

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mary's Catholic Primary school, Falmouth				
Academic Year	2019-20	Total PP budget	£19800	Date of most recent PP Review	06.09.2019
Total number of pupils	215	Number of pupils eligible for PP	22	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 (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

A.	<p>Accelerated progress in all areas of pp children</p> <ul style="list-style-type: none"> • Verbal feedback marking • Reading CPD for all staff • Consistent phonics programme • Early reading books • Dyslexia friendly schools 	<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.	<p>Oral language skills, EYFS and KS1</p> <ul style="list-style-type: none"> • SALT • Consistent phonics programme • Early reading books • 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>Poor social and emotional resilience</p> <ul style="list-style-type: none"> • EWO • TIS trained practitioner • Autism champion • 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 • Breakfast club 	<p>Those children supported by extra funding will have increased social and emotional well-being and will not be 'left behind' their peers</p>

5. Review of expenditure

Previous Academic Year	£19,800			
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned	Cost
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 or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are behind, but it can also be used as a more general strategy to encourage progress, or to teach challenging topics or skills. Pupils selected are those that do not read at home or their peers.</p> <p>Additional EE Foundation Toolkit Reading comprehension strategies: +5 mths</p> <p>Small group tuition: +4mths</p> <p>Feedback: +8mths</p> <p>Reading comprehension strategies: +5 mths</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 non PP.</p> <p>AR reading has been consistently used throughout KS2 with clear progressive book banding in place in KS1.</p>	

<p>TIS-A TA is trained in TIS and supports pupils with their social, emotional, behavioural needs and issues that have occurred at home that might have a negative effect on the learning day. Pupils receive a weekly session, or an individual session based on family circumstances. Advice from outside agencies can be obtained if needed.</p>	<p>Children will become more resilient, secure and confident.</p>	<p>TIS helps adults prepare children and young people for life's emotional ups and downs. 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. Based on neuroscience and attachment research, Thrive training provides a targeted intervention. Social and emotional learning: +4 mths Meta cognition and self regulation: +8 mths Behaviour interventions: +3mths</p>	<p>Although TIS training has been on-going for a TA (VW) this has not been put into practice yet due to the fact that training has only recently been completed and due to other demands on the TA's time.</p>	
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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

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, that require additional support to increase their attainment.</p> <p>EE Foundation Toolkit Reading comprehension strategies</p> <p>Small group tuition: +4mths Feedback: +8mths Reading comprehension strategies: +5 mths</p>		
Therapists visit the pupils and the school's support staff working with them each term, to assess progress and update provision and	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>Early years intervention: +5 mths Communication and language approaches(EYFS): +6 mths Oral language intervention: +5</p>	The SALT team have signed off all but one of our EYFS and KS1 children and all 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>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.</p>	<p>For those pupils identified as making rapid progress and requiring additional challenge in their learning. Interventions are focussed on specific learning objectives, speech and language needs or the working</p>	<p>There are specific curriculum objectives that are not being achieved that are common to groups of pupils and can be targeted, to bring attainment closer to age related expectations. <u>EE Foundation Toolkit</u> Small group tuition: +4 mths Feedback: +8 mths Mastery learning: +5 mths Oral language skills: +5 mths Phonics: +4 mths</p>	<p>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 not PP. AR reading has been consistently used throughout KS2 with clear progressive book</p>	
<p>Socially Speaking Time to talk Verbal feedback over written marking.</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. <u>EE Foundation Toolkit</u> Oral language intervention: +5mths Meta-cognition and self-regulation +8mths Feedback: +8 mths</p>	<p>Interventions where possible have been actioned this year, and the results have been positive. However, teachers and TAs were at a disadvantage due to lack of staff available as a result of budget cuts and the need to support individual pupils on a 1:1 basis as opposed to supporting groups. Verbal feedback has had a positive impact as reported by students during pupil conferencing</p>	

