

Pupil premium strategy / self-evaluation 2020-2021



1. Summary information					
School	St Mary's Catholic Primary School, Falmouth				
Academic Year	2020-21	Total PP budget	£25,000	Date of most recent PP Review	06.09.2019
Total number of pupils	218	Number of pupils eligible for PP	23 (11%)	Date for next internal review of this strategy	February 2021
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing & maths			75%	65%	
% making expected progress in reading (as measured in the school)			75%	73%	
% making expected progress in writing (as measured in the school)			75%	78%	
% making expected progress in mathematics (as measured in the school)			75%	79%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Accelerated progress in Reading, Writing and Maths (leading to a greater proportion working at GDS)				
B.	Oral language skills in EYFS and Key Stage 1				
C.	Lack of social and emotional resilience				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	Lack of parental financial contribution				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	

A.	<p>Accelerated progress in all areas (leading to a greater proportion working at GDS)</p> <ul style="list-style-type: none"> • Distance marking • Accelerated Reader • Consistency in phonics teaching with trained, skilled staff • Dyslexia friendly schools status • Outdoor Learning 	<p>PP children will make accelerated progress in reading, writing and maths.</p> <p>There will be an increase in PP children achieving GDS.</p> <p>The progress and attainment gap between those pupils in receipt of PP funding and those who are not will be minimised.</p>
B.	<p>Oral language skills, EYFS and KS1</p> <ul style="list-style-type: none"> • SALT • NELI • Consistency in phonics teaching with trained, skilled staff • Educational Psychologist 	<p>Children who require SALT will have improved oral language skills and understanding. In turn this will help to improve their acquisition of phonics. Consistency of phonics will ensure a whole school approach to the learning of phonics for children, staff and parents.</p>
C.	<p>Lack of social and emotional resilience</p> <ul style="list-style-type: none"> • EWO • TIS trained practitioners- now to train staff • Autism champion/ Autism Awareness Training • Educational psychologist • Dyslexia friendly schools 	<p>Targeted children will build their resilience and become more secure and confident, providing a firm foundation for them to learn. Those children supported by the TIS practitioner will have increased social and emotional well-being.</p>

D.	<p>Lack of parental financial contribution</p> <ul style="list-style-type: none"> • Instrument lessons • Swimming lessons (when able to run again) • Breakfast club 	Those children supported by extra funding will have increased social and emotional well-being and will not be 'left behind' their peers
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1. Review of expenditure				
Previous Academic Year		£19,800		
Action	Intended Outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned	Cost
Tailored CPD for teaching staff around effective guided reading and early reading.	Reading scores are at least in line with the national figure.	<p>Teachers were trained on the effective teaching of guided reading. (INSET with Tre Christophers). These strategies had started to be implemented before lockdown in March 2020 and were beginning to have an impact on the quality of the teaching of reading throughout the school.</p> <p>No assessments were made at the end of the academic year.</p>	Continue to implement strategies.	£300

<p>Focussed phonics lessons including purchasing phonic satchel books for all children in EYFS and KS1.</p>	<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Children to make expected or better progress in Reading and writing across the school.</p>	<p>Phonetically-decodable books purchased for EYFS and Year 1 and Year 2. Plastic jackets attached and books now being taken home to share with parents, as well as being used for 1:1 reading in school.</p> <p>Improved consistency in the teaching of phonics, using Active Learn and Jolly Phonics.</p>	<p>Continue to ensure the teaching of phonics and early reading is consistent across EYFS and KS1.</p> <p>Monitor use of phonetically-decodable books and purchase more if necessary.</p>	<p>£6000</p>
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<p>A T.A. is trained in TIS to support pupils with their social, emotional, behavioural needs and issues that have occurred at home that might have a negative effect on the learning day.</p>	<p>Children will become more resilient, secure and confident.</p>	<p>T.I.S. support for individual children has had an impact on their emotional resilience and understanding. This has improved attendance and helped with reluctance to come into school. We now have two T.I.S. trained practitioners.</p> <p>During lockdown, our T.I.S. practitioners took part in training to enable them to work with children needing emotional support remotely. This has ensured that we were able to continue to provide support whilst not at school.</p> <p>The T.I.S. training planned for the rest of the staff fell in the week of school closures, so this will need to be re-arranged in the Autumn term.</p> <p>We now have two 'Bereavement Champions' in school to be able to support children and staff during times of loss and bereavement. LD has also taken part in the leadership version of this training.</p>	<p>T.I.S. work is more crucial than ever at the moment, following lockdown. Ensure quality time is timetabled to carry out this work with individual children.</p>	
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Therapists visit the pupils and the school's support staff working with them each term, to assess progress and update provision and support.	Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists.	Our Speech and Language Therapist has regularly worked with children needing speech therapy, both in school and in clinics. She has provided detailed reports to enable us to work towards targets for development. Teachers, T.As and parents have worked 1:1 with these children as frequently as possible to help to improve language skills and understanding.	This will continue throughout 2020-2021.	
Socially Speaking Time to talk	Children will become more resilient, secure and confident.		This will continue throughout 2020-2021.	

