

## Pupil premium strategy / self-evaluation (primary)

1. Summary information <b>NB This is a 3 year plan starting September 2019-July 2022. This report reviews Year 1 of the 3 year plan.</b>					
School	St Mary & St Joseph's Catholic Primary , Wool				
Academic Year	2019-20	Total PP budget	£28,700	Date of most recent PP Review	March'21
Total number of pupils	168	Number of pupils eligible for PP	20 + 2 post LAC	Date for next internal review of this strategy	July'21

2.		3. Current attainment <b>Mar '20 teacher assessment data due to no official tests after COVID19 school closure.</b>		
		<i>Pupils eligible for PP whole school</i>	<i>All KS2 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		56%	64%	71%
% making expected progress in reading (as measured in the school)		89%	82%	78%
% making expected progress in writing (as measured in the school)		94%	91%	83%
% making expected progress in mathematics (as measured in the school)		89%	82%	84%
4.		5. Barriers to future attainment (for pupils eligible for PP)		
		<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.		89% Pupil premium children in reading are not exceeding expected progress due to limited vocabulary and phonics development. (COVID closure expected to have a further impact on this).		
B.		Due to COVID closure for 17 weeks, most PP children need to have an intensive catch up programme.		
C.		72% PP children have lower resilience and perseverance skills.		
		<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.		Attendance 92.5% (below national 96%) -This figure is up to 20 <sup>th</sup> March 2020 when schools closed due to COVID19		
6. Intended outcomes <i>(specific outcomes and how they will be measured)</i>			Success criteria	

A.	50% Pupil premium children will make <b>more</b> than expected progress in Reading and writing.	○	<ul style="list-style-type: none"> <li>○ 50% of children in Yr1-Y6 in receipt of PP funding will achieve more than expected progress in at least one areas.</li> <li>○ Children will be able to talk about their progress and next steps</li> <li>○ Progress will be evident from looking at their books</li> <li>○ 39% PP children are identified to achieve GD in at least one area.</li> <li>○ Vocabulary analysis of PP children's work identifies improvement in their use of Tier 2 vocabulary.</li> </ul>
B.	61% Pupil premium children will achieve the expected ARE attainment in all areas.	○	<ul style="list-style-type: none"> <li>○ 61% of children in Yr1-Y6 in receipt of PP funding will make ARE attainment.</li> <li>○ Children will be able to talk about their progress and next steps</li> <li>○ Progress will be evident from looking at their books</li> <li>○ Attainment for PP children will be in line with national data</li> <li>○ HLTA support deployed to support interventions Aut term.</li> </ul>

<b>C.</b>	Children equipped with higher resilience and perseverance skills.		<p>Trick box resilience programme implemented and having impact by giving children techniques and tools to manage and self-regulate their emotions.</p> <p>Growth Mindset strategies developed consistently across the school using the class dojo programme to measure.</p> <p>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.</p> <p>Mental health and well being reources –play therapy sessions.</p>
<b>D.</b>	Attendance of Pupil premium children will be at least in line with the national average.(currently 92.5%)	○	<ul style="list-style-type: none"> <li>○ Open communication with parents enables all to be clear about individual's aspirations and how this can be achieved.</li> <li>○ At least 96% Children in receipt of PP attend school on a regular basis and arrive on time</li> <li>○ Involvement in outdoor learning activities and FS sessions will motivate children to attend school on a regular basis</li> <li>○ Access to 'Early Birds and Late Owls' will enable children to improve attendance and be 'school ready'</li> <li>○ Termly 'Traffic Light' attendance letter will ensure parents understand how their child's attendance can affect their attainment</li> <li>○ Termly attendance awards and raffle will enhance importance of attendance to pupils</li> </ul>

