

## Service Pupil premium strategy / self-evaluation

| 1. Summary information <b>NB Due to increasing numbers of Service children, a separate SC report has started this year.</b> |   |   |        |   |         |
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| <b>School</b>   | St Mary & St Joseph's Catholic Primary , Wool |   |        |   |         |
| <b>Academic Year</b>  | 2020-21                                       | <b>Total SPP budget</b>                 | £7,440 | <b>Date of most recent SPP Review</b>                 | July'20 |
| <b>Total number of pupils</b>   | 168   | <b>Number of pupils eligible for PP</b> | 24     | <b>Date for next internal review of this strategy</b> | Jan'21  |

| 2. Barriers to future attainment (for pupils eligible for PP)          |   |   |  |
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|  |   | Academic barriers (issues to be addressed in school, such as poor oral language skills)                       |  |
| A.   | Significant gaps in pupils’ learning (even more so for EAL children) due to high levels of mobility. (COVID closure expected to have a further impact on this). |   |  |
| B.   | Due to COVID closure for 17 weeks, SPP children will need to have an intensive catch up programme plan.   |   |  |
| C.   | Some SPP children have lower resilience, lower self esteem and lack perseverance skills.  |   |  |
|  |   | Additional barriers (including issues which also require action outside school, such as low attendance rates) |  |
| D.   |   | N/A   |  |
| 3. Intended outcomes (specific outcomes and how they will be measured) |   |   | Success criteria   |
| A.   | Accelerating progress and improving attainment in reading, writing and maths (extra language support sessions for those with EAL).                              | o   | <ul style="list-style-type: none"><li>Service children in Yr1-Y6 in receipt will achieve expected or more progress in at least one core curriculum 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>EAL children will have a specific weekly language support intervention.</li></ul> |

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| <b>B.</b> | The Government Catch up programme will be used to close the gap for Service children who are not making expected progress. | <ul style="list-style-type: none"> <li>○</li> </ul> | <ul style="list-style-type: none"> <li>○ More service children in Yr1-Y6 in receipt of PP funding will make ARE attainment by July 2021.</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 SPP children will be in line with national data</li> <li>○ PP chn will participate in new Gov's Catch up programme intervention.</li> <li>○ HLTA support deployed to support catch up interventions Aut term 2020.</li> </ul> |
| <b>C.</b> | Children equipped with higher resilience and perseverance skills and know/use strategies which will build self esteem.     |   | <p>Trick box resilience programme implemented and having impact.</p> <p>Growth Mindset strategies developed consistently across the school.</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>Staff all trained in mental health and wellbeing Gov programme.</p>   |

#### 4. Planned expenditure

**Academic years**

**2020-2021 Year 2 of the three year plan Provisional budget: £7,400 (24 pupils)**

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**

| <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> |
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| <p>AUTUMN 2020</p> <ul style="list-style-type: none"> <li>-Intensive catch up 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>-Class TA support a.m. enabling quality teacher input with identified children whilst promoting independence.</li> <li>-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)</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> <li>-Children participate in the Maths Mastery Readiness Project and Planet Education 'Active Maths' intervention</li> </ul> | <p>A</p> <p>Accelerating progress and improving attainment in reading, writing and maths (extra language support sessions for those with EAL).</p> <p>B</p> <p>The Government Catch up programme will be used to close the gap for Service children who are not making expected progress.</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> <p>HLTA intervention programme with EAL service children</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>○ IEPs for children on SEN register</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 to monitor progress</li> <li>○ Half-termly pupil progress meetings will review the progress of all individuals.</li> <li>○ Timetabled weekly intervention programme for EAL service children</li> </ul> | <p>GC KC SR</p> <p>AP</p> <p>HL</p> | <p>EYFS/ KS1 tracking of phonics progress</p> <p>Fortnightly monitoring and accountability SLT meetings for Aut catch up interventions.</p> <p>Half termly Pupil progress meetings.</p> <p>Termly individual plan reviews for those on SEN register 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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| <b>Total budgeted cost</b>  |   |   |  |                   | £5,000  |
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| <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>Gov catch up funding programme to be implemented. (details still to come)</p> <p>Rosenshine's Principles to be further implemented supporting high quality teaching and learning strategies.</p> <p>Teachers to develop personalised learning afternoon catch up programmes x2 pw whilst TA covers class.</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</p> | <p>A</p> <p>Accelerating progress and improving attainment in reading, writing and maths (extra language support sessions for those with EAL).</p> <p>B</p> <p>The Government Catch up programme will be used to close the gap for Service children who are not making expected progress.</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>HLTA EAL intervention delivered to identified children</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.</p> <p>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p> <p>Timetabled weekly intervention programme for EAL service children</p> | GC KC SR<br>AP    | <p>SLT fortnightly meetings- catch up programme progress</p> <p>Half termly Pupil progress meetings.</p> <p>Termly individual plan reviews for those on SEN register received from each teacher.</p> <p>Book looks &amp; pupil discussions each half term.</p> <p>Staff book moderation for pupil premium children.</p> |
| <b>Total budgeted cost</b>  |   |   |  |                   | £1,500  |

| iii. Other approaches |                  |   |   |            |                                      |
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| 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>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>-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>C</p> <p>Most PP children have lower resilience and perseverance skills.</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 through discussions with the class teacher at Pupil progress meetings. 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 KC<br/>EE AP<br/>PK</p> | <p>Assessment of CPOMs log in COVID19 category.</p> <p>End of programme assessment (6 weeks).</p> <p>Trick Box case study reviews Feb 2021</p> <p>Impact of: ELSA training, Play therapy, EP, -all reviewed between 6-8 weeks.</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>Provide general approaches to encourage resilience in school attendance.( Patchwork parenting course &amp; Trick box strategies)</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>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>GC KC<br/>JH AV</p> | <p>Weekly reviews on COVID19 situation in local area.</p> <p>Patchwork parent reviews after 6 week session.</p> <p>Trick box reviews with case identified studies.</p> |
| Total budgeted cost   |  |  |  |                        | £940   |



## 5. Additional detail

Attainment Gap between Service children and others.

| WHOLE SCHOOL | 2020 (COVID19 closure 1<br>½ terms so results based<br>on Mar 20 attainment) |     |  | Difference |
|--------------|--|-----|--|------------|
|              | SPP  | All |  | 2020       |
| Reading      | 47%  | 56% |  | -9%        |
| Writing      | 47%  | 49% |  | <b>-2%</b> |
| Maths        | 59%  | 65% |  | <b>-6%</b> |

