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## **St. Mary's Catholic Primary, Bodmin- Pupil premium strategy statement 2018-19**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£52,800	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	204 (inc. Nursery)	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services

**Current Academic Year**  
**(Percentages are for each cohort and the totals across the school)**

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	11	5	11	0	0
Year 5	7	6	7	0	0
Year 4	7	5	7	0	0
Year 3	4	2	4	0	0
Year 2	3	1	3	0	0
Year 1	3	3	3	0	0
Reception	5	5	5	0	0
<b>Total</b>	<b>40</b>	<b>27</b>	<b>40</b>	<b>0</b>	<b>0</b>

**1A. Evaluation of previous year 17-18**

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>																																				
<b>A.</b>	<p><u>Gaps in learning and understanding in Maths and Writing.</u> To pursue learning content with clearly specified objectives, until they are achieved.</p> <p>Data tracking of disadvantaged pupils, using Target Tracker. Pupil progress meetings. Pupil conferencing and surveys about their learning.</p>	<p>Pupil progress and attainment indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Disadvantaged children in every year group will make more than expected (accelerated) progress~ at least 7+ points in reading, writing and maths.</p>	<table border="1" data-bbox="1554 371 2107 820"> <thead> <tr> <th colspan="4"><b>% disadvantaged children making accelerated progress 2017-2018</b></th> </tr> <tr> <th></th> <th><b>Read</b></th> <th><b>Writ</b></th> <th><b>Maths</b></th> </tr> </thead> <tbody> <tr> <td><b>Rec</b></td> <td>67%</td> <td>67%</td> <td>100%</td> </tr> <tr> <td><b>Y1</b></td> <td>0%</td> <td>0%</td> <td>67%</td> </tr> <tr> <td><b>Y2</b></td> <td>25%</td> <td>0%</td> <td>25%</td> </tr> <tr> <td><b>Y3</b></td> <td>33%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td><b>Y4</b></td> <td>50%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td><b>Y5</b></td> <td>60%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td><b>Y6</b></td> <td>0%</td> <td>13%</td> <td>25%</td> </tr> </tbody> </table> <p>In Y1 and Y6, 0% indicates children attaining an s+ at end of year.</p> <p>The introduction of the WALT slip for every lesson has ensured that learning objectives are accessible for all children. Clear steps to success ensure that the children are able to achieve in every lesson. The 'golden challenge' provides more able children with an opportunity to show mastery of the learning taking place.</p> <p>Our new approach to teaching Maths has had an impact on the children's ability to master Maths concepts at their own level. The 'Achievement for All' programme continues to ensure that interventions and support are pulled together to enable</p>	<b>% disadvantaged children making accelerated progress 2017-2018</b>					<b>Read</b>	<b>Writ</b>	<b>Maths</b>	<b>Rec</b>	67%	67%	100%	<b>Y1</b>	0%	0%	67%	<b>Y2</b>	25%	0%	25%	<b>Y3</b>	33%	33%	50%	<b>Y4</b>	50%	50%	38%	<b>Y5</b>	60%	80%	90%	<b>Y6</b>	0%	13%	25%
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			<p>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.</p>																																				
<p><b>B.</b></p>	<p><u>Effective use of approaches to collaborative learning.</u> Carefully designed tasks to include approaches that promote talk and interaction between learners.</p>	<p>Pupil progress and attainment indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Disadvantaged children in every year group will make more than expected (accelerated) progress~ at least 7+ points in reading, writing and maths.</p>	<table border="1" data-bbox="1554 539 2110 912"> <thead> <tr> <th colspan="4">% disadvantaged children at ARE+ 2017-2018</th> </tr> <tr> <th></th> <th>Read</th> <th>Writ</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td><b>Rec</b></td> <td>67%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td><b>Y1</b></td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td><b>Y2</b></td> <td>50%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td><b>Y3</b></td> <td>67%</td> <td>50%</td> <td>67%</td> </tr> <tr> <td><b>Y4</b></td> <td>88%</td> <td>63%</td> <td>75%</td> </tr> <tr> <td><b>Y5</b></td> <td>60%</td> <td>50%</td> <td>70%</td> </tr> <tr> <td><b>Y6</b></td> <td>63%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> <p>Following 'forest schools' sessions, there is evidence of increased collaboration, acceptance of challenge and tolerance of each other when back in the classroom.</p> <p>Through learning walks and lesson observations, talk and interaction between peers has been evident. Peer marking and tutoring has made an impact on the standard of the children's work, especially in writing. Portfolio of impact made in writing has been collated and is being added to</p>	% disadvantaged children at ARE+ 2017-2018					Read	Writ	Maths	<b>Rec</b>	67%	67%	67%	<b>Y1</b>	100%	100%	100%	<b>Y2</b>	50%	50%	75%	<b>Y3</b>	67%	50%	67%	<b>Y4</b>	88%	63%	75%	<b>Y5</b>	60%	50%	70%	<b>Y6</b>	63%	75%	75%
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			continuously to show evidence of progress and best practice.
<b>C.</b>	<p><u>Behavioural, social and emotional challenges.</u> Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities.</p>	<p>A decrease in problematic behaviours will result in academic performance improving and the difference between disadvantaged pupils and other pupils nationally diminishing.</p>	<p>Playtimes and lunchtimes are a far more positive, calm experience. Children are therefore happier and more prepared for learning when back in the classroom. 1:1 support has been provided for those children who continue to find playtimes difficult. PSA pro-active in referrals to Early Help to seek support for families who are experiencing difficult behaviours at home.</p>
<b>D.</b>	<p><u>Limited awareness of themselves as learners and limited motivation towards learning.</u> Children will have a repertoire of strategies to choose from during learning activities. These will help learners to think about their learning more explicitly.</p>	<p>Learners will be able to choose from a variety of strategies during their learning, which will help them to motivate themselves. They will be able to monitor and evaluate their own academic development. This will lead to the difference between disadvantaged pupils and other pupils nationally diminishing.</p>	<p>Growth Mindset and the 6Ps tools and techniques have been used to develop meta-cognition and self-regulation during learning.</p>

