

# Pupil premium strategy / self-evaluation 2019-2020



1. Summary information					
<b>School</b>	St Mary's Catholic Primary school, Falmouth				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£19800	<b>Date of most recent PP Review</b>	06.09.2019
<b>Total number of pupils</b>	215	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 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 <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Accelerated progress in all areas of PP children	
B.	Oral language skills, EYFS and Key Stage 1	
C.	Poor social and emotional resilience	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Lack of parental financial contribution	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria

<b>A.</b>	<p>Accelerated progress in all areas of pp children</p> <ul style="list-style-type: none"> <li>• Verbal feedback marking</li> <li>• Reading CPD for all staff</li> <li>• Consistent phonics programme</li> <li>• Early reading books</li> <li>• Dyslexia friendly schools</li> </ul>	<p>The gap between those pupils in receipt of pp funding and those who are not will be minimised. They will make at least expected progress.</p>
<b>B.</b>	<p>Oral language skills, EYFS and KS1</p> <ul style="list-style-type: none"> <li>• SALT</li> <li>• Consistent phonics programme</li> <li>• Early reading books</li> <li>• Educational Psychologist</li> </ul>	<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>
<b>C.</b>	<p>Poor social and emotional resilience</p> <ul style="list-style-type: none"> <li>• EWO</li> <li>• TIS trained practitioner</li> <li>• Autism champion</li> <li>• Educational psychologist</li> <li>• Dyslexia friendly schools</li> </ul>	<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>
<b>D.</b>	<p>Lack of parental financial contribution</p> <ul style="list-style-type: none"> <li>• Instrument lessons</li> <li>• Swimming lessons</li> <li>• Breakfast club</li> </ul>	<p>Those children supported by extra funding will have increased social and emotional well-being and will not be 'left behind' their peers</p>

## 1. Review of expenditure 2018-19

<b>Previous Academic Year</b>		£19,800		
<b>Action</b>	<b>Intended Outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b>	<b>Cost</b>
PPG (TAs)	<p>The attainment in reading for PP pupils will rise to be in line with the attainment of all children.</p> <p>Accelerated Reader</p>	<p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Pupils selected are those that do not read at home or those behind their peers.</p> <p>Additional EE Foundation Toolkit Reading comprehension strategies: +5 mths</p> <p><b>Small group tuition: +4mths</b></p> <p><b>Feedback: +8mths</b></p> <p><b>Reading comprehension strategies: +5 mths</b></p> <p>In 2 out of 6 classes PP attainment in reading is higher than that of non PP children. In the other 4 classes, the attainment is nearing the same for PP as not PP.</p> <p>AR reading has been consistently used throughout KS2 with clear progressive book banding in place in KS1.</p>	This was a successful intervention and will be continued in the next academic year	

TIS trained TA Weekly TIS sessions	Children will become more resilient, secure and confident.	<p>TIS helps adults prepare children and young people for life's emotional ups and downs.</p> <p>The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.</p> <p>Based on neuroscience and attachment research, Thrive training provides a targeted intervention.</p> <p><b>Social and emotional learning: +4 mths Meta cognition and self regulation: +8 mths Behaviour interventions: +3mths</b></p> <p>Pupils received a weekly session, or an individual session based on family circumstances. Advice from outside agencies was sought when necessary such as Educational Psychologist support for pupils in receipt of EHCP.</p>	Have a further TA trained in TIS support and increase the numbers of children accessing it.	
Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists.	To provide individual focussed speech and language therapy to improve outcomes in literacy and PSED	<p>A significant number of pupils entering EYFS have poor speech and language and are below expectations in the communication and understanding areas of the curriculum. EE Foundation Toolkit</p> <p><b>Early years intervention: +5 mths Communication and language approaches(EYFS): +6 mths</b></p> <p><b>Oral language intervention: +5</b></p> <p>The SALT team have signed off all but one of our EYFS and KS1 children as a result none of our PP children are currently receiving support. The class TAs and teachers work hard to support the work of the SALT team within class time by following/using suggested intervention and support materials. This successful partnership has resulted in excellent progress of our pupils.</p>	Continue with Speech and language support. Continue early identification and referral to speech and language team	

