



ST MARY'S CATHOLIC PRIMARY SCHOOL,  
BUCKFAST

PUPIL PREMIUM STRATEGY AND SELF-EVALUATION  
2020-21

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

1. Summary information					
School	St Mary's Catholic Primary School, Buckfast				
Academic Year	2020-21	Total PP budget	£43,040	Date of most recent PP Review	March 2021
		(Adjusted due to recent change in census)	£39,000		
Total number of pupils	111	Number of pupils eligible for PP	32	Date for next internal review of this strategy	September 2020
			29		

2. Current attainment		
<i>(Based on historic data due to COVID 19)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	41%	
% making expected progress in reading (as measured in the school)	100%	
% making expected progress in writing (as measured in the school)	91%	
% making expected progress in mathematics (as measured in the school)	91%	

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.	At St Mary's there is a trend for disadvantaged pupils to have lower on entry language and communication skills, compared to non-disadvantaged peers (67% of disadvantaged pupils in EYFS compared to 10% of non-disadvantaged peers in 2018, and 67% of disadvantaged pupils in EYFS compared to 6% of non-disadvantaged pupils last academic year).
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. This academic barrier has been exacerbated by COVID 19 lockdown.	
<b>D.</b>	Due to COVID 19, many disadvantaged pupils have been out of school since March 2020. Despite home learning advice, regular contact with staff and procuring digital devices for some pupils from DfE and charities, some pupils' learning trajectory will have been impacted by 'lockdown' for a variety of reasons.	
<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 have trouble 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. 'Lockdown' has exacerbated this situation.	
<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% in 2018-19 (accurate data not available for last academic year due to COVID 19) 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>	An increased proportion of disadvantaged pupils achieve the expected standard and greater depth in reading, writing and maths.	Analysis of data demonstrates an increase in pupils achieving age expected standards or greater 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>	An increased 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 shows high expectations and consistent progress and quality of work in all year groups and all disadvantaged pupil's books. Lesson observations/ pupil 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>	Help to reduce emotional and mental health and wellbeing barriers to learning (exacerbated by lockdown during pandemic). Ensure pupils have access to targeted support for mental health and wellbeing	Increase in self-esteem, confidence and resilience is reported through evaluations of school counsellor sessions 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 maintaining regular communication (using Structured Conversation principles developed during the Achievement for All project), school counselling sessions, ensuring 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. This maybe additionally challenging this year due to anxieties surrounding COVID 19 and the need to self-isolate if demonstrating COVID 19 symptoms.	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 2019-20\*

(\*2019-20 Autumn and Spring terms only due to COVID 19 lockdown, so a number of these initiatives will continue in 2020-21)

#### 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	Lessons learned (and whether you will continue with this approach)	Cost
Smaller maths groups in all year groups	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.	This approach supported pupil progress up until lockdown. With additional 'catch up' required for most pupils, will continue with this approach in 2020-21.	£12, 058
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 addition 7 months progress can be achieved through this, which is especially effective for older pupils.	Approach implemented although impact limited by lockdown from end of Spring term. Use of modelling, revisiting and interleaving strategies had positive effects.  Will focus on Rosenshine Principles next year in line with Academy-wide focus.	
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, OUP</i> ).	Impact on staff understanding of explicit vocabulary teaching and pupil awareness of the importance and impact of the use of different vocabulary (identified through pupil discussions, learning walks and lesson observations).	Felt this had an impact on improving pupils' exposure to new vocabulary and an understanding of different vocabulary (Tier 1,2 and 3). Evidence of this seen through learning walks, pupil voice and lesson observations. As this is embedded, explicit teaching of vocabulary will continue next year.	

