



## **St Mary & St Joseph's Pupil Premium Strategy Statement 2018-19**

**"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."  
(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Evaluation of Impact of Pupil Premium Funding 2017/2018

### PP Progress:

**YR:** R/W/M 0% made expected progress

**Y1:** Phonics/ R/W/M 100% made expected progress

**Y2:** R 33% made expected progress, W 66% made expected progress, 100% expected in M

**Y3:** R 50% expected+ progress, 25% +, W 100% expected progress, M 75% expected progress

**Y4:** R 33% expected+ progress, W 66% expected, M 33% expected, 33% +

**Y5:** R 100% expected progress, W 66% expected progress, M 100% expected progress,

**Y6:** R 0% expected progress, W 100% expected progress, M 50% expected progress

**PP Progress scores: tbc**

Desired outcomes	Success Criteria	Evaluation
<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>	<ul style="list-style-type: none"><li>✓ Children in Yr-Y6 in receipt of PP funding will make at least 3 tracking points progress</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>✓ The gap between PP and non PP pupils will be reduced by 10% at end of EYFS, KS1 &amp; KS2</li></ul>  <	

Attendance of PP children is in line with national average	✓ Children in receipt of PP attend school on a regular basis and arrive on time	PP attendance 91.71% Non PP attendance 96.46% DCC Attendance Officer has supported in-school attendance meetings. Introduction of Termly Attendance Raffle. School working closely with persistent absentees, improvement was seen at end of year. These families will be closely monitored to ensure improvement is sustained and built upon.
Children will become more motivated and engaged in their learning with the desired impact of raising attainment and progress	✓ Specific 1:1 or small group teacher led sessions lead to increased motivation and engagement resulting in narrowing the gap between PP children and non PP children's attainment	Gap diminishing due to successful interventions: Springboard, Tak4Number, 1 <sup>st</sup> Class@Number, Boost for ARE writers, Pirate Writing Crew, x tables group, Boost for ARE maths group

1. Summary information					
Academic Year	18/19	Total PP budget	£30,080	Date of most recent PP Review	N/A
Total number of pupils	169	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2019

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
18@£1,320 = £23,760	1@£1,320 = £1,320	2@£2,300 = £4,600	9@£300 = £2,700

**Current Academic Year**  
**(Percentages are for each cohort and the totals across the school)**

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	3	3	-	-	-
Year 5	4	3	-	-	1
Year 4	4+1	4	-	1	-
Year 3	5+1	3	1	1	1
Year 2	1+2	1	-	2	-
Year 1	3+4	3	-	4	-
Reception	0	-	-	-	-
Total	<b>20+8</b>	<b>17</b>	<b>1</b>	<b>8</b>	<b>2</b>

(Total = PP + Service)

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2017/18</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	<b>50%</b>	<b>55%</b>	<b>64%</b>
% achieving expected standard or above in reading	<b>50%</b>	<b>82%</b>	<b>75%</b>
% achieving expected standard or above in writing	<b>100%</b>	<b>77%</b>	<b>78%</b>
% achieving expected standard or above in maths	<b>100%</b>	<b>59%</b>	<b>76%</b>
Progress score in Reading	<b>tbc</b>	<b>-1.4</b>	<b>-</b>
Progress score in Mathematics	<b>tbc</b>	<b>-4.3</b>	<b>-</b>
Progress score in Writing	<b>tbc</b>	<b>-0.8</b>	<b>-</b>
% achieving expected standard or above in reading at KS1	<b>66%</b>	<b>72%</b>	<b>TBC</b>
% achieving expected standard or above in writing at KS1	<b>66%</b>	<b>76%</b>	<b>TBC</b>
% achieving expected standard or above in maths at KS1	<b>100%</b>	<b>76%</b>	<b>TBC</b>

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

- |           |  |
|-----------|--|
| <b>A.</b> | There is a tendency for PP children to learn less effectively, leading to a difference in attainment |
| <b>B.</b> | There is a tendency for AMA PP children to not make expected progress or more in all areas           |
| <b>C.</b> | Lower social & emotional resilience  |