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2017-2018</b>	<i>Pupils eligible for PP (KS2= 8, KS1= 4)</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	63%	73%	67%
% achieving expected standard or above in reading	63%	86%	80%
% achieving expected standard or above in writing	75%	82%	82%
% achieving expected standard or above in maths	75%	82%	78%
Progress score in Reading	0.62	4.99	1.6
Progress score in Mathematics	-1.70	4.86	2.1
Progress score in Writing	-2.08	2.87	
% achieving expected standard or above in reading at KS1	50%	65%	79%
% achieving expected standard or above in writing at KS1	50%	60%	74%
% achieving expected standard or above in maths at KS1	50%	70%	80%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

**A.** Children have limited awareness of themselves as learners and how to approach and manage their own learning.

**B.** A need to make more effective use of approaches to collaborative learning.

#### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

**C.** Lack of parental involvement in their children's learning.

**D.** Children (especially the younger children) lack use of a wide vocabulary and correct grammatical structure of sentences. Also an understanding of basic concepts such as positional language.

4. Intended outcomes		
	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><b><u>Children have limited awareness of themselves as learners and how to approach and manage their own learning.</u></b></p> <p>Children will be better able to articulate what it means to be an effective learner at our school and beyond.</p>	<p>Pupil progress and attainment indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Disadvantaged children in every year group will make more than expected (accelerated) progress~ at least 7+ points in reading, writing and maths.</p>
B.	<p><b><u>A need to make more effective use of approaches to collaborative learning.</u></b></p> <p>Children will develop knowledge and understanding of the area of learning and of cognitive and metacognitive strategies.</p>	<p>Pupil progress and attainment indicators will show that the difference between disadvantaged pupils and other pupils nationally is diminishing.</p> <p>Disadvantaged children in every year group will make more than expected (accelerated) progress~ at least 7+ points in reading, writing and maths.</p>
C.	<p><b><u>Lack of parental involvement in their children's learning.</u></b></p> <p>Parents will be more equipped to support their child in a variety of ways, including to be 'school ready' (toileting, speech and language, sleep, food, behaviour strategies).</p>	<p>As well as pupil progress and attainment increasing, children will display greater independence in the Early Years especially with personal hygiene. They will be more willing and confident to try new foods, their speech and understanding of language will improve, and parents will be more aware of the expectations of school.</p>
D.	<p><b><u>Children (especially the younger children) lack use of a wide vocabulary and correct grammatical structure of sentences. Also an understanding of basic concepts such as positional language.</u></b></p> <p>Children will use a wider vocabulary and understand basic concepts such as positional language.</p>	<p>Children will be using a wider vocabulary and their speech will be grammatically accurate.</p> <p>Children will show understanding of basic concepts such as positional language- 'stand behind ...' 'put the teddy on top of...'</p>



