

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mary's Catholic Primary School, Poole				
Academic Year	2019-20	Total PP budget	£44,200	Date of most recent PP Review	Autumn 2019
Total number of pupils	400	Number of pupils eligible for PP (not service)	35	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	67%	74%
% making expected progress in reading (as measured in the school)	67%	84%
% making expected progress in writing (as measured in the school)	83%	88%
% making expected progress in mathematics (as measured in the school)	67%	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.	Lack of development of language and vocabulary. 13 out of the 23 of PP children tested in July 2019 still have a vocabulary score that is below their chronological age.
B.	Poor self-esteem and low aspirations of the children, often stemming from poor parental self-esteem and aspirations, as evidenced from minimal parental engagement with school.

C.	A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of punctuality and opportunities for extracurricular activities	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p>Lack of development of language and vocabulary.</p> <ul style="list-style-type: none"> - A higher percentage of children will have either closed the vocabulary gap between their vocabulary age and their chronological age, or will have a vocabulary age that is above their chronological age, compared to testing in the 2018-19 academic year. - Evidence of an increased use of a variety of vocabulary in their writing, as evident in their books. - Increased reading scores in the PIRA and SATs. 	<p>BPVS test on entry in September, repeated in July to analyse impact.</p> <p>Focus on the high quality teaching of vocabulary in all classes.</p> <p>Exposure to high quality texts in guided reading.</p>

B.	<p>Poor self-esteem and low aspirations of the children, often stemming from poor parental self-esteem and aspirations.</p> <ul style="list-style-type: none">- Children and parents will engage more with the school.- Children are more confident in social and learning environments.- Children are motivated to learn and have a positive attitude to school.- Children are more prepared to take risks and are resilient in their learning.- Parental response to Marvellous Me improves.	<p>An aspirations event will be held increase involvement of PP parents and to provide teachers with a focus on how to help the children achieve their goals.</p> <p>Subsidised breakfast and after school club (25% discount) to allow children to start and end their school days positively and having been fed. It also allows for the development of social skills and play.</p> <p>Subsidised music lessons available to children in KS2 after the parents have paid for one term and if the children show dedication and commitment to the subject.</p> <p>Each child will be offered 1 school jumper and, in KS1, a school logo polo shirt per year. All PP children will be offered 1 book bag and one PE t-shirt per key stage.</p> <p>Staff to increase contact with PP parents via Marvellous Me.</p>
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C.	<p>A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report.</p> <ul style="list-style-type: none">- The spelling and punctuation used by the children will be more accurate across all subjects, as evident in books.- Handwriting of all pupils will be more consistent and neat across all subjects, as evident in their books.	<p>Quality first teaching and the discrete teaching of spelling, punctuation and handwriting across the school.</p> <p>High aspirations of the children.</p> <p>Improvements in ks1 and ks2 SPAG result through focused SPAG teaching across the school.</p> <p>Phonics interventions for pupils that require it.</p> <p>Pupil conferencing.</p>
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<p>D.</p>	<p>Lack of punctuality and opportunities for extracurricular activities.</p> <ul style="list-style-type: none"> - Children will be more punctual for school and have improved attendance. - More children will be participating in extracurricular activities organised by the school. 	<p>A 25% discount will be offered to PP parents for breakfast club and after school club to allow access to work for parents.</p> <p>PP children will be offered one paid afterschool club per year. For example French club, science club, maths club or a sports club.</p> <p>A 75% discount will be offered to FSM parents for residential trips and 50% for other PP children. A 50% discount will be offered for all other school trips.</p> <p>Access for children and parents to the family outreach worker and pastoral care worker.</p> <p>Food bank tickets available to help pp families.</p>
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5. Review of expenditure				
Previous Academic Year				
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>Quality First Teaching of vocabulary across the curriculum. A focus on introducing new and varied vocabulary.</p>	<p>Children will have been exposed to a greater variety of vocabulary and language which would influence their reading and writing. Reading test scores will increase.</p>	<p>End of year progress data has been analysed. 5 children did not make 6 steps progress in reading, 5 did not make 6 steps progress in writing and 3 did not make 6 steps progress in maths. Teachers were asked why they did not make 6 steps progress and this was collated to be passed on to their next teachers.</p> <p>PIRA results from Spring to Summer show that 68% of pupils who took the test and have been in the school for the duration of the academic year have increased or maintained their score. A further 26% only went down by a maximum of 7 marks. This is an improvement on the data from Autumn to Spring. Comparing the autumn data to summer, 65% of children who took all three tests improved their scores from Autumn to Summer.</p>	<p>By focusing on vocabulary and high quality literature, children have been exposed to a wider variety of texts and language. By using the BPVS test, it has been confirmed that for the majority of PP children tested in both October and July, their vocabulary has improved.</p> <p>We will continue with this approach, using the BPVS to track the impact that it is having on the children.</p>	
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Inset on reading and the importance of developing language	By educating the staff about the importance of vocabulary and reading it will enable them to include this as a focus for this academic year in all of their teaching. Based on findings from the EEF.	By providing staff with staff meetings and an inset on reading, it has made reading and the development of language a priority for the teaching staff. It has led to changes in curriculum and a questioning of why we use the texts we do.	Staff will continue to evaluate and improve the diet of literature provided to the children in order to further increase their exposure to a variety of vocabulary and literary texts and genres. This is part of a whole school strategy to raise standards of reading and comprehension at all levels.	
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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>1:1 conferencing by the teacher weekly.</p> <p>Interventions provided when required.</p>	<p>Giving a child 1:1 verbal feedback has been proven to increase results and provide opportunities for misconceptions to be addressed promptly. It also allows for individualised targets and closer monitoring of progress (based on findings from the EEF-Education Endowment Foundation)</p>	<p>Conferencing has been carried out throughout the year with either the children’s class teacher or the other teacher in the year group. This has allowed pp children to develop their individual targets with the teacher, plugging gaps and extending their learning in an individualised way.</p>	<p>Conferencing has been successful in plugging gaps with pp children or offering them opportunities to extend and challenge them. It has provided 1:1 feedback time which has enhanced the children’s learning. We will be continuing with this strategy.</p>	
<p>PCW will offer support for all PP children.</p>	<p>Children will be supported emotionally and socially by the PCW to ensure they are in the best place possible to learn.</p>	<p>The PCW has been offering support in the previous academic year for PP children and it has made a marked difference to the social and emotional wellbeing of those children.</p> <p>PCW to be available every day to support PP children. PCW to provide support at break and lunch times to children for social and emotional needs. PCW to offer ELSA to children that need it.</p>	<p>The PCW has been a key person in the lives of many PP children. She frequently supports many of the PP children at break, lunch and during class time. They have had access to her expertise in social and emotional difficulties, and the PCW has also built good relationships with PP parents; offering them support. This will continue next year.</p>	

