

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Catherine’s Catholic Primary School, Bridport				
Academic Year	2019	Total PP budget	£29,000	Date of most recent PP Review	
Total number of pupils	17	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Feb 20
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing & maths			41%	65% (KS2 2019)	
% making expected progress in reading (as measured in the school)			75%		
% making expected progress in writing (as measured in the school)			75%		
% making expected progress in mathematics (as measured in the school)			82%		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Language skills are lower for pupils eligible for PP than for other pupils.				
B.	Pupils eligible for PP, especially boys, are not ALL achieving age related expectations of attainment in ALL year groups- LA BOYS				
C.	Lower Prior Attaining pupils eligible for PP, especially boys, are not making the same amount of progress as Middle Prior Attaining pupils				
D.	PP pupils working at greater depth in reading, writing, maths and SPAG by the end of KS2.				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
E.	Pupils’ mental health and wellbeing. CPD				
F.	Behaviours for learning not supporting pupil progress or self esteem CPD				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	

A.	Language skills of pupils eligible for PP in are improved further.	<ul style="list-style-type: none"> • Early identification of pupils eligible for PP in Reception, who do not have the on entry level for speech and language - refer to SALT if necessary Needs to continue
	To close the gender gap/ PP gap and improve language skills of KS1 children to ensure pupils make age related expectations of attainment by the end of KS1.	<ul style="list-style-type: none"> • Reception & KS1 pupils who require S&L- secure effective intervention to catch up and refer to SALT, to ensure they make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations.
B.	Reduce the attainment gap pupils eligible for PP in Reading, Writing and Maths.	<ul style="list-style-type: none"> • Pupils eligible for PP make more progress than 'other' pupils to reduce the attainment gap. Measured termly by teacher assessments, summative assessments and successful moderation practices established across the cluster.
C.	Lower Prior Attaining pupils eligible for PP, especially boys, make the same amount of progress, if not better than Middle Prior Attaining pupils	<ul style="list-style-type: none"> • Pupils eligible for PP make same amount or more progress than 'other' pupils to reduce the attainment gap. Measured termly by teacher assessments, summative assessments and successful moderation practices established across the cluster.

D.	Higher percentage of high ability PP pupils to be working at greater depth in reading, writing, maths and SPAG by the end of KS2.	<ul style="list-style-type: none"> Reduce the attainment gap between pupils eligible for PP identified as high ability and other pupils identified as high ability who are working at greater depth by the end of KS2. Measured termly by teacher assessments, summative assessments and successful moderation practices established across the cluster,
E.	The school's provision to support pupils' mental health and wellbeing is developed further by providing access to a team of experts to meet their needs.	<ul style="list-style-type: none"> Pupils eligible for PP needs are met and supported through challenging periods of their lives. Timely support from ELSA Access to Early Help
F.	Improve pupils' personal development, behaviour and well-being, by:	<ul style="list-style-type: none"> Pupils are provided with work that motivates them to learn Pupils' good behaviours and attitudes to learning are fostered

5. Review of expenditure				
Previous Academic Year		2018-19		
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

Targeted booster sessions linked to ongoing assessment /scoop up Teaching assistant time	To meet ARE in Key Stage 2 Statutory Assessments	<ul style="list-style-type: none">54% of PP pupils are working at age related expectations in Reading61% of PP pupils are working at age related expectations in Writing70% of PP pupils are working at age related expectations in Maths <table><tr><th>KS2 2018-19</th><th>PP children</th></tr><tr><td>Reading</td><td>33%</td></tr><tr><td>Writing</td><td>50%</td></tr><tr><td>Maths</td><td>67%</td></tr><tr><td>GPS</td><td>50%</td></tr><tr><td>RWM</td><td>33%</td></tr></table>	KS2 2018-19	PP children	Reading	33%	Writing	50%	Maths	67%	GPS	50%	RWM	33%	Focus sessions need to be easily identified in order that they can be seen to link up with the Quality First teaching happening in the classroom	
KS2 2018-19	PP children															
Reading	33%															
Writing	50%															
Maths	67%															
GPS	50%															
RWM	33%															
Questioning and delivery in the classroom	To meet Age Related Expectations for	<ul style="list-style-type: none">54% of PP pupils are working at age related expectations in Reading61% of PP pupils are working at age related expectations in Writing70% of PP pupils are working at age related expectations in Maths														
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												

