



St. Mary's Catholic
Primary School

St Mary's Catholic Primary School, Old Mill Lane, Marnhull

Pupil premium strategy statement

Expenditure evaluation 2018 to 2019

Strategy plan – 2019 to 2022

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

(A.P.J. Abdul Khan, 11th 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.

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mary's Catholic Primary School, Marnhull				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	
Total number of pupils	95	Number of pupils eligible for PP	11	Date for next internal review of this strategy	

2. Current attainment		
High level of PP children have specific needs children – 55% SEN, 18% EHCP	<i>Pupils eligible for PP (your school) data from March 2020 due to Covid</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	55%	
% making expected progress in reading (as measured in the school)	100% (18% exp+)	
% making expected progress in writing (as measured in the school)	100% (18% exp+)	
% making expected progress in mathematics (as measured in the school)	100% (18% exp+)	

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.	Varied engagement during Covid crisis has widened gap both academically and emotionally (despite 77% of PPG pupils being in school over lockdown period)
B.	Pupils in receipt of pupil premium funding demonstrate lower levels of self-esteem and resilience when compared to their peers,
C.	High number of pupils who have one or more number of vulnerabilities. (PP = 55% SEN, 18% EHCP, Non PP = 22% SEN, 3% EHCP)
C.	Poor vocabulary on entry to school and language development throughout the school is below expectations for their age. (Lack of wider reading and poor language/vocabulary skills, communication through media devices etc)
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance rates
	Limited support from home

4. Intended outcomes <i>(specific outcomes and how they will be)</i>		Success criteria
A.	Academic and emotional gaps identified due to Covid crisis will be closed and pupils will quickly catch up	All children in receipt of PPG funding will engage with catch up programmes in order to diminish the gaps identified due to Covid crisis. Progress will be at least in line with non PPG pupils
B.	Children make expected or better progress in reading, writing and maths Measured using statutory assessments where applicable and internal assessment data	All children in receipt of PPG funding will make at least expected progress with a visible acceleration. Children will be able to talk about their progress. Progress will be evident from looking at their work. The gap between PP and non PP pupils will be minimised at the end of the EYFS, KS1 and KS2.
C.	The attainment in Reading, Maths and Writing of children in receipt of PPG funding will rise, in line with the attainment of all children Measured using statutory assessments where applicable and internal assessment data	The gap between those children in receipt of PPG funding and those who are not will be minimised. Attainment for children in receipt of PPG funding will be at least in line with all other children from relative starting points
D.	Gap between speech and language acquisition of PP and non-PP children will be diminished. PP children will have a wide vocabulary to call on	Language skills will develop with children being able to talk in depth about their learning using vocabulary at a comparative level to all other children. Reading and writing progress will be better than expected
E.	Children will become more resilient, secure and confident Measured using ELSA assessment and anecdotal evidence	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children receiving targeted interventions they will make accelerated academic progress and have increased social and emotional well-being.

F.	<p>Children will become more motivated and engaged with their learning, with the desired impact of raising attendance in line with national average and the gap between all and PP children diminishing</p> <p>Measured using national, county and internal attendance data</p>	<p>Children will show increased levels of engagement and motivation for their schoolwork Attendance will rise Families will engage effectively with the school</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
Additional TA hours to support independent learning and provide 1:1 support for two PP child with EHCP	Children to make expected or better progress in Reading, Writing and Maths across the school	2 children with EHCP made expected progress in all areas of the curriculum with accelerated progress made in reading 75% of the children in Y6 made expected progress with 100% of children across the rest of school making expected progress	<p>Targeted CPD to be delivered to TAs to ensure that strategies are used effectively allowing children to make more than expected progress</p> <p>Continue initiative - Waiting on release of information regarding Covid catch up funding to determine specific programmes</p>	£4323
Effective feedback and 'scooping' opportunities with class teacher for all children	Children to make expected or better progress in Reading, Writing and Maths across the school	<p>100% of PP pupils made expected progress in R,W,M with 18% making more than expected progress. Progress of two EHCP pupils was clear and in line with other children from starting points</p>	<p>Timing of feedback to be reviewed to ensure maximum impact with children and less disruption</p> <p>Continue initiative</p>	£1400

