



ST MARY'S CATHOLIC PRIMARY SCHOOL,  
BUCKFAST

PUPIL PREMIUM STRATEGY AND SELF-EVALUATION  
2019-20

## Pupil premium strategy and self-evaluation (primary)

1. Summary information					
<b>School</b>	St Mary's Catholic Primary School, Buckfast				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£29,040	<b>Date of most recent PP Review</b>	June 2019
<b>Total number of pupils</b>	106	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>41%</b>	
<b>% making expected progress in reading (as measured in the school)</b>	<b>100%</b>	
<b>% making expected progress in writing (as measured in the school)</b>	<b>91%</b>	
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>91%</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Pupils who enter the school have lower skills in language and communication compared to non-disadvantaged peers (67% of disadvantaged pupils in EYFS compared to 10% of non-disadvantaged peers last academic year).
<b>B.</b>	59% of disadvantaged pupils have an identifiable special educational need which may affect progress and attainment in core subjects and across the curriculum.

<b>C.</b>	Some disadvantaged children (60%) have difficulties with emotional regulation, anxiety or mental health difficulties. This lack of emotional resilience and self-regulation skills can impact on many pupils' ability to be 'ready to learn', to work collaboratively and to accept a degree of challenge in their learning.	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>A.</b>	Social deprivation and social care needs: 36% of our pupil premium and FSM families receive additional support from external services such as family support workers, children's services, social workers who work in partnership with the school to help overcome barriers to learning.	
<b>B.</b>	Parental aspirations and ability to support learning: an additional challenge for some of our most vulnerable families include parental mental health difficulties or chronic illness. Some of our families face challenges with dealing with behavioural challenges at home and experience difficulty accessing services that can support them with this. An ability to support learning at home and extra-curricular activities is also challenging for some families.	
<b>C.</b>	Poor attendance: some of our disadvantaged pupils have poor attendance which is contributing to lower than expected academic progress. 36% of disadvantaged children had attendance below 95% last year and the school has implemented measures in conjunction with other agencies to support families with persistent difficulties.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	A higher proportion of disadvantaged pupils achieve the expected standard in reading, writing and maths.	Analysis of data demonstrates an increase in pupils achieving age expected standards in reading, writing and maths across the school, in comparison to the percentages of pupils at the start of the academic year.
<b>B.</b>	A higher proportion of Pupil Premium pupils make accelerated rates of progress in reading, writing and maths.	Analysis of progress illustrates that an increased number of pupil premium pupils have made accelerated progress in reading, writing and maths compared to the previous academic year.

<b>C.</b>	Pupils demonstrate positive attitudes to learning and develop independent learning strategies. High aspiration and expectation are evident in their learning.	Disadvantaged pupils display equal resilience, self-confidence and achievement with their non- disadvantaged counterparts Work scrutiny show high expectations and consistent progress and quality of work in all year groups and all disadvantaged pupil's books. Lesson observations show outstanding attitudes to learning for all disadvantaged pupils and support in place for those who may find this difficult to achieve.
<b>D.</b>	Increase the percentage of disadvantaged pupils achieving greater depth in each year group in maths (compared to the percentage of pupils in the previous academic year).	Percentages of pupils achieving greater depth in each year group increases in maths (compared to previous year). All higher ability PP pupils maintain greater depth levels.
<b>E.</b>	Remove emotional and mental health and wellbeing barriers to learning. Ensure pupils have access to targeted support for mental health and wellbeing.	Increase in self-esteem, confidence and resilience is reported through Boxhall, school counsellor reports and case studies and demonstrate the impact on the interventions.
<b>F.</b>	Ensure regular and effective communication exists between families and school staff, particularly for those pupils who are transported to school by bus/taxi.	Regular communication with all families, for example by carrying out structured conversations (Achievement for All Project), school counselling sessions, ensure that parents/ carers are aware of their child's learning at school and pupils are supported with their learning both at home and at school.
<b>G.</b>	Work with pupils, families, outside agencies and teaching staff to ensure a joint approach to improving attendance.	Attendance of PP is in line with/above national average. Attendance of pupils with persistent attendance difficulties to remain at least above 90%.

## 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
--------	------------------	--	--	------

Smaller maths groups in Year 1/2 and Year 5/6, taught by teachers. Action research projects carried out focussing on 'gaps' in maths.	Pupils develop their understanding of Maths, to enable good or better progress, with the aim of closing the gap (where this exists) between disadvantaged pupils and peers.	All Pupil Premium pupils made expected progress in reading, 91% in maths. For other pupils, 98% made expected progress in reading, writing and maths.	Will continue with this approach and extend to Year 3/4.	£4,500

## 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
One to one tuition in Maths/ English, having identified gaps in knowledge and understanding. working with a teacher. Pre and post teaching sessions with teacher.	Pupils make good progress in English and Maths as a result of misunderstandings being addressed rapidly, to enable the attainment gap to narrow or close it.	As listed above, all Pupil Premium pupils made expected progress in reading, 91% in maths. For other pupils, 98% made expected progress in reading, writing and maths.	Approach worked well, will continue with one to one tuition for pupils where possible and extend this to include speech and language.	£4,500