<p>EWO Rewards Newsletter Attendance clinic</p> <p>The purchasing of the Education Welfare Service package, to support the school in lowering the persistent absence rate. Includes attendance clinics, late gates and home visits.</p>	<p>Increased attendance for all children, but especially the disadvantaged.</p>	<p>Attendance from March 2020 has been monitored by the DfE and CAST, when reporting absences due to Covid-19.</p>	<p>From September 2020, all children will be expected to attend school. Attendance meetings will be held with parents, when a child is persistently absent without good reason, or falls below 85%.</p>	<p>£240</p>
<p>Achieve 'Dyslexia friendly schools' status.</p>	<p>Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing.</p>	<p>As 2019-2020 was a shortened year, this will be something to work towards in 2020-2021.</p>		

Training for an Autism Champion to recognise and support children with Autism.	Children with autism to have better access to the curriculum and improved social interactions.	Although we have not managed to train an 'Autism Champion', two T.As have completed online Autism Awareness training during lockdown.		
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2. Planned expenditure					
Academic year		2020-2021	£25,000		
	The following three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted academic support and support wider strategies.				
	<div>Quality teaching for all-</div> <div>An effective teacher is in front of every class. Every teacher is supported to keep improving.</div>				
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 ?

Embed Rosenshine's principles of instruction into every lesson.	<p>To support teachers to engage with cognitive science and put the research into practice in the classroom. Teachers will improve when delivering each strand:</p> <p>Sequencing concepts and modelling</p> <p>Questioning</p> <p>Reviewing material</p> <p>Stages of practice</p> <p>Improvement in</p>	<p>The most effective teachers ensure that their students efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support.</p> <p>They provide this support by teaching new materials in manageable amounts, modelling, guiding student practice, helping students when they make errors, and providing for sufficient practice and review.</p>	<p>Weekly CPD focusing on each principle of instruction, for teachers and T.A.s</p> <p>Weekly monitoring focused on these elements.</p>	Demelza Bolton/ Lucy Draycott	Weekly monitoring and feedback to staff.
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Use 'distance marking' approach for assessment and feedback.	<p>Feedback studies tend to show very high effects on learning.</p> <p>Improvement in pupil outcomes, showing at least good progress.</p>	<p>Due to Coronavirus, teachers must keep their distance from the children as much as possible, including when marking books and giving feedback. Books will not be marked to avoid transmission of the virus.</p> <p><u>EEF Toolkit</u> Feedback: +8mths High impact, Very low cost</p> <p>It is important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p>	Monitoring of assessments carried out, linking with children's work following these assessments to ensure there has been impact.	Demelza Bolton/ Lucy Draycott	Weekly monitoring and feedback to staff.
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Consistent, high quality teaching of Phonics.	Accelerated progress in reading as children are able to use their Phonics skills.	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><u>EEF Toolkit</u> Phonics: +4mths Moderate impact, Very low cost</p>	<p>Teaching Assistants to be trained in delivering Phonics. Phonics sessions will be monitored for effectiveness and impact.</p> <p>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p>	Lucy Draycott/ Sarah Shailes	Weekly monitoring and feedback to staff.
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Use of the outdoor space.	Children will be further engaged with learning, being exposed to new opportunities. Learning outdoors will nurture creativity and imagination.	<p>"I never teach my pupils, I only provide the conditions in which they can learn." Albert Einstein.</p> <p>Learning is an active process and sometimes the best and most memorable learning experiences take place outside the walls of the classroom.</p>	<p>Teachers to view the use of the outdoors as a tool for teaching and learning. CPD to be provided to allow teachers to think 'outside the box' about their lessons and the engagement of pupils in their learning.</p> <p>Develop the outdoors to create inspiring areas to learn.</p>	Lucy Draycott/ Pete Langridge	Weekly learning walks.
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Training and support for early careers teacher.	Improved teaching will result in improved outcomes for the children, especially the disadvantaged.	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Incremental coaching gives evidence of rapid and substantial benefits to teaching practice.</p> <p>Retention of effective teachers who have been engaged with high quality professional development is key to successful outcomes.</p>	Through performance management, targets for improvement will be identified. Incremental coaching will be used to develop specific aspects of practice, through a regular, frequent and ongoing cycle of observation and action-based conversations.	Lucy Draycott/ Amy Chapman/ Jane Mills (Coach)	Weekly
Total budgeted cost					£5000
<p>Targeted academic support-</p> <p>Structured one-to-one or small group intervention, linked to classroom teaching.</p>					