0.5 TA employed to deliver targeted interventions and precision teaching techniques	Children to make expected or better progress in Reading, Writing and	More interventions have been offered to PP children this year and 100% of the children have accessed interventions according to need. 100% children accessed according to need	New TA to be trained to similar level to ensure these initiatives can continue Continue initiative	£1500
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
Individual nurture sessions Dependent on the needs of the child, individual therapies may be deemed appropriate.	Children will become more resilient, secure and confident	64% of pupil premium cohort have accessed a personalised nurture programmes this year. There has been a marked improvement in their confidence and resilience. End of year assessment for these pupils showed that pupils experiencing difficulty managing their emotions, anger in particular, had developed strategies that helped them. 64% accessed ELSA programme	New TA to be trained to similar level to ensure these initiatives can continue. Intervention to continue in order to maximise continuous impact TA to receive ELSA supervision in order to continue in role	£1500

Trained TA to deliver ELKAN. Specific, individualised program (ELKAN) to be planned for and delivered to PP children with SALT difficulties	Children with specific speech and language difficulties to make accelerated progress	Children made accelerated progress with SALT programmes meaning a greater level of interaction and access to the curriculum	Training now completed and intervention to continue in order to maximise continuous impact Initiative to continue	£1000
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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
Relevant CPD to be completed by staff Success in Arithmetic Part Two, Learn to Move	Children have better attainment in reading, writing and maths	Attainment in Y1 and Y5 is stronger and has surpassed attainment of all children. One PP child in Y3 has not achieved standard and an EHCP has been applied for. With the exception of Y6 that has 5 PP children in cohort (40% on EHCP), all other cohorts have a max of 2 PP children making the data statistically insignificant. 55% of the PP children are on the SEN register	New TA to be trained to similar level to ensure these initiatives can continue. Intervention to continue in order to maximise continuous impact Continue with third part of maths intervention package Success in Arithmetic part 3	£1500

<p>School visits, activity clubs, music tuition</p> <p>A percentage of the cost of the residential trips in KS2. Activity clubs and music tuition open to all</p>	<p>Children will become more resilient, secure and confident. Children become more motivated and engaged with learning, with the desired impact of raising attainment and progress</p>	<p>100% of pupil premium cohort have had financial support for some school trips and in some cases music tuition allowing them to access the same experiences as other children. There has been a marked improvement in these children in terms of their emotional well-being and interaction with others with KS2 children experiencing activities during residential trips such as abseiling and kayaking.</p>	<p>Continue with initiative to ensure continuous impact.</p> <p>Residential visits did not take place 2019/20 due to Covid crisis. Initiative to continue next year</p>	<p>£800</p>
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<p>Breakfast and After School provision:</p> <p>Children to be offered free breakfast/After School club 5 days a week</p>	<p>Children to start the school day in a positive manner, ready to learn. After school club access will ensure children can participate in extra curricular activities</p>	<p>Attendance of PP children in all year groups has risen this year. Average attendance for this group is above 95% with attendance for PP children being above or in-line with non-PP children. Participation in after school activities has increased</p> <p>Attendance during first six months of academic year</p> <p>33% of PPG pupils accessed BC/ASC</p>	<p>Continue with initiative to ensure continuous impact.</p> <p>Offer paid after school clubs such as science club</p> <p>Continue with initiative.</p>	<p>£900</p>
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6. Planned expenditure (expected income: 2019 = £12,487, 2020 = £16,140)

Academic year(s)

2019-2022

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?
Development of early reading strategies through CPD of all staff ReadWriteInc to be rolled out	Increase percentage of PP children reaching phonic standard at the end of KS1 and become ARE readers at end of each key stage	Early reading strategies and resources maximise child's ability to access all areas of the curriculum Sutton trust: Collaborative learning +5; 1:1 tuition +5; Phonics +4	PP working party to monitor through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Termly data meetings will review the progress of reading is accelerated Termly overview will show impact of interventions and next steps making all staff aware	AY	March 2021