<p>Individual speech and language sessions with trained therapist to develop key language skills, based on the assessments made by the Speech and Language therapists during her visits to school.</p> <p>1:1 session for spelling using specific programme for pupils where spelling has been identified as a key issue.</p>	<p>Pupils develop their understanding of language and/or their clarity of speech, so that they can also communicate effectively with others.</p>	<p>Speech and language skills of pupils improved using assessments for Infant Link programme and support provided by Speech and Language service.</p> <p>1:1 spelling session took place for pupils where this was a key issue, as outlined in the individual sessions carried out above and then delivered by teacher or teaching assistant.</p>	<p>Extend speech and language work to Key Stage 2, due to increased number of pupils entering the school in EYFS and inwardly mobile, who have speech and language problems.</p>	<p>£1100</p>
<p>Use of a trained play therapist to support children on a one to one basis with their social, emotional and behavioural needs. Work with families to support the needs of the wider support network as well as the individual pupil in school.</p> <p>Social and emotional sessions for pupils, at trigger times of the school day e.g. start of the day, transition times, playtimes.</p>	<p>Pupils able to talk through their emotions and feel positively about their experiences in school. This will impact on the 'readiness to learn' and attitude to learning in the classroom.</p>	<p>Case studies, therapy reports and progress of pupils in class all provide evidence to reinforce that counselling sessions and follow up therapeutic play sessions had a positive impact on the pupils' social and emotional behaviour and readiness to learn.</p>	<p>Pupils and families benefited from sessions – will continue with this approach.</p>	<p>£12,500</p>
<p><b>i. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

Additional funding given to enable pupils to participate in all enrichment activities alongside peers e.g. enrichment days, residential activity weeks.	Pupils experience activities they may not otherwise have the opportunity to participate in and have chance to build resilience, self-esteem and team building skills with peers.	All pupils participated in enrichment activities so inclusive for all. Additional support given to those pupils who needed this during specific activities. Positive feedback from activities from pupils about experiences.	Continue as required based on needs.	£500
Participation in Achievement for All Project and work with coach/mentor to identify barriers for disadvantaged families and pupils. Carry out structured conversation training and then carry these out with selected families.	Improve outcomes for pupils and families academically and in terms of social and emotional needs.	Project assessed impact each term with mentor/ coach and report produced and shared with governing body and SLT. Action plan made accordingly. Also monitor progress and analyse data/ qualitative evidence during the year. Needs analysis updated each term to demonstrate impact of actions during the year.	To ensure that impact shared with staff and SLT as well as governing body. Make better use of online resources (Bubble portal) Develop pupil voice more effectively (where appropriate)	£3735

## 6. Planned expenditure

**Academic year**

**2019-20**

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?
Ensure that metacognition action plan implemented to ensure that pupils are more aware of their own learning.	Pupils made more aware of their own learning through explicit teaching, e.g. modelling, reviewing work, peer mentoring.	Education Endowment Foundation's Teaching and Learning toolkit that an additional 7 months progress can be achieved through this, which is especially effective for older pupils.	Monitor teaching and talk to pupils about their learning.	NS	As part of pupil progress meetings each half term and as part of the school's monitoring cycle.

Smaller maths groups in Year 1/2 and Year 5/6, taught by teachers.	Pupils develop their understanding of Maths, to enable good or better progress, with the aim of closing the gap (where this exists) between disadvantaged pupils and peers.	From evidence in school, this approach helped ensure good progress across the classes where it was used. Assessment from groups used to support pre/ post teaching sessions. Endowment Foundation's Teaching and Learning toolkit also suggests 3 months additional.	Monitor teaching and learning through work scrutiny, planning scrutiny and observations of lessons.	NS/ RB	Half termly reviews.
To explicitly teach vocabulary to pupils across curriculum through whole class opportunities and small group work. Participate in the Vocabulary Development Project (Babcock)	An increase in the vocabulary of all pupils, which is applied in their own writing.	Evidence that those from lower socio-economic backgrounds have a smaller vocabulary when start school and this gap increases over time, which impacts on achievement ( <i>Why Closing the Word Gap Matters report May 2018 OIP</i> )	Monitored through school's monitoring cycle.	JH/ NS	Half termly reviews.
Purchase Purple Mash to engage learners in curriculum at school and at home.	Pupils engaged in learning and make use of this as part of home learning.	Endowment Foundation's Teaching and Learning toolkit also suggests up to 4 months additional progress with the use of digital technology to enhance and supplement teaching. It also suggests 3 additional months progress in terms of parental engagement and home learning,	Talk to pupils about use of Purple Mash. Monitor lessons and use within.	NS/RB	Half termly reviews.