<b>5. Planned expenditure</b>				
<b>Academic year</b>		<b>2018/19</b>		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
<b>a. Additional Teaching Staff</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Children will use a wider vocabulary and understand basic concepts such as positional language.	Additional teaching assistant into EYFS and KS1 to deliver programmes recommended by the speech and language specialist.  Neli (Nuffield Early Language Intervention) project to help our young children overcome language difficulties.	'Preparing for Literacy' Guidance Report, written by the Education Endowment Foundation. Number 1 in the Recommendations Summary states that the development of communication and language should be a priority. This will support the development of a range of early literacy skills.	Regular contact with the speech and language advisor to assess the children's progress and plan new interventions. Monitoring of T.A's delivery of speech and language interventions through learning walks and formal observations.	AM LD VB
<b>Outcomes of Mid-Year Review:</b>				
<b>Additional T.A. £16,000</b> <b>Neli Project £1,000 including supply cover</b> <b>Specialist Speech and Language advisor £2,000</b>				
				<b>Total Planned Expenditure: £19,500</b>
<b>b. 1-1 Intervention - Academic</b>				

<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Disadvantaged children to make accelerated progress, removing the barriers from previous underachievement.	Structured conversations to be held with parents and children as part of 'Achievement for All' programme. Three children in each class from Y1-Y5, continuing from last year. One conversation held for each child every half term. Individual targets will be made for each child to address barriers to learning.	<b><u>Mastery Learning- EEF research</u></b> Moderate impact for very low cost. (+5 months impact)  The 'Achievement for All' programme pulls together all the school staff members and all the interventions and support to ensure joined up thinking for ALL pupils. Our own Achievement Coach provides tailored support for our school, to evaluate, refine, innovate and monitor the impact of educational and pastoral practices and interventions across the school.	Focus children will be monitored closely to ensure individual targets are being met.  <b><u>Data meetings</u></b> will show accelerated progress for these children.  Regular contact with our <b><u>achievement coach</u></b> will ensure the programme runs smoothly.	LD
<b>Outcomes of Mid-Year Review:</b>				
AfA- Cost of programme: £3000, 2.5 days' supply every half term to enable structured conversations: £2400				
<b>Total Planned Expenditure:</b>				<b>£5,400</b>
<b>c. 1-1 Intervention - Social</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
<b>Outcomes of Mid-Year Review:</b>				

<b>Total Planned Expenditure:</b>				<b>£</b>
<b>d. Group Intervention - Academic</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Children will develop knowledge and understanding of the area of learning and of cognitive and metacognitive strategies. Children will be better able to articulate what it means to be an effective learner at our school and beyond.	Introduction of Guy Claxton's Building Learning Power throughout the school, giving children the skills and opportunities needed to think about their learning and to become confident, independent learners. Links to our work already this year on Growth Mindset.	<b><u>Collaborative Learning- EEF research</u></b> Moderate impact for very low cost (+5 months impact)  This approach works well with strategies for meta-cognition and self-regulation.	Through learning walks and lesson observations, we will hear teachers and children using the language of learning. We will see children approaching tasks confidently and independently, as well as collaborating successfully.	AM LD
To shine a light on pupils' language capabilities. Providing information on potential achievement and allowing us to set challenging individual targets and provide extra support where necessary.	BPVS to help us determine why pupils may not be achieving. For each class.	BPVS is verified every year based on analysis from a quarter of a million pupils. It was standardized on 25,000 pupils.	Results from tests will be analysed to ensure an individual response for each child to show potential achievement. Monitoring of support provided in response.	AM LD