#### **External barriers** (issues which also require action outside school, such as low attendance rates)

- |           |   |
|-----------|---|
| <b>D.</b> | Irregular school attendance                       |
| <b>E.</b> | Diminished engagement & motivation of PP children |

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children make expected or better progress in reading, writing and maths	<ul style="list-style-type: none"> <li>○ Children in Yr-Y6 in receipt of PP funding will make at least 3 tracking points progress</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>○ The gap between PP and non PP pupils will be reduced by 10% at end of EYFS, KS1 &amp; KS2</li> <li>○ Attainment for AMA children will be in line with national data</li> <li>○ AMA PP chn will make expected progress or more in all areas</li> <li>○ AMA PP chn will take part in GD writers' intervention and Maths Challenge Club.</li> </ul>
<b>B.</b>	Academically more able pupils in receipt of PP funding will make accelerated progress	
<b>B.</b>	Children will become more resilient, secure and confident	<ul style="list-style-type: none"> <li>○ Involvement in outdoor nurture group, ELSA enrichment club 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</li> </ul>
<b>C.</b>	Attendance of PP children is in line with national average	<ul style="list-style-type: none"> <li>○ Children in receipt of PP attend school on a regular basis and arrive on time</li> <li>○ Involvement in outdoor nurture group, ELSA Enrichment Club 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> </ul>
<b>D.</b>	Children will become more motivated and engaged in their learning with the desired impact of raising attainment and progress	<ul style="list-style-type: none"> <li>○ Specific 1:1 or small group teacher led sessions lead to increased motivation and engagement resulting in narrowing the gap between PP children and non PP children's attainment</li> <li>○ Improved parental engagement</li> </ul>

5. Planned expenditure				
Academic year		2018/19		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will make expected progress or better Academically more able pupils in receipt of PP funding will make accelerated progress	-HLTA to support personalised learning programmes Small focus groups to work on challenge and greater depth writing workshops and UKMT maths challenge -After School Maths Challenge Club to provide application of skills in a problem solving context -1:1 / 1:4 After School Tuition SATS Booster	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. <b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self regulation +8 mths; Mastery learning +5 mths</b>	~SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Children will be able to articulate their progress by showing how they have improved their work. ~Tracking will be reviewed to monitor progress ~Half-termly data meetings will review the progress of all children and groups.	GC & KC, BT
<b>Outcomes of Review: (Spring 2019)</b> 15 PP chn are receiving specific group intervention. 12 of those 15 are making expected progress, 1 of whom is making more than expected progress. The 3 children that are not making expected progress are receiving additional support Y5/6 Maths Challenge Club started in Autumn 2018 and continues until Spring 2019. Y6 chn competed in Bryanston Maths Challenge – came 10 <sup>th</sup> and 12 <sup>th</sup> out of 50 schools. PP children on track to achieve GD. Y4 Maths Challenge Club taken place in Spring 2019 HLTA WR Focus group – GD WR focus grp Autumn term – PP children on track for GD, ARE WR focus group Autumn and Spring – PP on track for ARE Pirate Writing group in Y4 completed - PP child making expected progress and grown in confidence. 3 of the 4 children continue to receive spelling support 2xweekly facilitated by HLTA				
Total Planned Expenditure:				£9000



**b. 1-1 Intervention - Academic**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children to make expected or better progress in Reading, Writing and Maths across the school. PP children's progress in line with non PP children by end of KS2	1:1/1:3 group interventions with qualified teacher/TA/HLTA Targeted groups/individuals will have interventions aimed to diminish the difference and maximise their progress	Additional interventions to enable more personalised learning have been put in place. Progress is monitored closely and children are given timely and precise feedback to maximise progress. <b>Sutton Trust: Feedback +8 months; Small group tuition +4 months; Mastery learning +5 months</b>	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. Interventions discussed at Pupil Progress Meetings.	GC & KC PK,HL, MB,BT

**Outcomes of Review: (Spring 2019)**

EYFS + KS1:

Reading: all 4 of the PP children are making expected progress, 3 of whom are making better than expected progress

Maths: all 4 of the PP children are making expected progress

KS2:

Reading: 11 of the 14 PP children are making expected progress, 1 of the 14 is making more than expected progress