<p>Carefully planned interventions in place for all year groups to address gaps, with provision of additional targeted support for Year 2 and Year 6 Pupil Premium children. This includes small group tuition, the provision of an additional group in year 6 for Maths and English.</p> <p>Time allocated for teaching staff to create personal provision plans for each Pupil Premium child and review them half termly.</p>	<p>Pupils make good or better progress in maths and English as a result of intervention.</p>	<p>Focused and specific interventions to address prior gaps in learning found to be effective in Education Endowment Foundation's Teaching and learning toolkit: 4 months additional progress in phonics, 6 months for reading comprehension. The Education Endowment Foundation and John Hattie cite evidence that small group interventions with high quality teaching have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills.</p>	<p>Pupil progress meetings and through school's monitoring cycle.</p>	<p>NS/ JH/ SK</p>	<p>Half termly reviews.</p>
---	--	--	---	-------------------	-----------------------------

**Total budgeted cost** £12,058

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>One to one tuition in Maths/ English, having identified gaps in knowledge and understanding. working with a teacher. Pre and post teaching sessions with teacher.</p>	<p>Pupils make good progress in English and Maths as a result of misunderstandings being addressed rapidly, to enable the attainment gap to narrow or close it.</p>	<p>Some Pupil Premium children are working below expected standards and there are not enough children achieving the higher standard at the end of a key stage.</p> <p>Good progress of pupils last year from sessions carried out (as listed above). Also, evidence to suggest from Education Endowment Foundation's Teaching and Learning toolkit that an addition 5 months</p>	<p>Through monitoring of progress, pupil progress meetings, discussions with pupils.</p>	<p>NS</p>	<p>Half termly</p>

<p>Individual speech and language sessions with trained therapist to develop key language skills, based on the assessments made by Speech and Language Toolkit assessment programme.</p>	<p>Pupils develop their understanding of language and/or their clarity of speech, so that they can also communicate effectively with others.</p>	<p>Speech and language skills of pupils improved using assessments for Infant Link programme and support provided by Speech and Language service. From Education Endowment Foundation's Teaching and Learning Toolkit that an addition 5 months progress can be achieved through oral language interventions.</p>	<p>Monitoring of speech and language programme and its impact through assessments made and discussions with person delivering the programme.</p>	<p>NS/ JH/ JF</p>	<p>Half termly</p>
<p>Use of a trained school counsellor/ therapist to support children on a one to one basis with their social, emotional and behavioural needs. Work with families to support the needs of the wider support network as well as the individual pupil in school. Social and emotional sessions for pupils, at trigger times of the school day e.g. start of the day,</p>	<p>Pupils able to talk through their emotions and feel positively about their experiences in school. This will impact on the 'readiness to learn' and attitude to learning in the classroom.</p>	<p>In addition to the school's own evidence of impact, the Education Endowment Foundation's Teaching and Learning Toolkit suggests 4 months additional progress through social and emotional intervention.</p>	<p>Pupil progress meetings, meetings with school counsellor, Boxhall Profile assessments.</p>	<p>NS/ AM</p>	<p>Half termly</p>

Social and emotional sessions or specific activities for pupils, at trigger times e.g. start of the day, transition times, playtimes to support pupils who are dysregulated or anxious.	Pupils able to engage in learning in the classroom as a result of support.	In addition to the school's own evidence of impact, the Education Endowment Foundation's Teaching and Learning Toolkit suggests 4 months additional progress through social and emotional intervention.	Pupil progress meetings, discussions with pupils.	NS/AM	Half termly
To monitor the attendance of disadvantaged pupils with EWO and implement a range of strategies including school counsellor, play therapy, Education Welfare Officer, Educational Psychologist.	Pupils attend school regularly to enable them to make good progress.	In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C and explains that pupils with persistent absences are less likely to attain at school	Meetings with professionals (Education Welfare Officer, Educational Psychologist, School counsellor) at least half termly to discuss vulnerable pupils with low attendance or previous low attendance.	NS/ AM/ DN/ MG	Half termly
<b>Total budgeted costs</b>					£12,000
<b>i. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Participation in Achievement for All Project and work with coach/mentor to identify barriers for disadvantaged families and pupils. Carry out structured conversation training and then carry these out with selected families.</p>	<p>Improve outcomes for pupils and families academically and in terms of social and emotional needs.</p>	<p>Achievement for All (AfA) is a national charity originally established with Department for Education funding – the AfA Schools Programme is a whole-school initiative and the content is bespoke for each school’s specific needs, based on an analysis of its data and perceived issues. Schools focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes (enjoyment and achievement for all pupils in all areas of school life). Impact of project shown through Endowment Foundation showed increased progress in pupils on this programme.</p>	<p>Reviews with Achievement for All Mentor, Structured Conversation records.</p>	<p>NS</p>	<p>Half termly reviews with Achievement for All mentor, pupil progress meetings.</p>
<p>Additional funding given to enable pupils to participate in all enrichment activities alongside peers e.g. enrichment days, outdoor adventurous activities during residential activity weeks.</p>	<p>Pupils experience activities they may not otherwise have the opportunity to participate in and have chance to build resilience, self-esteem and team building skills with peers.</p>	<p>Education Endowment Foundation’s Toolkit suggests 4 months additional progress through involvement in these activities as it builds collaborative learning and problem-solving skills.</p>	<p>Monitor rates of pupils attending outdoor adventurous activity days.</p>	<p>NS/MB</p>	<p>Annually following attendance rates of activities.</p>
<b>Total budgeted cost</b>					<b>£4,982</b>