<b>Outcomes of Mid-Year Review:</b>				
<b>BPVS reasoning tests £250</b>				
<b>Building Learning Power Training and Resources £2000</b>				
<b>Total Planned Expenditure:</b>				<b>£2500</b>
<b>e. Group Intervention - Social</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities.	Groups or classes to work with Forest School leader to develop key social and emotional skills to prepare them for learning behaviours in the classroom.	<b><u>Outdoor and adventure learning- EEF research</u></b> Moderate impact for moderate cost. (+4 months impact)	Teacher or T.A. to accompany children on their forest school work. Challenging behaviour will be reduced in the classroom and on the playground.	AM Will
Children will be better able to regulate their own feelings. Their interaction with others will improve and they will be ready for learning and engaging with class activities.	Vicky Otter (trained wellbeing coach) to support one year group who present with huge difficulties regarding emotional wellbeing and learning attitudes.	<b><u>Social and Emotional Learning- EEF research</u></b> Moderate impact for moderate cost. (+4 months impact) SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.		LD JR VO
<b>Outcomes of Mid-Year Review:</b>				

<b>Forest School £3,000</b> <b>Vicky Otter £2,500</b>				
				<b>Total Planned Expenditure: £5,500</b>
<b>f. Learning Resources</b>				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
KS2 children will read on a more regular basis, increasing enjoyment of reading and accelerating their progress in reading comprehension.	<u>Accelerated Reader</u> We will invest in this programme and dedicate time to organising the library so that the accelerated reader books are easily accessible to all children.	<u>Reading Comprehension Strategies- EEF research</u> +6 months impact  Successful reading comprehension approaches allow activities to be carefully tailored to pupils' capabilities, and involve activities and texts that provide an effective but not overwhelming, challenge.	Careful monitoring of each child's progress on the accelerated reader programme.  Regular 'Star Tests' to ensure the children are reading at the level appropriate for them. Staff training to ensure reports about the children's reading comprehension can be understood and acted upon.	KH
<b>Outcomes of Mid-Year Review:</b>				
Accelerated Reader- Cost of programme: £2,000 New books: £4,000				
				<b>Total Planned Expenditure: £6,000</b>
<b>g. Staff Training</b>				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<b>Outcomes of Mid-Year Review:</b>				

<b>Total Planned Expenditure:</b>				<b>£</b>
<b>h. Enrichment/Raising Aspirations</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£</b>
<b>i. Home Support (e.g. breakfast club, EWO etc.)</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities.	We employ a Parent Support Advisor who works closely with disadvantaged families experiencing issues that may lead to behavioural challenges. Her work also includes monitoring attendance and ensuring that every child has the best chance of attendance at school every day.	The needs of individual families will be met quickly, reducing the risk of behavioural and emotional challenges for the child.  Attendance of disadvantaged children will increase as a result of our PSA monitoring daily and visiting families at home if necessary to bring the child to school.	Feedback from parents.  Attendance %  Reduction in challenging behaviours.	
	Children who are eligible for FSM/PP to have access to	This will provide a firm foundation for targeted children	Evaluation of the impact that breakfast club is having on the	

	breakfast club. This is to ensure they have a suitable breakfast before starting school. The transition period from home to school will also give them a better emotional start to the day.	to be ready to learn and set for the day.	performance of these children in class.	
	School uniform to be subsidised for disadvantaged children.	Children will feel emotionally more stable and more prepared for learning when wearing the correct clothing.		
<b>Outcomes of Mid-Year Review:</b>				
<b>Breakfast Club: £2412, Uniform: £780</b>				
<b>Total Planned Expenditure:</b>				<b>£3192</b>
<b>j. Other, not captured by any of the above</b>				
<b>Intended outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£41,842</b>

## **6. 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. Our planned spending leaves £10,958.