<p>TA support TIS Meta-cognition- solo taxonomy, growth mind-set- ½ hour weekly P4C lesson RM Easimaths</p>	<p>Children will become more resilient, secure and confident</p>	<p>The intention is often to give pupils a repertoire of strategies to choose from during learning activities. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously. In 2015, evaluations of an intervention based on "Growth Mindsets" research, Philosophy for Children, and a programme called Thinking, Doing, Talking Science found gains of between two and five additional months' progress.</p> <p><u>EE Foundation Toolkit</u> Meta-cognition and self-regulation +8 mths Oral language skills: +5 mths</p>	<p>Although TIS training has been on-going for a TA (VW) this has not been put into practice yet due to the fact that training has only recently been completed and due to other demands on the TA's time.</p> <p>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.</p>	
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<p>Meta-cognition- solo taxonomy, growth mind-set. One half hour weekly P4C lesson in all classes.</p>	<p>Children will become more resilient, secure and confident with consistent Quality First Teaching.</p>	<p>The intention is often to give pupils a repertoire of strategies to choose from during learning activities. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p><u>EE Foundation Toolkit</u> Meta-cognition and self-regulation +8mths</p>	<p>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.</p>	
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Cultural Capital	Children will become more resilient, secure and confident.	<p>Cultural Capital can be defined as the skills and knowledge which an individual can draw on to give them an advantage in social life. The middle class places much more value on the following kinds of activities, and thus these are the kinds of activities which middle class children are more likely to be exposed to compared to working class children:</p> <ul style="list-style-type: none"> ▪ Reading non-fiction and classical literature rather than pop literature ▪ Watching documentaries rather than soap operas ▪ Learning to play classical instruments (e.g. The Piano) ▪ Going on educational visits – to museums and art galleries for example ▪ Going on holidays abroad (to 'broaden horizons'). <p><u>EE Foundation Toolkit</u> Meta cognition and self-regulation: +8 mths</p>	Same as above	
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<p>4c) EWO</p> <p>Rewards</p> <p>Newsletter</p> <p>Attendance clinic</p> <p>The purchasing of the Education Welfare Service package, to support the school in lowering the persistent absence rate.</p> <p>Includes attendance clinics, late gates and home visits.</p>	<p>Increased attendance for PP pupils.</p>	<p>Persistent absence is a serious problem. Much of the work children miss when they are off school is never made up, leaving them at a considerable disadvantage to their peers. There is clear evidence of a link between poor attendance at school and low levels of achievement:</p> <ul style="list-style-type: none"> • Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths • Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths • Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths <p>In 2012, the DfE published a report on 'Improving attendance at school', carried out by Charlie Taylor. The report says on page 4 that there is a clear link between poor attendance at school and lower academic achievement.</p> <p><u>EE Foundation Toolkit</u></p> <p>Parental involvement: +3 mths</p>		
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<p>4b, 4c, 4d</p>	<p>An interpreter is booked for meetings where a parent's first language is not English.</p>	<p>Every year group has pupils whose parents do not speak English.</p> <p>EE Foundation Toolkit</p> <p><u>EE Foundation Toolkit</u></p> <p>Parental involvement: +3 mths</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>PP attendance for the whole school 96.8% which is slightly higher than that of non PP children- 96.4%</p>	
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6. Planned expenditure					
Academic year		£19,800			
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?
Socially Speaking Time to talk Verbal feedback over written marking.	Children will become more resilient, secure and confident.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. <u>EE Foundation Toolkit</u> Oral language intervention: +5mths Meta-cognition and self-regulation +8mths Feedback: +8 mths	Teachers will be trained to mark effectively and in the best interest of the child. SLT will monitor its effectiveness over time	Lucy Draycott	Termly

<p>Tailored CPD for teaching staff around effective guided reading and early reading</p>	<p>Reading scores are at least in line with the national figure</p>	<p>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</p>	<p>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</p>	<p>Adam Boyes and Sarah Shailes</p>	<p>Half termly at pupil progress meetings</p>
<p>Focussed phonics lessons including purchasing phonic satchel books for all children</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>Moderate impact, low cost. Sutton trust +4 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>	<p>Reading will be above the national figure across the school. Phonics will continue to be above national.</p>	<p>Sarah Shailes</p>	<p>Pupil progress meetings Work scrutiny</p>
<p>Total budgeted cost</p>					<p>£6000</p>

ii. Targeted 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?
<p>TIS trained TA 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>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>Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</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>	<p>Lucy Draycott</p>	<p>Weekly meetings</p>

<p>Therapists visit the pupils and the school's support staff working with them each term, to assess progress and update provision and support.</p>	<p>Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists.</p>	<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. A range of children throughout the school need SALT support</p> <p>Early years intervention: +5 mths Communication and language approaches(EYFS): +6 mths Oral language intervention: +5</p>	<p>Therapist creates individual action plans. Targets are worked towards by the class teacher and teaching assistant.</p>	<p>Lucy Draycott</p>	<p>Termly monitoring of children's progress</p>
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<p>TA support for 1 pupils in year 5.</p> <p>Targeted pupils will have support aimed to maximize their progress</p>	<p>Children to make expected or better progress in reading, writing and maths and meet their individual progress milestones.</p>	<p>Sutton trust: Feedback +8 months; Small group tuition +4 mths</p> <p>TA to support pupils. Progress will be monitored closely and individualised work given to ensure maximum progress over time</p>	<p>Clear baseline and personalised learning.</p> <p>Half termly monitoring of progress and attainment.</p>	<p>Lucy Draycott</p>	<p>Weekly meetings</p> <p>Pupil progress meetings – half termly</p>
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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>Teacher 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</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
Total budgeted cost					£8500
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review implementation?
Dyslexia friendly schools	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>Sutton trust: Learning styles +2</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>	SENDCO	
<p>Regular meetings with the EWO.</p> <p>EWO clinics</p>	Children will attend school regularly	<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>	This will be tracked in governor meetings – school will consider issuing penalty notices for unauthorised holidays and quicker identification of PA children.	Lucy Draycott	<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>
<p>Swimming lessons</p>	<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>	<p>Through pupil conferencing the children report positive experiences and impact on their learning.</p>	<p>Jane Mills</p>	<p>Termly</p>

Breakfast club and after school clubs subsidised for pp children	Children will become more resilient, secure and confident	<p>Low impact for moderate cost</p> <p>Sutton trust 2+</p> <p>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.</p>	<p>Subsidy for the afterschool/breakfast club will continue.</p> <p>The school will continue to receive a free breakfast for every child with Magic Breakfast</p> <p>Providing the group for the most vulnerable families</p>	Lucy Draycott	Reviewed termly
Total budgeted cost					£5300
7. Additional detail					

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.