluations, then reviewed at the end against baseline measure</p> <p>Records and evaluations shared with HT/SENCO as appropriate. The impact in school will be recorded through discussions with the class teacher. Parents will be asked to contribute to discussions – half termly meetings to discuss plans and areas of need.</p> <p>Trick box: Staff & Parent training to ensure consistency and full understanding of desired outcomes.</p>	<p>GC KC EE AP PK</p>	<p>End of programme assessment (6 weeks).</p> <p>ELSA, Play therapy, EP, Attendance -all reviewed between 6-8 weeks.</p>
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<p>Relentlessly pursue attendance at parent consultations and flexible approach to ongoing dialogue with class teacher</p> <p>~provide general approaches to encourage resilience in school attendance.(Patchwork parenting course & Trick box strategies)</p> <p>~Provide sports club for PP children</p> <p>-Trips and activities used as incentive</p> <p>-Involvement in Purbeck Sports Partnership events, use as an incentive</p> <p>~Attendance officer supports families with barriers to attendance</p> <p>- Subsidised attendance at 'Early Birds / Late Owls'</p> <p>Termly attendance raffle to encourage 100% attendance.</p>	<p>D. Attendance 93.5% (below national 96%)</p>	<p>Improved attendance</p> <p>Children will have a greater sense of pride in their work and parents will feel welcome and valued.</p> <p>Raising fitness levels and encouraging healthy lifestyles</p> <p>Sutton Trust: Parental Involvement +3 months; Sports Participation +3 months</p>	<p>Records kept of attendance at school events and participation in Open Classroom sessions and parent consultation meetings.</p> <p>Phone calls/conversations to encourage and welcome</p> <p>Ongoing attendance monitoring for pupils.</p> <p>Letters sent home if attendance falls below 95%.</p>	<p>GC KC JH CN</p>	<p>Termly Attendance review meeting with DC Attendance officer</p> <p>Termly attendance summary sent to parents.</p> <p>Monthly attendance raffle for 100%</p> <p>Patchwork parent reviews after 6 week session.</p> <p>Trick box reviews with case identified studies.</p>
Total budgeted cost					£10,360

9. Additional detail

Attainment Gap narrowing

KS1	2016		2017		2018		2019		Difference			
	PP	All	PP	All	PP	All	PP	All	2016	2017	2018	2019
RD	66%	86%	80%	83%	66%	72%	100%	83%	-20%	-3%	-6%	+17%
WR	66%	86%	60%	78%	66%	76%	100%	78%	-20%	-18%	-10%	+22%
M	33%	91%	60%	74%	100%	76%	100%	78%	-58%	-14%	+24%	+22%

KS2	2016		2017		2018		2019		Difference			
	PP	All	PP	All	P P	All	PP	All	2016	2017	2018	2019
Reading	25%	57%	75%	71%	10 0%	82 %	100%	54%	-32%	+4%	+18%	+44%
Writing	25%	50%	75%	71%	10 0%	77 %	100%	66%	-25%	+4%	+23%	+34%
Maths	25%	64%	100%	75%	10 0%	59 %	100%	50%	-39%	+25%	+42%	+50%