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 ?
Use Accelerated Reader as a tool to provide targeted support in reading.	Accelerated progress in reading, ensuring children's reading age is at least in line with their chronological age.	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p> <p>EEF Toolkit Reading Comprehension Strategies: +6mths High impact, Very low cost</p>	<p>Teachers will monitor the frequency and accuracy of quizzing in each class. Target children who are not quizzing frequently or accurately.</p> <p>Half-termly rewards for children meeting points targets.</p> <p>Half-termly celebration of the class with the highest quizzing accuracy.</p>	Lucy Draycott/ Ashley Blakely-May	Half-termly £5,550

Speech and Language Therapist to visit pupils in school. They will support staff working with the children to enable targets to be addressed and review targets and provision.	Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists. Children's speech and language skills will improve- greater clarity when speaking and increased understanding of spoken language.	A significant number of pupils entering EYFS have poor speech and language skills and are below expectations in the communication and understanding areas of the curriculum. A range of children throughout the school need SALT support. <u>EEF Toolkit</u> Oral language intervention: +5mths Moderate impact, very low cost	Therapist creates individual action plans. Targets are worked towards by the class teacher and teaching assistant.	Lucy Draycott	Half-termly monitoring of children's progress
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Achieve 'Dyslexia friendly schools' status.	Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing.	<p>Training for SENCO to become lead in Dyslexia friendly schools accreditation.</p> <p>The rationale behind the Quality Mark is that changing practice to accommodate dyslexic individuals often results in good practice for everyone. The majority of dyslexic pupils will be taught in mainstream classrooms- it is therefore important that as well as employing appropriate teaching methods, all environments are dyslexia friendly.</p> <p><u>EEF Toolkit</u> Learning Styles: +2mths Low impact, Very low cost</p>	<p>The impact of accreditation will be monitored through baseline questionnaires for children with dyslexia and pupil conferencing at key points in the academic year.</p> <p>Progress will be measured half termly with assessment of resources and level of use.</p>	Lucy Draycott	Half-termly
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Training for an Autism Champion to recognise and support children with Autism.	Children with autism to have better access to the curriculum and improved social interactions.	<p>The training for Autism Champions in Cornwall is based on a model that has been a success in other local authorities, including Birmingham and Plymouth.</p> <p>EEF Toolkit Individualised instruction: +3mths Moderate impact, Very low cost</p>	<p>Teachers and parents will have a greater awareness of children with autism and a key contact for support.</p> <p>Early identification of children with autism. Children, staff and parents will be fully supported in school.</p>	Lucy Draycott	<p>Half-termly SEN meetings</p> <p>(£300 package)</p>
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Total budgeted cost £9000