iii. Other approaches

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>Children will be provided with opportunities to participate in clubs and trips to broaden their horizons and enrich their education.</p>	<p>By witnessing and participating in events by professionals and academics, children will be encouraged to believe that they can one day achieve similar goals. By exposing them to new experiences it will allow them to experience a wider range of activities than they may receive at home.</p>	<p>Numerous children were offered the opportunity for subsidised trips and residential which resulted in an enrichment of their educational experience. Cost £1,340</p> <p>Many children attended sports and other clubs in school at a subsidised rate, thus encouraging social interactions and the development of new skills. Cost £425.</p> <p>Breakfast and After School Clubs were offered at a subsidised rate. Cost £2,557.</p>	<p>Children were given opportunities to participate in clubs and trips that they would not have been able to access previously. Their confidence and enthusiasm has grown due to this. By subsidising trips, breakfast club, after school club and other school clubs it has enabled children to participate more fully in school life with their peers.</p> <p>We will continue to provide subsidies for trips and clubs in the form of 1 free club per year, 50% of school trips and 75% off residential trips.</p>	<p>£1,340</p> <p>£425</p> <p>£2557</p>

<p>To provide PP children with access to the school library and to encourage them to take books home to read.</p> <p>To arrange a trip to a local library.</p>	<p>By giving them greater access to literature it will encourage them to read a wider selection of texts than they may have at home.</p>	<p>The children this year have been provided with opportunities to visit a library and have all been given a book each to keep. During the library visit, many children were experiencing and library and what it has to offer for the first time. The school library is being set up and all children will have the opportunity to visit and borrow books.</p>	<p>Next year we will continue with our focus on language vocabulary and exposure to high quality texts. The school library will be fully operational and events such as a readathon are being planned.</p>	
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6. Planned expenditure