7. Review of expenditure				
Previous Academic Year		2019-2020		
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>-Class TA support a.m. enabling quality teacher input with identified PP children whilst also promoting independence.</p> <p><u>Spring term:</u> HLTA to cover class in order for the class teacher can conference/coach targeted PP children in order to up skill and boost self esteem 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 enhanced challenging vocabulary opportunities provided 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. Based on prior attainment, Pupil premium children do 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>PP Progress for end of year 2020:</p> <p>YR 100% RWM expected progress</p> <p>Y1 100% RWM expected progress</p> <p>Y2 100% RWM, 50% expected+ W</p> <p>Y3 100% RWM, 33% exp+ W</p> <p>Y4 100% RWM expected progress</p> <p>Y5 75% RW, 75% M expected progress</p> <p>Y6 100% expected RWM, 50% exp+ R</p> <p>Attainment of PP children higher than non PP- see table in Box 7 (additional info.)</p>	<p>None of the PP children achieved GD in Reading, only one child achieved GD in writing, only two achieved GD in Maths.</p> <p>We had targeted that some of our PP children this year would achieve GD in Reading. However, due to COVID19, our plans were not able to be fully implemented. This will carry forward to next year along with intensive catch up interventions for this group during Aut 2020.</p> <p>Maths Mastery Project 1<sup>st</sup> year completed and mastery teaching approach implemented in Y4 and Y6 – improvement in children's confidence and ability to explain reasoning. 2<sup>nd</sup> year of project to further implement mastery approach across all year groups to see wider impact.</p> <p>Planet Education to continue until Dec 2020</p>	£14,000
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## 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
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<p><b>Individual counselling/</b> support dependent on the needs of the child (Mosaic)</p> <p><b>ELSA support, EP</b> support, Play Therapist and/ or other agency support for emotional behaviour development.</p> <p><b>ELSA Enrichment Club</b> to provide social and emotional support and new experiences, e.g. Cooking Club, Gardening Club, Board games.</p> <p><b>Forest School</b> 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 lessened their anxieties.</p> <p>Enrichment Club arranged for PP children in Summer 2020</p> <p>BLP Programme: Due to the implementation of Metacognition, this replaced the BLP introduction.</p> <p>Play therapy sessions have a positive impact on children’s ability to offload stress through play.</p>	<p>Due to COVID19 closure (1 ½ terms), enrichment club was unable to take place.</p> <p>Forest schools, ELSA &amp; enrichment clubs continue to have a positive effect on children within this group (evidence shown from start &amp; exit point assessment)</p> <p>Forest schools will continue to be available for all children in the next school year. PP in particular benefit from the team work, socialisation and interaction (class rota system)</p> <p>Rainbows facilitator training and implementation of Rainbows group in Spring 2021- <i>Mosaic training has taken place with ELSA lead instead.</i></p> <p>Play therapist will give support for those children who tend to bottle things up and found it difficult to offload anxiety – may be needed on full return to school in Sept 2020</p> <p>Continue meta-cognition 7 steps and use alongside Class Dojo Growth Mindset resources</p>	<p>£11,000</p>
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>School trips &amp; Visits:</p> <p>A percentage of the cost of the class trips and residential trips in Y4 (New Barn) &amp; Y6 (PGL) is subsidized (transferred to next year as COVID struck)</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>-Ensure that PP children have the opportunity to experience Trips and activities by subsidising these activities.</p> <p>-Specific Involvement for PP children in Purbeck Sports Partnership events,</p> <p>-Subsidised attendance at 'Early Birds / Late Owls'</p> <p>-Planet Education afterschool football club subsidised for PP children</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>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 happened which gave this child support strategies for anxieties.</p> <p>Family 2: Providing Breakfast club for these children and regular support strategies for the parent including family partnership zone link has made them more school ready each day and improved their attendance. However, due to COVID19 we are anticipating that return to school routines will be very difficult so we are putting plans in place to support them with this transition.</p> <p>Due to COVID 19, our Careers Fair did not happen this year – was planned for Summer 2020,</p>	<p>£3,700</p>
<p><b>8. Planned expenditure</b></p>				
<p><b>Academic years</b></p>	<p>(2018-2019 =£28,360, 2019-2020=£28,700) <b>2020-2021 Year 2 of the three year plan Provisional budget: £26,400 (20</b></p>			

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

March '21 Time will be spend addressing any gaps impacted by November 4 week lockdown or Jan –March 8 week lockdown.