Maths: 12 of the 14 PP children are making expected progress, 1 of the 14 is making more than expected progress

The 3 children that are not making expected progress in Reading and Maths are receiving additional interventions

**Total Planned Expenditure: £3000****c. 1-1 Intervention - Social**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will become more resilient, secure and confident	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 ELSA Enrichment Club to provide	Targeted support in place for specific focus children. They feel more secure and confident and are able to manage their learning more readily <b>Sutton Trust: Social &amp; Emotional aspects of learning +4 months; Parental involvement +3 months</b>	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.	GC, MB, KC

	social and emotional support and new experiences, e.g. Cooking Club, Gardening Club, Board games ...			
<b>Outcomes of Review: (Spring 2019)</b> ELSA support – focus on anxiety for 2 PP chn DCC Attendance Support with 3 PP children Enrichment Club to be arranged for Summer for PP chn				
<b>Total Planned Expenditure:</b>				<b>£5000</b>
<b>d. Group Intervention - Academic</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Children to make expected or better progress in Reading, Writing and Maths across the school. The progress of children in receipt of PP will be in line with non PP nationally.	HLTA/TA to support interventions 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)	HLTA to provide additional interventions to enable greater personalised learning. Progress in 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. <b>Sutton Trust: Feedback +8 months; Small group tuition +4 months; Meta-cognition and self-regulation +8 months; Mastery learning +5 months</b>  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. <b>Sutton trust: Feedback +8 months, meta-cognition and self regulation, individualised instruction +2</b>	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. Evaluations to be recorded and reviewed. Interventions discussed at Pupil Progress Meetings.  The progress in steps of all children will be closely tracked. Records of pupil conferencing will be kept and used to inform future planning for the teacher. Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.	GC, KC,

		months		
<b>Outcomes of Review: (Spring 2019)</b> In KS1 specific interventions have been implemented facilitated by HLTA/TAs. These are: Direct Phonics, Funky Fingers, tailored phonics revision and individual reading and writing support. Spring 1 and 2 HLTA covered Y6 one afternoon a week whilst classteacher coaches groups. PP children making expected progress and AMA children in that group sustaining progress Spring 2 HLTA cover one afternoon a week in Y4 whilst CT coaches groups: Reading Intervention group focusing on boosting for GD, WR Boost for GD group to focus on the 2 PP children who are not making expected progress For Summer term – HLTA support twice a week in Y3 and 5 to enable class teacher to work with and focus on T4N group, GD writers and Guided Reading groups				
<b>Total Planned Expenditure:</b>				<b>£2000</b>
<b>e. Group Intervention - Social</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Children will become more resilient, secure and confident	-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 -BLP (Building Learning Power / Growth Mindset) programme implemented	Strong sense of equality and inclusion. Personalised learning <b>Sutton Trust: Sports Participation+2 months; Mastery Learning +5 months; Outdoor Learning +3 months</b>	Baseline taken of children participating, reviewed weekly through evaluations, then reviewed at the end against baseline measure	KC EE
<b>Outcomes of Review: (Spring 2019)</b> Level 3 Forest Schools member of staff trained – Summer 2 sessions to start with KS2 children Wildlife Club for KS1 children to start in Summer 2 Building Learning Power: CAST Meta-Cognition Plan – to introduce and implement in Summer term, SCARF Resource purchased and implemented				
<b>Total Planned Expenditure:</b>				<b>£4000</b>