Academic year 2019-20

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

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>Targeted vocabulary teaching across the school.</p>	<p>By teaching vocabulary discretely and exposing children to high quality texts, the vocabulary of the children will improve, closing the gap between their chronological age and their vocabulary age.</p>	<p>Numerous studies have been conducted which have proven a link between a poor vocabulary and poor academic achievement (for example, Mandy J Maguire et al, 2018 and Fernald, Marchman and Weisleder, 2013). The EEF conducted a study in 2017 which laid out recommendations for how to close the vocabulary gap and Alex Quigley has also written a book titled 'Closing the Vocabulary gap' (2018).</p>	<p>BPVS monitoring from September to July.</p> <p>Lesson observations and learning walks by SLT and phase leaders.</p> <p>Book scrutinies to monitor the texts being taught and the evidence of the vocabulary being used in children's' work.</p> <p>Exposure to high quality texts in guided reading.</p>	<p>PP lead</p> <p>Literacy Lead</p>	<p><u>Mid-Year Review:</u> Teaching and learning has had a focus on teaching vocabulary. Evidence can be seen in children's work. Book scrutinies by the PP lead have seen evidence in books. Leaders are examining text choices for each year group. BPVS test costs £15.50 per hour for a TA to run the tests plus cost of test materials £40.</p> <p><u>End of year review</u> Staff have completed CPD during the lockdown focusing on vocabulary teaching and the teaching of writing.</p> <p>Total Spend: £930 (2xTA's 2hs a day for 3 weeks) + £40 = £970</p>
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<p>Discrete teaching of spelling, punctuation and handwriting.</p>	<p>The spelling, punctuation and handwriting will improve throughout the school, with pupil premium children being a focus for the class teacher.</p>	<p>In the most recent Ofsted report (February 2019), it was noted that “The quality of pupils’ writing is sometimes undermined by their weak spelling, punctuation and handwriting.”</p>	<p>Book scrutinies, learning walks and lesson observations will monitor the teaching and learning of spelling, punctuation and handwriting.</p>	<p>Literacy lead Phase Leader s</p>	<p><u>Mid-Year Review:</u> Discrete teaching of these skills has been taking place in all classes. Evidence can be seen in books.</p> <p><u>End of Year Review:</u> Online learning has included spelling and punctuation exercises. Not all PP children have engaged with online learning.</p> <p>Staff have completed online CPD about the teaching of vocabulary and writing which will enable them to move the children forward when school returns in September.</p>
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<p>High expectations by all members of staff of spelling, grammar and handwriting.</p>	<p>By having consistently high expectations with regards to spelling, punctuation and handwriting, it will ensure that children aspire to achieve their best.</p>	<p>The EEF states that a key way to support disadvantaged pupils is by setting high expectations for all pupils. By having consistently high expectations for all pupils it will ensure that standards are raised across the school.</p>	<p>Book scrutinies, learning walks and lesson observations will monitor the expectations set by all staff in regards to spelling, grammar and punctuation.</p>	<p>Head Teacher and Deputy Head</p>	<p><u>Mid-Year Review:</u> All staff are united in their high expectations. Evidence can be seen in books.</p> <p><u>End of Year Review</u> High expectations have been set during the period of online teaching. However, this has been difficult to implement as the quality of work produced at home is often lower than the standards seen in school.</p> <p>Staff have been doing online CPD with Jane Considine focusing on the teaching of writing. The school will be using the Jane Considine method next academic year which should improve the quality of writing and vocabulary across the school.</p>
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Total budgeted cost £4000