**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>AUTUMN 2020</p> <ul style="list-style-type: none"> <li>-Intensive 1:1 &amp; group programmes in place to check work coverage and address any gaps from previous term (school closure).</li> <li>-Gov catch up funding programme to be implemented. (details still to come)</li> <li>-Rosenshine's Principles to be further implemented supporting high quality teaching and learning strategies.</li> <li>-</li> <li>- 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)</li> <li>-TA training implementing the scaffolding framework for teaching assistants.</li> </ul>	<p>A</p> <p>More Pupil premium children will make <b>more</b> than expected progress in Reading and writing and Maths.</p> <p>B</p> <p>More Pupil premium children will achieve the expected ARE attainment in all areas. More Pupil premium children will achieve the expected ARE attainment in all areas.</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><b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self regulation +8 mths; Mastery learning +5 mths</b></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><b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2</b></p>	<ul style="list-style-type: none"> <li>○ SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.</li> <li>○ Feedback is effective and understood by all.</li> <li>○ Individual PP plans/ targets received each half term.</li> <li>○ Children will be able to articulate their progress by showing how they have improved their work. (writing targets reviewed regularly)</li> <li>○ Tracking will be reviewed monthly to monitor progress</li> <li>○ Half-termly pupil progress meetings will review the progress of all individuals.</li> <li>○ Class TA support a.m. enabling quality teacher input with identified children whilst promoting independence.</li> <li>○ -Children participate in the Maths Mastery Readiness Project and Planet Education 'Active Maths' intervention</li> </ul> <p>-Autumn &amp; Spring term: TAs to cover class pms in order that the class teacher can conference/coach children in order to up skill and boost confidence and attainment (2 x pms a week for 1/2 a term for each KS2 class)</p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>GC KC SR AP</p>	<p>EYFS/ KS1 tracking grids kept showing phonics progress-</p> <p>March 2021: Update phonics phase progress for all and monitor any negative affects of lockdown, planning whole class sessions to revisit phases.</p> <p>Half termly Pupil progress meetings.</p> <p>March 21: Revisit 7 step teaching model to help address misconceptions and gaps caused by 8 week lockdown.</p> <p>Termly Pupil premium plans received from each teacher.</p> <p>March 21: Plans revised and new small step targets discussed for April '21</p> <p>Book look each half term.</p> <p>March 21: Pupil to Pupil book discussions to support memory retention of previous learning.</p> <p>Staff book moderation for pupil premium children.</p> <p>March 21: As above</p> <p>TA meetings</p> <p>March 21: Update TAs on strategies being used to help move information from short to long term memory.</p>
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<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Rosenshine's Principles to be further implemented supporting high quality teaching and learning strategies.</p> <p>Teacher training on Babcock Tiered vocabulary development</p> <p>High Five reading challenge step 2- develop vocabulary development at home.</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- <i>not taken place due to C19. Review summer</i></p> <p>-1:1 / 1:4 After School Tuition SATS Booster (Spring term) - <i>not taken place due to C19. Review summer term</i></p>	<p>A</p> <p>More Pupil premium children will make <b>more</b> than expected progress in Reading and writing.</p> <p>B</p> <p>More Pupil premium children will achieve the expected ARE attainment in all areas. More Pupil premium children will achieve the expected ARE attainment in all areas.</p>	<p>Teachers/ HLTAs to plan intensive catch up interventions which will enable greater personalised learning. Progress Is monitored closely and children are given timely and precise feedback to enable them to progress. Teacher/ HLTA to regularly discuss the progress with English lead &amp; SENCO and amend the interventions as needed to ensure that these are closely matched to ongoing assessments.</p> <p><b>Sutton Trust: Feedback +8 months; Small group tuition +4 months; Meta-cognition and self-regulation +8 months; Mastery learning +5 months</b></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><b>Sutton trust: Feedback +8 months, meta-cognition and self regulation, individualised instruction +2</b></p>	<p>Agreed times allocated for the interventions to take place.</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. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	GC KC SR AP	<p>SLT fortnightly meetings- catch up programme progress</p> <p>Half termly Pupil progress meetings.</p> <p><i>March 2021: One to one support for children who need extra revisiting to phonics phases.</i></p> <p>Termly Pupil premium plans received from each teacher- reviewed half termly.</p> <p><i>March 21: 1:1 Support for children who did not engage fully with remote learning.</i></p> <p>Book looks &amp; pupil discussions each half term.</p> <p><i>March 21: Individual Teacher &amp; Pupil book discussions to support memory retention of previous learning.</i></p> <p>Staff book moderation for pupil premium children.</p> <p><i>March 21: As above</i></p>
<b>Total budgeted cost</b>					£10,000