Wider Strategies-

Non-academic barriers to success in school- eg. attendance, behaviour, social and emotional 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?
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<p>TIS trained T.A.s to support with children's emotional and social well-being.</p>	<p>Children will become more resilient, secure and confident, ready for learning.</p> <p>Children will learn to manage emotions through self-regulation and metacognition.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><u>EEF Toolkit</u> Social and Emotional Learning: +4mths Moderate impact, Moderate cost</p>	<p>SENCO will liaise with T.A.s to ensure that needs of children are being met and that their progress is recorded. Interventions are recorded, tracked on a spreadsheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys.</p> <p>Parent feedback.</p> <p>Termly progress data.</p>	<p>Lucy Draycott/ Vicki Walton/ Sue Marshall</p>	<p>Weekly meetings</p>
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Educational Psychologist	<p>Identification of pupils with SEN.</p> <p>Children will become more resilient, secure and confident.</p>	<p>In order to support the SENCO and individual PP children's needs, the Educational Psychologist is to be available for 5 and a half days across the academic year. Children will be assessed to give them the individual provision for their needs. This will ensure that the children become more confident, resilient and secure, thus enabling good academic process.</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently.</p> <p><u>EEF Toolkit</u> Individualised Instruction: +3mths Moderate impact, very low cost</p>	<p>The SENCO, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support.</p> <p>The Educational Psychologist will lead training sessions to facilitate teachers to better support children with SEN to become more independent with their learning. Teachers are given strategies to support the most vulnerable pupils. The progress of the children will be closely monitored after the training. Independence amongst SEN and vulnerable children will be monitored during learning walks.</p>	Lucy Draycott	Effectiveness evaluated during visits
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<p>Socially Speaking</p> <p>Time to talk</p>	<p>Children will become more resilient, secure and confident.</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>EEF Toolkit Oral language intervention: +5mths Moderate impact, very low cost</p>	<p>Questions to consider (from EEF):</p> <ol style="list-style-type: none"> 1. How can you help pupils to make their learning explicit through verbal expression? 2. How will you match the oral language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum? 3. What training should the adults involved receive to ensure they model and develop pupils' oral language skills? 4. If you are using technology, how will you ensure that pupils talk about their learning and interact with each other effectively? 	<p>Lucy Draycott</p>	<p>Termly</p>
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Support group for children of service families.	Children of parents who are in the services will feel supported emotionally and mentally. They will feel better able to fully focus on their learning.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF Toolkit Social and Emotional Learning: +4mths Moderate impact, Moderate cost	Parent and children questionnaires before and after. Children to contribute towards the sessions based on interest and need.	Lucy Draycott	Half-termly
Regular meetings with the Educational Welfare Officer. EWO clinics	Children will attend school regularly.	EWO meet regularly with the Head of School and secretary to discuss individual pupils' attendance and overall school attendance. Clinics are set up for pupils with persistent absence.	This will be tracked in governor meetings – school will consider issuing penalty notices for unauthorised holidays and quicker identification of children with persistent absence.	Lucy Draycott	Half termly meetings Clinics with parents Governor meetings

Instrument Lessons	<p>Children will become more resilient, secure and confident.</p> <p>Engagement and motivation of pupils.</p>	<p>The impact of arts participation on academic learning has seen improved outcomes. Improvements have been identified in English, mathematics and science learning.</p> <p>EEF Toolkit Arts participation: +2mths Low impact, Low cost</p>	Through pupil conferencing the children report positive experiences and impact on their learning.	Lucy Draycott/ Lucy Titheridge	Termly
Swimming lessons	<p>Children will become more resilient, secure and confident.</p> <p>Engagement and motivation of pupils.</p>	<p>Children will be able to join in with their peers and improved social outcomes. Fitness over time will improve.</p>	Through pupil conferencing the children report positive experiences and impact on their learning.	Jane Mills	Termly

Breakfast club and after school clubs subsidised for PP children.	Children will be provided with a stimulating environment, and activities to develop personal and social skills. They will become more resilient, secure and confident.	EEF Toolkit Extending school time: +2mths Low impact, Moderate cost The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	Subsidy for the afterschool/breakfast club will continue. Providing the group for the most vulnerable families.	Lucy Draycott	Reviewed termly
Total budgeted cost					£5000
3.	4. Additional detail				

	<p>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. Staff are encouraged to undertake personal professional development and will share information during staff meetings. The approach for monitoring teaching and learning will be more open door and collaborative ensuring best practice is shared.</p>
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