<ul style="list-style-type: none"> Precision Teaching –scoop up sessions following lesson Conferencing (where possible) <p>Discrete classroom support</p>	<p>Improved progress and attainment</p> <p>1:1 support provided in class where appropriate.</p>	<p>Booster groups for phonics – 82% Y1 children passed; 86% children passed by end of Y2</p> <ul style="list-style-type: none"> 54% of PP pupils are working at age related expectations in Reading 61% of PP pupils are working at age related expectations in Writing 70% of PP pupils are working at age related expectations in Maths 	<p>Booster groups were effective; however early identification- end of Summer EYFS - will inform groupings .</p>	<p>£3,236</p>
<p>Bespoke Speech and Language Programmes</p>	<p>Language Development and specific needs met leading to improved attainment</p>	<p>Early identification of underdeveloped language skills and programmes to support is giving pupils a greater chance of making required progress. SALT programmes provided by the SALT service, tailored to the individual child. 20% children discharged; 60% ongoing SALT programme</p>	<p>This is successful and will be adapted to meet the needs.</p>	
<p>Emotional Literacy Support Sessions</p>	<p>Pupils have greater resilience, more confident and secure</p>	<p>EL</p>	<p>ELSA support will continue; however this will be linked to whole class / school health and well- being strategies/ focus.</p>	
<p>Ability to access Dorset Family Matters Counselling Service</p>	<p>Pupils have greater resilience, more confident and secure</p>			
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Paying for visits and trips for those who attract Pupil premium	All pupils have access to visits and trips.		The money spent on this included residential trips which were very expensive ; as a result there was very little left to direct towards any extra support – either emotional support or teaching and learning . For the future – see below – all costs for the year will be identified and all parents for the year group informed early; a discount will be made available if parents of children who attract the PP funding request it.	
Each child who attracted PP funding was allocated a cardigan			This was another expense which meant that funding was not being put towards support children's outcomes. This will not be continued; if there are needs then other routes will be searched for.	

6. Planned expenditure

Academic year 1920

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. ENSURING Quality FIRST 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?
CPD programme of moderation and AFL – paired year groups- core and foundation subjects.	Increased scores in KS1 and KS2 reading tests/PIRA. Progress seen across units	Increased knowledge of skills progression will support targeted teaching across a learning package and more effective learning	Continuous focus on moderations in groups / pairs with regular feedback.	AB and JFo	End of Autumn term

Support in planning for progress involving pupils across English units which extend across Curriculum.	Improvement seen in language used in writing across the school.	Children access the learning from their starting point and can review their own progress , acting with knowledge to improve/edit their own work	Book looks to review the planning of progression of skills in units and support / feedback to improve.	AB and JFo	End of Autumn term
Focus on Early reading and provision of resources and on improving children's love of reading as well as reading skills.	Children all want to read and have the resources to carry this out.	Reading is the key to learning and a love of reading will support this.	Initial focus on reading lessons and improvements in parent/ volunteer skills for reading.	all staff AB	End of Autumn term
Total budgeted cost					Resources External CPD
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?
From October – monthly feedback sessions for individuals on targets	Improved progress from each point	Children who have many opportunities to discuss their progress with adults and understand their next steps make greater progress.	as they will precede pupil progress meetings this will be a focus	AB with HC (data and PP)	

Total budgeted cost					6 supply days HC TA support
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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?
Provide a discount to costed After School clubs	Increased confidence and self belief	Children should have access to quality extra opportunities to develop their talents.	Decide which clubs this will apply to ; staff to identify children who would benefit and contact parents. Interview all children using the club for benefits.	TS	January
Support individual families through discounts to school trips	As above	As above	Staff will need to inform leadership team of all the trips happening in the year and cost for each year group. % discount will need to be decided depending on the amount needed	TS	
Total budgeted cost					NOT KNOWN

7. Additional detail