Timely, daily focused interventions are run by support staff, for pupils identified as falling behind their peers or not making sufficient progress in an area of the curriculum.	For those pupils identified as requiring rapid progress and requiring additional challenge in their learning. Interventions are focussed on specific learning objectives, speech and language needs or the working memory.	Senco/SLT regularly meet with support staff and teachers to ensure interventions are in place and appropriate. Impact is discussed at termly pupil progress meetings with tracking of data. In 2 out of 6 classes PP attainment in reading is higher than that of non PP children. In the other 4 classes, the attainment is nearing the same for PP as non PP.	This will continue next year and early identification of pupils will be made to ensure the interventions are targeted appropriately.	
Greater emphasis on communication within the classroom, targeted by intervention and teachers' verbal feedback.	Children will become more resilient, secure and confident. Evaluations will be more targeted and individual, giving the children greater independence and clearer next steps.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom.  Interventions where possible have been actioned this year, and the results have been positive, resulting in the progress measures being above national.  Verbal feedback has had a positive impact as reported by students during pupil conferencing.	Continue training for the teacher on verbal feedback and the impact on pupil outcomes.	

Meta-cognition- solo taxonomy, growth mind-set- ½ hour weekly P4C lesson RM Easimaths	Teachers' pedagogy will improve. Children will become more resilient, secure and confident and more independent learners.	Both Assistant Headteachers attended CAST metacognition training with Lorwyn Randall. This resulted in the development and use across the school of the "Learn-o-saurs". All children are able to access these and use them frequently when referring to their work, methods and learning behaviours.  <b><u>EE Foundation Toolkit</u></b> <b>Meta-cognition and self-regulation +8 mths</b> <b>Oral language skills: +5 mths</b>	We will continue to develop and train both children and teachers with metacognitive approaches to improve learning outcomes for all.	
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<p>4c) EWO Rewards Newsletter Attendance clinic 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 PP pupils.</p>	<p>Attendance for PP children is not an issue at St Mary's.</p> <p>In Y6 the rate of attendance for PP children is 1.5% higher than that of children who are not PP.</p> <p>In Y5 the rate of attendance for PP children is just 0.2% lower than that of children who are not PP.</p> <p>In Y4 the rate of attendance for PP children is higher and stands at 6.6% lower than that of children who are not PP but this is due to one child with serious emotional and neuro needs who has had much time off directed by medical professionals.</p> <p>In Y3 the rate of attendance for PP children is just 0.5% lower than that of children who are not PP.</p> <p>In Y2 the rate of attendance for PP children is 1.5% higher than that of children who are not PP.</p> <p>In Y1 the rate of attendance for PP children is 1.7% higher than that of children who are not PP.</p> <p>In Reception the rate of attendance for PP children is 4.8% higher than that of children who are not PP.</p> <p><b>PP attendance for the whole school 96.8% which is slightly higher than that of non PP children- 96.4%</b></p> <p><b><u>EE Foundation Toolkit</u></b></p> <p>Parental involvement: +3 mths</p>	<p>School will continue to buy into the EWO SLA and will monitor attendance half-termly.</p>	
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4b, 4c, 4d	An interpreter is booked for meetings where a parent's first language is not English.	<p>Every year group has pupils whose parents do not speak English.</p> <p>EE Foundation Toolkit</p> <p><b><u>EE Foundation Toolkit</u></b></p> <p><b>Parental involvement: +3 mths</b></p>		
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2. Planned expenditure					
Academic year		2019-2020	£19,800		
	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 ?

Verbal feedback over written marking.	Teachers feedback to children will be more focussed and individualised resulting in greater outcomes.	<p>Oral language emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p><b><u>EE Foundation Toolkit</u></b>  <b>Meta-cognition and self-regulation</b>  <b>+8mths</b>  <b>Feedback: +8 mths</b></p>	<p>Teachers will be trained to offer effective feedback and in the best interest of the child. SLT will monitor its effectiveness over time and future training will be provided where necessary.</p> <p>Pupil voice will ascertain if verbal feedback is having a greater impact on pupil results and outcomes over time.</p>	Lucy Draycott	Termly at pupil progress meetings
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Tailored CPD for teaching staff around effective guided reading and early reading	Reading scores are at least in line with the national figure	High impact low cost. Sutton trust +6 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	Teachers will all be trained on effectively teaching guided reading and how to implement the Power of reading. This will be monitored through learning walks, planning, work scrutiny and pupil voice	Adam Boyes and Sarah Shailes	Half termly at pupil progress meetings
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Focussed phonics lessons including purchasing phonic satchel books for all children	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>Moderate impact, low cost. Sutton trust +4</p> <p>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	Reading will be above the national figure across the school. Phonics will continue to be above national and a consistent phonics scheme will be in place	Sarah Shailes	Pupil progress meetings Work scrutiny
Total budgeted cost					£6000
<p><b>Targeted academic support-</b></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 ?
TIS trained TA to support with children's emotional and social well being.	<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>TA to provide additional interventions to enable greater personalised sessions. Progress is monitored closely and children are given timely and precise feedback to enable progress with the class teacher. A series of practical sessions in small groups, which will support children's emotional needs. The provision of bereavement and emotional support, music therapy and behaviour support. TA to liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning.</p> <p><b>Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>SENDCo will liaise with TA to ensure that provisions of children are 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. Termly progress data.</p>	Lucy Draycott	Weekly meetings