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>Mental health &amp; Well being training for staff.</p> <p>Well being log of COVID19 effects on children's anxieties.</p> <p>Implement 'Trick box' health and well-being programme.</p> <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>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 – <i>These sessions took place with individuals during lockdown periods.</i></p>	<p>C</p> <p>72% PP children have shown lower resilience and perseverance skills.</p> <p>D.</p> <p>Attendance 92.5% (below national 96%)</p> <p>-This figure is up to 20<sup>th</sup> March 2020 when schools closed due to COVID19</p>	<p>Children's mental health and well-being needs have to be addressed as this affects their ability to focus on and progress in their learning.</p> <p>Trick box strategies equip children with strategies to help them cope in difficult situations.</p> <p>Strong sense of equality and inclusion. Personalised learning</p> <p><b>Sutton Trust: Sports Participation+2 months; Mastery Learning +5 months; Outdoor Learning +3 months</b></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><b>Sutton Trust: Social &amp; Emotional aspects of learning +4 months; Parental involvement +3 months</b></p> <p><b>Children enjoy outdoor learning experiences and this improves their positive attitudes about school.</b></p>	<p>Initial baseline of pupil well-being on return to school – assigned classroom activities for them to record their worries.</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 &amp; Parent training to ensure consistency and full understanding of desired outcomes.</p>	<p>GC EE PK KC AP</p>	<p>Trick box staff training &amp; implementation.</p> <p><i>March 21 Training completed, ready for implementation.</i></p> <p><i>March 21:Case studies identified to track impact on well being.</i></p> <p>Forest school: Initial assessment of 2 case studies per class &amp; end of programme assessment (6 weeks).</p> <p><i>March 21: ongoing</i></p> <p>Forest school staffing costs measured against case study benefits.</p> <p><i>End of year assessment</i></p> <p>ELSA training, Play therapy, EP, Attendance - all reviewed between 6-8 weeks.</p> <p><i>March 21: Play therapy sessions arranged to support children having emotional issues following lockdown.</i></p> <p><i>Team around the family meetings arranged to address any attendance concerns.</i></p>
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<p>Make parents aware of strategies undertaken to ensure the school is as safe as possible during COVID19 pandemic.</p> <p>Feedback and query attendance at parent consultations and encourage ongoing dialogue with class teacher</p> <p>Provide general approaches to encourage resilience in school attendance.( Patchwork parenting course &amp; Trick box strategies)</p> <p>Provide after school clubs encouraging PP children's attendance.</p> <p>Visiting activities used as incentive for excitement in learning.</p> <p>Involvement in Purbeck Sports Partnership events, use as an incentive</p> <p>Inclusion officer supports families with barriers to attendance</p> <p>-Subsidised attendance at 'Early Birds / Late Owls'</p> <p>Termly attendance raffle</p>	<p>D.</p> <p>Attendance 92.5% (below national 96%)</p> <p>-This figure is up to 20<sup>th</sup> March 2020 when schools closed due to COVID19</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><b>Sutton Trust: Parental Involvement +3 months; Sports Participation +3 months</b></p>	<p>Keep parents informed of updated safety procedures which help keep our school safe as possible from COVID19 infections.</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 AV</p>	<p>Weekly reviews on COVID19 situation in local area.</p> <p>March 21: Reassurance given to families and children who are anxious re. COVID safety.</p> <p>Termly Attendance review meeting with DC Inclusion officer</p> <p>March 21: Mandatory attendance started March 21.</p> <p>Termly attendance summary sent to parents.</p> <p>March 21: Attendance summaries will be sent starting March to end of year.</p> <p>Monthly attendance raffle for 100%</p> <p>This will start again in the summer term for whole school 100% attendance to with a celebration extra play time.</p> <p>Patchwork parent reviews after 6 week session.</p> <p>Virtual Patchwork parenting sessions started March 21.</p> <p>Trick box reviews with case identified studies.</p>
Total budgeted cost					£4,400

## 9. Additional detail