Additional TA hours to support independent learning (TA provision to facilitate)	Children to make expected or better progress in Reading, Writing and Maths across the school	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.	PP working party to monitor through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Children will be able to articulate their progress by showing how they have improved their work.	CT	March 2021
Additional TA to work 1:1 with one PP child with EHCP		Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +7 mths; Mastery learning +5 mths	Termly data meetings will review the progress of all children and groups.		
Resources to maximise support purchased			Termly overview will show impact of interventions and next steps making all staff aware		
Total budgeted cost					£5000
Review July 2020					
<p style="color: red;">Data to support progress is limited because of cancellation of statutory assessments due to Covid. 100% of PP children were on track to achieve phonic standard in Year 1 and Year 2. 100% of KS1 children made expected progress in reading with 25% making more than expected. 100% of PP children across the school made expected progress with 18% making more than expected progress. On track to achieve this target by 2022.</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>0.5 TA employed to deliver targeted interventions and precision teaching techniques</p>	<p>Children to make expected or better progress in Reading, Writing and Maths across the school</p>	<p>Teaching assistant to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable them to progress. TA's to discuss the progress with the class teacher and amend the interventions as needed to ensure that these are closely matched to the ongoing assessments.</p> <p>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +7 mths; Mastery learning +5 mths, individualised interventions +3 mths</p>	<p>Clear baseline to be recorded before the group interventions begin. Termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. Evaluations to be recorded and reviewed.</p> <p>Interventions discussed during termly data meetings.</p>	<p>CT</p>	<p>March 2021</p>
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<p>Feedback, including Pupil Conferencing and individualised instruction strategies such as regular 'scooping' led by class teachers</p>	<p>Children to make expected or better progress in Reading, Writing and Maths across the school</p>	<p>Effective feedback and individualised instruction will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress.</p> <p>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</p>	<p>The progress in steps of all children will be closely tracked.</p> <p>Records of pupil conferencing will be kept and used to inform future planning for the teacher.</p> <p>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class.</p>	<p>CT</p>	<p>March 2021</p>
<p>Specific, individualised programs to be planned for and delivered to PP children with SALT difficulties</p>	<p>Children with specific speech and language difficulties to make accelerated progress</p>	<p>Sutton trust: Early years interventions + 5 months, 1:1 intervention +5 months, oral language intervention +5 months</p>	<p>Progress of individual children to be closely tracked with individualised programs put in place and monitored</p>	<p>CT</p>	<p>March 2021</p>
<p>Individual nurture sessions</p> <p>Dependent on the needs of the child, individual therapies may be deemed appropriate.</p>	<p>Children will become more resilient, secure and confident</p>	<p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p> <p>Sutton trust: Social and emotional aspects of learning +4 mths, behavioural intervention +3mths</p>	<p>Records and evaluations shared with the school, as appropriate.</p> <p>The impact in school will be recorded through discussions with the class teachers. Parents will be asked to contribute to discussions about the impact of the intervention</p>	<p>CT</p>	<p>March 2021</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£6,700</p>

Review July 2020

iii. Other approaches

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>Relevant CPD to be completed by staff.</p> <p>Success in Arithmetic. Part Three, Learn to Move, ELSA</p>	<p>Children make expected or better progress in reading, writing and maths</p>	<p>Research has shown these interventions accelerate progress in both maths and movement.</p> <p>Sutton trust: Collaborative learning +5; 1:1 tuition +5; Social & emotional learning +4; Phonics +4</p>	<p>Specific TA training</p>	<p>CT</p>	<p>March 2021</p>
<p>School visits, activity clubs, music tuition</p> <p>A percentage of the cost of the residential trips in KS2. Activity clubs and music tuition open to all</p>	<p>Children will become more resilient, secure and confident</p>	<p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p> <p>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths</p>	<p>Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning.</p>	<p>CT</p>	<p>March 2021</p>

<p>Breakfast and After School provision:</p> <p>Children to be offered free breakfast/After School club 5 days a week</p>	<p>Children to start the school day in a positive manner, ready to learn</p>	<p>Healthy breakfast provided so all children can focus through the morning</p> <p>Sutton trust: Extending school time +2; Parental involvement +3</p>	<p>Attendance records show that children are arriving on time.</p> <p>Reports from class teachers and monitoring shows that children are ready to learn at the start of the day and focused</p>	<p>CT</p>	<p>March 2021</p>
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Total budgeted cost £4,800

7. Additional detail

The plan has been altered for the specific needs of the cohort of pupil premium children 2019/20 however, as a three year plan, many initiatives have stayed the same due to evaluation showing they were success in the previous year. All initiatives will be monitored mid-year and changes made if they are not proving to be effective.

2019/20 – cohort of 8 pupil premium children. 50% of these children are on the SEN register with one having been awarded an EHCP. All children are low or middle prior attainers. Progress is tracked from starting points and all pupils are challenged to meet at least expected progress and attainment.