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.	<p>A significant number of pupils entering EYFS have poor speech and language and are below expectations in the communication and understanding areas of the curriculum. EE Foundation Toolkit.</p> <p>A range of children throughout the school need SALT support</p> <p><b>Early years intervention: +5 mths</b>  <b>Communication and language approaches(EYFS): +6 mths</b>  <b>Oral language intervention: +5</b></p>	Therapist creates individual action plans. Targets are worked towards by the class teacher and teaching assistant.	Lucy Draycott	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><b><u>EEF Toolkit</u></b>  <b>Learning Styles: +2mths</b>  <b>Low impact, Very low cost</b></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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TA support for 1 pupil in year 5.  Targeted pupils will have support aimed to maximize their progress	Children to make expected or better progress in reading, writing and maths and meet their individual progress milestones.	Sutton trust: Feedback +8 months; Small group tuition +4 mths  TA to support pupils. Progress will be monitored closely and individualised work given to ensure maximum progress over time	Clear baseline and personalised learning resulting in targeted support and improved outcomes  Half termly monitoring of progress and attainment.	Lucy Draycott	Weekly meetings  Pupil progress meetings – half termly
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**Total budgeted cost** £8500

## 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>Training for an Autism Champion to recognise and support children with Autism</p>	<p>Children with autism to have better access to the curriculum and improved social interactions</p>	<p>Moderate impact for moderate cost Sutton trust 3+ Monitoring of increased good behaviour through learning walks and feedback in staff meetings.</p> <p>Teachers have more of an awareness of children with autism and a key contact for support.</p>	<p>Early identification of children with autism. Children will be fully supported in the school and school will become more inclusive</p>	<p>Lucy Draycott</p>	<p>Termly SEN meetings</p>
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Educational Psychologist	Children will become more resilient, secure and confident. Identification of pupils with SEN	<p>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</p> <p>In order to support the SENDCo 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>The SENDCo, 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 vulnerable children will be monitored during learning walks.</p>	Lucy Draycott	Effectiveness evaluated during visits
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Dyslexia friendly schools	Children with working memory barriers and dyslexia will be supported to make better progress in reading and writing	Training for SENCO to become lead in Dyslexia friendly schools accreditation  Sutton trust: Learning styles +2	The impact of accreditation will be monitored through baseline questionnaires for children with dyslexia and pupil conferencing at key points in the academic year.  Progress will be measured half termly with assessment of resources and level of use.	SENDSCO	
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<p>Regular meetings with the EWO.</p> <p>EWO clinics</p>	<p>Children will attend school regularly</p>	<p>EWO meet regularly with the Headteacher and secretary to discuss individual pupils attendance and overall school attendance.</p> <p>Clinics were set up for PA pupils</p>	<p>This will be tracked in governor meetings – school will consider issuing penalty notices for unauthorised holidays and quicker identification of PA children.</p>	<p>Lucy Draycott</p>	<p>Half termly meetings</p> <p>Clinics with parents</p> <p>Governor meetings</p>
<p>Instrument Lessons</p>	<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>Arts Participation +2 months</p>	<p>Through pupil conferencing the children report positive experiences and impact on their learning.</p>	<p>Jane Mills</p>	<p>Termly</p>

Swimming lessons	Children will become more resilient, secure and confident  Engagement and motivation of pupils	Children will be able to join in with their peers and improved social outcomes. Fitness over time will improve	Through pupil conferencing the children report positive experiences and impact on their learning. All children will be able to swim 25m by the end of year 6	Jane Mills	Termly
Breakfast club and after school clubs subsidised for pp children	Children will become more resilient, secure and confident	Low impact for moderate cost Sutton trust 2+  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	Subsidy for the afterschool/breakfast club will continue.  The school will continue to receive a free breakfast for every child with Magic Breakfast  Providing the group for the most vulnerable families	Lucy Draycott	Reviewed termly
<b>Total budgeted cost</b>					<b>£5300</b>
<b>3.</b>	<b>4. Additional detail</b>				

	<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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