<b>f. Learning Resources</b>				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<i>TBC</i>	<i>TBC</i>	<i>TBC</i>	<i>TBC</i>	<i>TBC</i>
<b>Outcomes of Review: (Spring 2019)</b> Y6 SATS Buster Books x4 (£40) Dorset Reading Partnership Programme (£180) Entry UKMT Maths Challenge (£13) SCARF subscription (£320) Resources for Enrichment Club – Summer 2 New sets of Rapid Reader Books to be purchased – Summer term				
<b>Total Planned Expenditure:</b>				<b>£1000</b>
<b>g. Staff Training</b>				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Support staff are equipped to deliver high quality, focused, needs-led interventions	-EE – L3 Forest School Training -HL – Sp and Lang ELKAN Training -DM / LW –ELSA Supervision -EP termly Supervision staff meetings -EP Training – Memory Difficulties in children -Audit and review effective use of TAs – Education Endowment Foundation Resources	Upskilling the TAs will ensure high quality support and interventions resulting in accelerated learning. <b>Sutton Trust: Mastery learning +5 months; Meta-cognition and self-regulation +8 months; feedback +8 months</b> <i>(Sutton Trust research shows that on average TA support raises attainment by just 1 month. This focus on TA training is aimed at increasing this greatly)</i>	SLT and Class teachers to monitor. Learning walks, class teacher/TA planning and evaluation, half termly pupil progress meetings with TAs focusing on their specific interventions	EE MB KC
<b>Outcomes of Review:</b> L3 Forest School Training completed – FS sessions to begin in Summer 2019 Memory Difficulties training completed and strategies implemented into support plans ELKAN training completed and HL using strategies with individuals				

ELSA Supervision attended				
<b>Total Planned Expenditure:</b>				<b>£2000</b>
<b>h. Enrichment/Raising Aspirations</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>
<p>Children will become more resilient, secure and confident</p> <p>Children attend school on a regular basis</p>	<p>-School trips &amp; Visits: A percentage of the cost of the class trips and residential trips in Y4 (New Barn) &amp; 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>There is a greater sense of equality and inclusion in that the children are able to participate in visits without any financial hardship</p> <p>Children will benefit from interaction with peers</p> <p><b>Sutton Trust: Sports Participation+2 months; Arts Participation +2 months; Outdoor Learning +3 months</b></p>	<p>Children are able to participate in school visits and residential.</p> <p>Through pupil conferencing the children report positive experiences and impact on their learning</p>	KC
<p><b>Outcomes of Review:</b></p> <p>Nov 2018 – Y5 PP children attended Bronze Ambassador Training. They support lunchtime activities and in Spring term will plan and deliver their own</p> <p>Y3,4,5,and 6 PP children have participated in Purbeck Sport Partnership PE activities</p> <p>3 PP children's attendance has fallen below national expectation. In conjunction with LA EWO parents and school are working together to improve this situation 2 of these children attend Early Birds/Late Owls for free – their readiness for school has improved when they come to Early Birds – their attendance is still a concern.</p> <p>1 PP child attends Late Owls, which has helped him to feel more secure and given respite</p>				

<b>Total Planned Expenditure:</b>				<b>£1000</b>
<b>i. Home Support (e.g. breakfast club, EWO etc.)</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>
<p>Parents of pupils entitled to PP funding actively engage in their children's learning</p> <p>Children will attend school on a regular basis</p>	<p>~Relentlessly pursue attendance at parent consultations and flexible approach to ongoing dialogue with class teacher</p> <p>~provide general approaches to encourage parents to support their children to read</p> <p>~Provide sports club for PP children</p> <p>~Attendance officer supports families with barriers to attendance</p> <p>- Subsidised attendance at 'Early Birds / Late Owls'</p> <p>-Spring Careers' Fair: invite parents to take part in fair</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>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>	GC, KC
<p><b>Outcomes of Review:</b></p> <p>This year all PP parents were invited to attend a 'parent-teacher' meeting if they missed the consultation evening. As a result, all PP parents attended a meeting to discuss their child's progress and targets.</p> <p>Clubs so far this year have specifically invited PP children to attend and they have participated enabling greater self-confidence.</p> <p>Summer Term – Sports Club and Wildlife Club to be arranged.</p> <p>Termly attendance 'traffic light letter' introduced and sent home to all families.</p> <p>Introduction of 'Reading Paw Gang' – dog characters linked to reading skills, shared with parents and bookmarks with characters sent home.</p> <p>2 PP families called to Attendance panel meeting</p> <p>3 PP chn attend Early Birds/Late Owls at a subsidised rate – 2 of these chn's readiness for school has improved when they come to Early Birds – their attendance is still a concern. 1 PP child attends Late Owls, which has helped him to feel more secure and given respite</p>				
<b>Total Planned Expenditure:</b>				<b>£1080</b>

## **6. Additional detail**

- This strategy covers the period September 2018-July 2019 and assumes that there will be no change to current funding in April 2019
- This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary