**Pupil premium strategy / self-evaluation (primary)**

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| 1. **Summary information** | | | | | |
| **School** | ST CATHERINE’S CATHOLIC PRIMARY SCHOOL. BRIDPORT | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | 23,900 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 164 | **Number of pupils eligible for PP** | 19 | **Date for next internal review of this strategy** |  |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | **42%** | |  |
| **% making expected progress in reading (as measured in the school)** | | | **79%** | |  |
| **% making expected progress in writing (as measured in the school)** | | | **84%** | |  |
| **% making expected progress in mathematics (as measured in the school)** | | | **95%** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | 5 of the PP pupils in school are also pupils with identified SEND learning needs impacting their cognitive and social and emotional skills. All 5 pupils have complex needs with 2 pupils having agreed EHC plans and a further pupil awaiting a panel decision. A 2 further pupils have significant SEMH needs which impact upon their ability to access all aspects of the curriculum. | | | |
|  | | Reading attainment is not at the expected for this vulnerable group, 7 PP pupils did not make expected progress. This will impact progress and attainment in all areas of the curriculum. | | | |
| **C.** | | Writing and spelling attainment is not at the expected for this vulnerable group, 6 PP pupils did not make expected progress. | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Attendance of the PP group in school is a significant concern. Only 1 PP pupil has attendance of 95%+. Outcomes for pupils with poor attendance are recognised nationally as poor due to gaps developing in learning and key concepts being missed or not re-enforced. | | | |
| **E.** | | Varied engagement during the COVID crisis has widened the gap both academically and emotionally (despite 47% of PPG pupils being in school over lockdown period.) | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | PP pupils achieve expected standard at least in line with non PP pupil in reading, writing and maths and gaps that have developed during the COVID crisis are reducing or removed. | | | 75% of PP pupils achieve expected standard in R,W,,M | |
|  | PP pupils increase standardised score on STAR reading test either in a term or academic year and display an improved attitude and response to reading as measured on the Accelerated Reader analysis of reading. | | | 85% of PP pupils achieve expected progress in reading. | |
|  | PP pupils increase spelling age by a minimum of 6 months or more as measured in a standardised test | | | 95% of pupils achieve expected progress in writing. | |
|  | PP pupils attendance is at least in line with or higher than the whole school average. | | | PP attendance is 95+% | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **Repeated changes of leadership have affected the implementation and impact of the plan.** | | | | | | |
| 1. **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** |
| To improve early reading and phonics for PP pupils | Increased numbers of PP pupils with achieve GLD | | Read Write Inc implemented in both teaching of phonics and reading. Predicted Whole Yr 1 Phonics Results increased from 82% to 84%. All 3 PP pupils predicted to reach EXP in Yr1 phonics test. | | | Implementation is ongoing. The approach will continue and further training is needed across Year 2 and Year 3 to secure adult understanding and continued progress. | | | £6000 |
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| 1. **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** |
| PP pupils to receive targeted 1:1 conferencing | PP pupils will understand their next steps in learning and make increased progress. | | Inconsistent implementation means that the impact and effectiveness is difficult to assess | | | Staff need dedicated time built into the day to deliver conferencing and effective feedback so that pupils can act on the targets that they are given. | | | No cost |
| PP to receive targeted intervention to support additional SEND needs | PP pupils to make at least expected progress in line with peers | | Speech and language interventions was less effective due to TA professional development- this is a whole school training issue to be addressed.  3 PP who benefited from 10 ELSA sessions made EXP progress in R, W.M | | | Staff need CPD upon delivering SALTS intervention and following provided programmes.  ELSA has a positive impact when targeted with clear educational focus in addition to an emotional focus. | | | No cost |
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| 1. **Planned expenditure** | | | | | | | | | |
| **A Academic year** | | **SEPTEMBER 2020-2021** | | | | | | | |
| 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 | | | | | | | | | |
| 1. **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?** | |
| Staff to access English and Maths hub to improve quality First teaching. | 15 PP pupils achieve expected standard in R,W,,M | | | 42% of PP pupils achieved expected standard in RWM in 2019-20.  All staff have planned support due to RI support plan. | Lesson observations. Identification of provision of PP pupils on all weekly planning. All staff aware of PP pupils and vulnerable groupings due to new record keeping systems. | | ST/ESM | Reviewed termly at Pupil Progress reviews with staff. | |
| The new curriculum plan will impact attainment by identifying PP pupils on teacher planning to ensure that the adults are aware of and target this group for learning support in every lesson | 15 PP pupils achieve expected standard in R,W,,M | | | Attainment at the end of Key Stages is below the national. | All medium term plans to be reviewed by HT or AHT. All subject leads to review weekly planning and to have release time to look at lessons and books in their areas.  TA’s to be provided with full copies of weekly planning, this will be kept in a TA file which TA’s will be expected to maintain for their performance management. | | AHT (LB) | Pupil voice day.  Staff subject action plans.  Feedback forms from subject leads.  Collect examples of planning  TA feedback during performance management and TA meetings. | |
| Accelerated reader will be implemented in Key Stage 2 | 15 out of 19 pupils achieve the expected standard in Reading  5 out of 7 PP pupils achieve expected standard in Reading who have not previously.  15 out of 19 pupils achieve the expected standard in Reading.  5 out of 7 of PP will increase their STAR standardised score when tested who did not progress previously.  All PP pupils demonstrate increased frequency of reading showing they are more motivated to read. | | | EEF evidence indicates that Accelerated reader can a+5 months for PP pupils and =3 months for other pupils. | The system is set up school wide, pupils take quizzes after each book. There is feedback to staff on the progress of pupils and areas of concern.  Staff can interrogate data and frequency of reading and quizzing. | | JF/ ST/AHT | Pupil Voice Day  Interrogation of data from Accelerated reader. | |
| Explicit teaching of reading comprehension will be implemented in KS2 at least 3 times a week in small groups or whole class and in KS1 daily | 15 out of 19 pupils achieve the expected standard in Reading  5 out of 7 PP pupils achieve expected standard in Reading who have not previously.  5 out of 7 PP increase their STAR score when tested. | | | EEF evidence indicates that teaching of reading comprehension skills has a high impact for all pupil+6 months on reading age. | Guided reading to be timetabled daily in KS 1 and at least 3 times a week in Key stage 2. All classes will have additional adult support therefore a T and TA can support developing reading comprehension. Teachers to plan to teach comprehension skills. Planning to be checked and shared with subject leader and SLT | | JF/AHT/ST | Pupil Voice Day  Interrogation of data from Accelerated reader. | |
| Staff to provide improved targeted feedback in writing and maths form EYFS to Yr 6. Staff will have dedicated release time to conference deep marking and pupil targets. Staff will be allowed release time on a rota during assembly time.  Staff should deep mark 1 piece of work per child weekly. Conferencing should address marking feedback and improvements in writing or concepts in maths.  PP pupils should be conferenced double other pupils.  HOW AND WHEN DEEP MARK PP CONFERENCING 1 X MONTH DOUBLED | 15 PP pupils achieve expected standard in W,,M | | | EEF evidence indicates that good feedback has a high impact upon pupil progress+8 months progress. Staff to have opportunities to feedback and conference with PP pupils and all pupils in rotation during set periods linked to assembly times. | Monitoring of assembly time by HT/AHT | | ST/AHT | Consider usefulness of conferencing record.  Work scrutiny will check quality of written feedback to pupils. | |
| **Total budgeted cost** | | | | | | | | Accelerated reader  £1,500 | |
| 1. **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?** | |
| Reading catch up.   * Daily reading. * Dorset Reading Partners. * Accelerated reader   Teachers to give priority to reading catch up interventions during afternoon sessions | 15 PP pupils will achieve expected standard in Reading.  15 PP will increase their STAR Reading score when tested. | | | 7 PP pupils in the last academic year did not make expected progress in reading. | Reading records from all classes. Teachers and adults to have target daily readers.  Dorset Reading volunteers to be targeted to work with PP pupils only.  AR system feedback | | JF/ST | Termly STAR reading tests.  Pupil Voice Day  Interrogation of data from Accelerated reader. | |
| Targeted Reading intervention.  *TRUGS/Toe by Toe*  Teachers to give priority to reading catch up interventions during afternoon sessions | 15 PP pupils will achieve expected standard in Reading.  15 PP pupils will increase their STAR score when tested. | | | 5 of PP pupils are also SEND pupils and 7 PP pupils did not make expected progress in reading. | Support staff will work with PP/SEND pupils daily on an agreed intervention for targeted SEND and PP pupils and provide feedback to teacher on progress.  TA’s will have individual TA files to record additional intervention work with pupils. | | SENCO/  Class teacher | Termly STAR reading tests.  Intervention data. | |
| Precision Teach:  TA’s to have training to deliver this daily intervention. | PP pupils increase spelling age by 6 months or more as measured in a standardised test. | | | Intervention is recommended by EP service as making a positive impact upon decoding single words and spelling | Precision Teach record and monitoring sheets to be completed daily by support staff.  Set time to be shown on teaching timetables.  Spelling age test before and after. | | SENCO/  Class teacher | Teachers to receive weekly updates from support staff.  Records to be available to SENCO. | |
|  | | | | | | | | Accelerated reader £1,500.  Dorset Reading Partners £100 per volunteer for the year.  Toe by Toe books: £25 per book.  Spelling Assessment  £200. | |
| 1. **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?** | |
| Forest schools  Lunchtime and after school Forest school club priority given to PP pupils with good levels of attendance. | 15 PP pupils achieve expected standard in R,W,,M  PP attendance is in line with non PP peers. | | | EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months. | Feedback from external provider.  KM to observe.  Whole staff CPD on Forest school principles and curriculum. | | ST/EB/KM | Review Termly. | |
| Attendance of all pupils and PP particularly to be closely and consistently monitored.  Parents to be called if absent, Home visit if no response. Early Intervention school-based attendance meeting and referral to Family support Service.  Pupils to be offered ELSA support to improve attitude to learning | 15 PP pupils achieve expected standard in R,W,,M  PP attendance is in line with non PP peers. | | | Evidence shows that progress with learning is significantly impacted by consistently poor attendance. | Record keeping for absence.  Mins of attendance meetings with parents.  ELSA supervision and meeting records | | ST/TS/MF | Review Half termly | |
| Cycling proficiency  (Year 4 and 5) | 15 PP pupils achieve expected standard in R,W,,M  PP attendance is in line with non PP peers. | | | EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months. | Feedback from external provider. | | ST Class teachers | Pupil Voice Day | |
| Residential funding school to pay accommodation costs  (Years 5/6) | 15 PP pupils achieve expected standard in R,W,,M  PP attendance is in line with non PP peers. | | | EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months. | Feedback from external provider. | | ST Class teachers | Pupil Voice Day | |
| **Total budgeted cost** | | | | | | | | **Forest school £4300**  **Cycling -£200** | |
| 1. **Additional detail** | | | | | | | | | |
| * **Pupils are making expected progress from lower starting point.** * **In the combined score the majority of pupils achieve expected standard in 2 out of 3 areas of learning.** | | | | | | | | | |