



## St. Mary's Catholic Primary, Bodmin

### Mid-year review of impact of Pupil Premium strategy

The mid-year review provides an opportunity for school leaders to reflect on which aspects have been successful in the spending of the Pupil Premium allocation halfway through the academic year 2018-19. This allows us to consider which aspects to continue, which to amend and which require improvement.

<b>Chosen strategies in order of impact</b> (List strategies in order of the impact they are having with strongest first)	<b>New or existing strategy</b> ( N or E)	<b>Evidence of impact since September 2018 and actions now required</b> (Provide both qualitative and quantitative evidence)
Pastoral Lead (PSA)	E	Needs of individual families are being met quickly. This has reduced the risk of behavioural and emotional challenges for the child. Consequently, there has been a reduction in challenging behaviours. Attendance has improved as a result of the Pastoral Lead rigorously monitoring attendance daily and visiting families at home if necessary.
Outdoor and adventure learning- EEF research (Forest School)	E	Significant impact since September. The children's survey indicates that they feel more confident to take on new challenges, get along with others and have an increased enjoyment when being outside with nature. The children feel happier in themselves and the results are having an impact when back in the classroom- there is evidence of increased collaboration, acceptance of challenge and tolerance of each other.
Reading Comprehension Strategies- EEF research Accelerated Reader	N	Pupil surveys (December 2018) show that 97% of children in Y3-Y6 believe their reading has improved since using accelerated reader. Accelerated Reader is having an impact on progress and attainment in

		<p>reading, through the regular quizzing of comprehension, inference and deduction skills. 97% of disadvantaged pupils have made expected progress or more in the Autumn term 2018 in reading- this is slightly above other pupils.</p> <p><b>Next: Continue to motivate children with the Accelerated Reader Quizzes and Star Tests. Ensure children continue to achieve at least 80% correct in each quiz. Monitor progress in reading age and book level through star testing.</b></p>
Mastery Learning- EEF research	E	<p>The 'Achievement for All' programme continues to ensure that interventions and support are pulled together to enable joined-up thinking for all pupils. Parents are closely involved with the programme and are working with the class teachers to ensure targets for their child's development are appropriate and achievable. <b>Next: Individual targets to be integral to all aspects of school and home life. Reviewed through regular contact with the parents.</b></p>
Speech and Language programmes, including NELI Project and use of BPVS. ('Preparing for Literacy' Guidance Report from the EEF).	N	<p>Regular contact between Teacher, T.A. and Speech and Language Advisor to assess pupils' progress and plan new interventions. Children receive regular weekly intervention work either one-to-one or in small groups.</p> <p><b>Next: Learning walks and observations of delivery of speech and language interventions. Monitor impact through assessment at end of project.</b></p> <p><b>Carry out BPVS assessments across the school.</b></p>
Collaborative Learning- EEF research (This approach works well with meta-cognition)	N	<p>Through Guy Claxton's 'Building Learning Power', children are beginning to understand how to use meta-cognitive strategies. Teachers are modelling the skills needed to think about their learning and giving the children further opportunities to become confident, independent learners.</p> <p><b>Next: Continue to embed the 'Building Learning Power' approach to enable learners to develop the ability to think about their learning.</b></p>
Social and Emotional Learning- EEF research. Wellbeing Coach	N	<p>Year 3 children have commented that through this project so far, they have learnt about feelings within them and that all feelings are ok to feel.</p>

One child in particular has realised that he is not an angry person, but anger is a feeling that comes and goes. Their teacher has noticed how the sessions have encouraged the children to be far more open in their discussions and not hold back about things they would like to discuss. The Wellbeing Coach is pleased with the children's response to being given the chance to discuss things that are important to them. They are full of enthusiasm and are eager to develop their understanding.

**Next: Further develop Vicky's work with the children by planning a whole topic about feelings, using the film 'Inside Out'. Wellbeing coaching sessions to continue into the Summer term.**

### **Anonymised success story**

Child A is in Year 6. His attendance in Year 5 (92%) was a cause for concern. He was very reluctant to come to school and did not have a wide circle of friends. His close friend was moved from the school, which was another catalyst in his non-attendance. He worries an awful lot about his mum, who has financial difficulties. His much improved attendance in Year 6 (currently 98%) has enabled him to make accelerated progress, particularly in maths. The expected number of steps progress for this stage of the year is 2; Child A has made 4 steps in maths. Now attending far more sessions, he is not missing the learning of key mathematical concepts. He shows the potential to be working at GDS in maths and scored very highly in recent PUMA tests. He is also making accelerated progress in writing, he enjoys the topics and is able to transfer his writing skills across the curriculum. Child A now has a group of friends and he has a much improved attitude to all aspects of school life.

### **Mid-year reflections (senior leaders)**

Many disadvantaged children are exceeding the expected amount of progress so far this term, particularly in Reception Class, Y1 and Y2 reading, Y2 and Y6 maths.

### Attainment (ARE+)

<b>Autumn 2 2018</b>	<b>PP (37)</b>	<b>Other (156)</b>	<b>Difference</b>	<b>Difference Autumn 1</b>	<b>PP Girls (19)</b>	<b>PP Boys (18)</b>	<b>PP/ SEN (8)</b>	<b>PP/ AMA (3)</b>
<b>Reading</b>	68% (25)	79% (123)	-11%	-9%	63% (12)	72% (13)	38% (3)	100%
<b>Writing</b>	59% (22)	74% (116)	-15%	-16%	63% (12)	56% (10)	13% (1)	100%
<b>Maths</b>	68% (25)	78% (121)	-10%	-9%	58% (11)	78% (14)	38% (3)	100%

### Progress (% expected progress or more)

<b>Autumn 2 2018</b>	<b>PP (37)</b>	<b>Other (156)</b>	<b>Difference</b>	<b>PP Girls (19)</b>	<b>PP Boys (18)</b>	<b>PP/ SEN (8)</b>	<b>PP/ AMA (3)</b>
<b>Reading</b>	97% (36)	96% (150)	+1%	100%	94% (17)	88% (7)	100%
<b>Writing</b>	97% (36)	98% (153)	-1%	100%	94% (17)	88% (7)	100%
<b>Maths</b>	95% (35)	96% (149)	-1%	89% (17)	100% (18)	88% (7)	100%

Monitoring the progress and attainment of sub-groups within the disadvantaged children has enabled a greater analysis of where further support and intervention is needed. For example, an area of focus is the progress and attainment of disadvantaged girls in Maths. Through pupil progress meetings, these children are identified within each

class and plans are made with the teachers to enable accelerated progress.

**Mid-year reflections (governors/trustees)**

Leaders report at each Governors meeting about the progress and attainment of our disadvantaged pupils. Governors are quick to challenge leaders to ensure that all groups are achieving and interventions are in place if necessary. Twice-yearly Governor review days provide a clear insight and platform on which to discuss issues arising, concerns within groups and celebration of successes. This gives Governors a great opportunity to triangulate the outcomes for disadvantaged pupils, particularly in writing and maths. Governors have the opportunity to discuss individual subjects with the subject leaders to explore how the leaders are managing their subject to diminish the difference. The evidence that they have gathered is reviewed with the Governing Body and the Senior Leadership Team. These review days are instrumental in enabling an understanding of challenges that we have overcome as well as strategies for further improvement.

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