<p>Purchase Purple Mash to engage learners in curriculum at school and at home.</p>	<p>Pupils engaged in learning and make use of this as part of home learning.</p> <p>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.</p>	<p>With the lockdown situation because of COVID 19, a system of online learning which pupils/ parents and carers were already familiar with was invaluable. Pupils and teachers made use of the Class Blogs to comment on work, set tasks and share work. Difficult to ascertain additional impact due to unprecedented circumstances of lockdown.</p>	<p>Supported learners particularly during lockdown. Sourced as many digital devices as possible for pupils from DfE and charities (given to most vulnerable). Paper copies of work provided for those families who were struggling to use digital devices during lockdown.</p> <p>Will continue with this platform and embed content and activities within in school and as part of pupils’ home learning.</p>	
---	---	--	--	--

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<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>Pupils make good or better progress in maths and English because of intervention.</p>	<p>Impact can only be estimated as positive due to COVID 19 lockdown.</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.</p>	<p>Approach worked well, will continue with individual tuition for pupils and pre/ post teaching in small groups. During ‘lockdown’ vulnerable pupils who attended school in the summer term benefited from small group (impact especially seen in KS1).</p> <p>Will make use of the government’s National Tutoring Programme and Universal Catch Up Premium to boost the impact of this tuition during next academic year.</p>	<p>£12,500</p>

<p>1:1 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 because 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>As above</p>	
<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 from Infant and Junior Link programme and support provided by Speech and Language service. This could only be assessed up until March 2020 due to COVID 19.</p> <p>From Education Endowment Foundation's Teaching and Learning Toolkit that an addition 5 months progress can be achieved through oral language interventions.</p>	<p>Continue with speech and language work across the school (due to increased number of pupils entering the school in EYFS and inwardly mobile pupils, who have pre-existing speech and language issues. Infant and Junior Language Link will be purchased for the school.</p> <p>Last year the SENDCo and EYFS teacher completed 20 referrals for external Speech and Language support, making use of Infant and Junior Link assessment data.</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,</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. This can only be estimated for first two terms due to COVID 19 lockdown.</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>Pupils and families benefited from sessions – will continue with this approach.</p> <p>In Autumn 2020, an additional half day of School Counsellor time will be provided to support pupils and families who will return to school following the COVID 19 lockdown.</p>	
<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.</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>These opportunities for emotional regulation appeared to have a positive impact on the pupils' social and emotional behaviour and readiness to learn. This can only be estimated for first two terms due to COVID 19 lockdown.</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>Will continue with this from Autumn 2020. This will be particularly important for those who are returning post-COVID 19 lockdown.</p> <p>School counsellor has continued to work in school to support those pupils (and families where appropriate) attending school during lockdown.</p> <p>School staff phoned vulnerable families fortnightly or weekly during COVID 19 lockdown (depending on need) to help support pupils with social/ emotional needs.</p>	

<p>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.</p>	<p>Pupils attend school regularly to enable them to make good progress.</p>	<p>Unable to demonstrate impact due to COVID 19 lockdown.</p> <p>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</p>	<p>Will continue with this in September 2020, although EWO time will be used to also support families where there is anxiety about a return to school with the ongoing concerns about COVID 19.</p> <p>In collaboration with EWO, as stated above, School Counsellor will be employed for an additional half day per week for the first half term (to be reviewed) to support good attendance for vulnerable pupils.</p>	
---	---	--	--	--

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<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.</p>	<p>Pupils experience activities they may not otherwise participate in and have chance to build resilience, self-esteem and team building skills with peers.</p>	<p>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.</p>	<p>Continue as required based on needs. Some of this did not take place as planned due to COVID 19 and lockdown arrangements but will hopefully take place next academic year.</p>	<p>£4982</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.	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)	
--	---	---	---	--

## 6. Planned expenditure

**Academic year**

**2020-21**

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

<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>
Ensure that Rosenshine principles are implemented in daily lessons to support pupils with 'catch up' and to support retention of new learning following a	Pupils made more aware of their own learning through explicit teaching, e.g. modelling, reviewing, questioning, scaffolding.	Education Endowment Fund (EEF) states COVID 19 school closures are likely to reverse progress made to narrow the gap in the last decade (median estimate indicates gap would widen by 36%.	Discuss in staff meetings and identify ways of enabling within lessons. Monitor teaching, talk to pupils about their learning.	NS	Through staff meetings, pupil progress meetings (each half term) and as part of the school's monitoring cycle.