ii. Targeted support

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented	Staff lead	When will you review implementation?
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<p>The pastoral care worker and family outreach worker will offer social and emotional support to the children.</p>	<p>Children will be supported through any social or emotional issues. Children will be building their self esteem and are able to access support such as ELSA and the sensory room, if they require it.</p>	<p>The PCW has provided invaluable advice and support for PP children and their parents over the past years, allowing children to be in a better emotional position to access the learning.</p>	<p>The PCW and the FOW will hold regular drop in sessions with parents.</p> <p>The PCW will maintain her rapport with existing PP parents and build a relationship with new parents.</p> <p>Monitoring of children and parents accessing her support will be kept by the PCW.</p>	<p>PCW</p>	<p><u>Mid-Year Review:</u> PCW has been working with many PP children in school; providing access to the hub, sensory room and her wealth of expertise. PCW has been liaising with parents of PP children to offer support and guidance.</p> <p><u>End of Year Review</u> The PCW has been in contact with every PP child's family during the lockdown via phone and/or email. She has printed and posted packs of physical work for children to do if the parents were struggling with the technology of google classroom. Cost of postage and printing = £45</p>
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<p>The pastoral care worker and Family Outreach Worker will offer support to pupil premium parents, to increase their engagement with the school.</p>	<p>Parents will be supported through phone calls, meetings and informal drop in sessions. This will increase their engagement with the school and give them strategies to better help their children at home.</p>	<p>PCW has built up good relationships with PP parents who are often hard to engage in school life. This is an invaluable link for the school.</p>	<p>The PCW will be able to offer food bank tickets to PP parents. This will be monitored.</p> <p>The PCW and the FOW will hold regular drop in sessions, home visits or phone calls with parents. Attendance will be monitored.</p> <p>Parents will be offered subsidised uniform each year, if required, to ensure that the parents feel supported and part of the school community.</p>	<p>PCW</p>	<p><u>Mid-Year Review:</u> The PCW and FOW have been working in partnership to support numerous PP families. Uniforms, food bank tickets and other supplies have been provided, alongside advice, support and meetings. During the Coronavirus lockdown, the PCW has been contacting PP parents via telephone to offer support, advice and a line of contact to school.</p> <p>Yearly cost of PCW: £9400</p> <p><u>End of Year Review</u> The PCW has provided 4 families with food vouchers and 5 children have been lent school laptops in order to be able to complete the online work.</p> <p>Cost of Laptop setup = £775</p>
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<p>Interventions or scooping in phonics, reading or maths, led by highly trained support staff.</p>	<p>Children will make good progress across all areas, with gaps in their knowledge being filled to enable them to continue to access the curriculum.</p>	<p>By intervening and providing extra scooping sessions, children who did not fully grasp a concept or have gaps in their knowledge can be further supported to close this gap and make progress with their learning.</p>	<p>Interventions will be tracked by the interventions lead.</p> <p>Children who are regularly part of scooping groups will be monitored.</p>	<p>PP lead</p>	<p><u>Mid-Year Review:</u> Scooping and interventions weren't happening consistently due to TA's being used for the preparation of Read Write Inc resources (which are also vital for PP children to enable them to close the gap). It was successful and supported those children that needed it.</p> <p><u>End of Year Review</u> No scooping or interventions have taken place since the mid-year review due to the lockdown.</p> <p>Cost = 2 x TA = 8 hours a week 2 x TA = 10 hours a week = £14,880</p>
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<p>1:1 conferencing, focused on the individual targets and needs of the pupil.</p>	<p>Pupils will have individualised and targeted support to boost their academic attainment and progress.</p>	<p>1:1 feedback has been proven by the EEF to provide a very high impact on the children's progress.</p>	<p>Tracking sheets have been provided to teachers and they will be monitored by the PP lead. This will ensure that sessions are going ahead and are being used effectively for the children.</p>	<p>PP lead</p>	<p><u>Mid-Year Review:</u> Conferencing was successful for all involved. However, in the Autumn and Spring term and some hours were lost due to the HLTA's being pulled for cover.</p> <p>Teachers and pupils have been positive about it and identified that it does help PP children to either extend their learning or to help plug any gaps.</p> <p>Yearly Cost: £11,400</p> <p><u>End of Year Review:</u> The PCW has called all PP families during the lockdown and has made subsequent calls depending on the individual needs of the family. All teachers have phoned their current PP children to check in on them and to help prepare them for the transition to the next year group.</p>
Total budgeted cost					£41,470

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff	When will you review implementation?
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<p>enrichment activities to target the development of language and self-esteem.</p>	<p>By providing the children with enrichment activities, such as breakfast club, after school club and subsidised trips and events, the children will be exposed to wider opportunities which will raise their self-esteem and inspire them.</p>	<p>PP children often do not participate in school activities. By subsidising these activities, it will encourage pp children to participate in clubs and trips. It will also help parents to be in work due to the subsidy for breakfast club and after school club.</p>	<p>A range of activities, clubs and events will be organised or subsidised. For example, residential trips, school visits and sports clubs.</p> <p>A subsidised breakfast and after school club (a 25% discount) will be offered to allow children to socialise with other children and develop their language and self esteem.</p>	<p>PP lead</p> <p><u>Mid Year Review</u></p> <p>In the Autumn term, the total cost of subsidising trips was £1520.50. This included the yearly cost of residential trips. 17 PP children benefited from this. 2 children have had music lessons for the year paid for, at a total cost of £260.</p> <p>£19 was spent on uniform for two children and £18 was spent on a football club for one child. Breakfast and afterschool club continue to be popular, with an Autumn term spend of £56.40 for breakfast club subsidies used by 5 children. After school club's Autumn subsidy spend was £206.35, and that was used by 6 children. We are monitoring use by one child in Y2 who received £124.55 in after school club subsidies in the autumn term.</p> <p>A number of Y6 PP children went to lectures at Lytchett Minster School on a variety of subjects to enrich their learning.</p> <p>Spring Expenditure: Additional Breakfast club spend of £3.85 and After school club spend of £227.50.</p> <p><u>End of Year Review</u></p> <p>£433 in the summer term on uniform</p> <p><u>Total Spend:</u> £2740.75</p>
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Total budgeted cost £44, 210.75

7. Additional detail

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