<p>Maths lessons to be taught in discrete year groups, supporting pupils, and enabling misconceptions to be addressed.</p>	<p>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.</p>	<p>From evidence in school, this approach helped ensure good progress across the classes where it was used in previous years.</p> <p>EEF Teaching and Learning toolkit also suggests 3 months additional progress.</p>	<p>Monitor teaching and learning through work scrutiny, planning scrutiny and observations of lessons.</p>	<p>NS/ RB</p>	<p>Half termly reviews.</p>
<p>Continue to purchase Purple Mash (learning platform) to engage learners in the curriculum at school and at home. Use this as a way of providing online learning if need to access remote learning due to COVID 19.</p>	<p>Pupils engaged in learning and make use of this as part of home learning.</p>	<p>EEF Teaching and Learning toolkit also suggests up to 4 months additional progress with the use of digital technology to enhance and supplement teaching. 3 additional months progress possible in terms of parental engagement and home learning. which it is hoped this program will encourage.</p>	<p>Talk to pupils about use of Purple Mash. Monitor lessons and use within.</p>	<p>NS/RB</p>	<p>Half termly reviews.</p>
<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.</p> <p>Time allocated for teaching staff to discuss provision plans for each Pupil Premium child which are then reviewed half termly.</p>	<p>Pupils make good or better progress in maths and English, because 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.</p> <p>The EEF 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>

<b>Total budgeted cost</b>					£16,058
<b>ii. Targeted support</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</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
One to one tuition (pre/post teaching opportunities) in Maths/ English, having identified gaps in knowledge and understanding through discussions with the class teacher.	Pupils make good progress in English and Maths, because of misunderstandings being addressed rapidly and 'gaps' identified and addressed to narrow or close attainment gap.	EEF report states it is highly likely that the gap will have widened (PP compared to non-PP) following the return to school after COVID 19 lockdown. <i>'Catch-up provision and targeted support will be essential. However, it is unlikely that a single catch-up strategy will be sufficient for lost learning.'</i>  EEF Teaching and Learning toolkit states that an addition 5 months progress can be achieved through individual tuition.	Through monitoring of progress, pupil progress meetings, discussions with pupils. Appraisal targets to reflect this action.	JH/ NS	Half termly
Individual speech and language sessions with advice from trained therapist, to develop key language skills, based on the assessments made by Speech and Language Toolkit assessment programme.	Pupils develop their understanding of language and/or their clarity of speech, so that they can also communicate effectively with others.	Speech and language skills of pupils improved using assessments for Infant Link programme and support provided by Speech and Language service.  EEF's Teaching and Learning Toolkit states that an addition 5 months progress can be achieved through oral language interventions.	Monitoring of speech and language programme and its impact through assessments made and discussions with person delivering the programme.	NS/ JH/ JF	Half termly

<p>Use of a professional school counsellor to support children on with their social, emotional, and behavioural needs following COVID 19 lockdown.</p> <p>Work with families to support the needs of the pupil's wider support network, as well as individual intervention in</p>	<p>Pupils able to talk through their emotions and their experiences at home during lockdown/ in school. This will impact positively on their 'readiness to learn' and attitudes to learning in the classroom.</p>	<p>In addition to the school's own evidence of impact from previous years, the EEF'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>
<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.</p>	<p>Pupils able to engage in learning in the classroom following support.</p>	<p>In addition to the school's own evidence of impact, the EEF's Teaching and Learning Toolkit suggests 4 months additional progress through social and emotional intervention.</p>	<p>Pupil progress meetings, discussions with pupils.</p>	<p>NS/AM</p>	<p>Half termly</p>
<p>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. Support families who are anxious about a return to school following COVID 19 lockdown.</p>	<p>Pupils attend school regularly to enable them to make good progress.</p>	<p>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</p>	<p>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.</p>	<p>NS/MG/ DN/ MMcM/ MB</p>	<p>Half termly</p>
<b>Total budgeted costs</b>					<b>£19,000</b>

<b>iii. 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</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Finalise participation in Achievement for All Project and work with coach/ mentor to identify any additional barriers for disadvantaged families and pupils, particularly following COVID 19 lockdown.</p> <p>Carry out structured conversations with families who are part of the programme.</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 in Autumn Term with Achievement for All mentor, following structured conversations.</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 (planned for Summer term).</p>	<p>Pupils experience activities they may not otherwise have chance to participate in and have chance to build resilience, self-esteem and team building skills with peers.</p>	<p>EEF’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>£3,942</b>