

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mary's Catholic Primary School, Bodmin				
Academic Year	19-21	Total PP budget	£56,760	Date of most recent PP Review	July 20
Total number of pupils	242	Number of pupils eligible for PP	46	Date for next internal review of this strategy	May 21

2. Current attainment		
September 2019 to March 2020	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average/ school)</i>
% achieving expected standard or above in reading, writing & maths	91%	92%
% making expected progress in reading (as measured in the school)	92%	95%
% making expected progress in writing (as measured in the school)	87%	97%
% making expected progress in mathematics (as measured in the school)	95%	85%

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.	Lack use of a wide vocabulary and correct sentence structure of sentences as well as basic concepts such as positional language. Children in EYFS, Nursery and KS1
B.	Limited awareness of themselves as learners and ways they can manage their own learning to improve outcomes.
C.	Poor questioning from some teachers and teaching assistants which limits challenge and deepening of learning for pupils.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Continue to increase pupil attendance above the national average for all pupils.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
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A.	Increased vocabulary usage in nursery, EYFS and Year 1 leading to improvement in speaking and listening, early reading and writing outcomes at the end of Key Stage 1.	Increase of pupils achieving % of exceeding for GLD. Increase % of pupils exceeding in writing and reading at the end of KS1.
B.	Increased understanding of themselves as learners; embedding meta-cognition as standard practice to improve learner's outcomes. Use of meta-cognition strategies as standard practice for teaching and learning- to be seen in all learning sessions.	Increased book and photographic evidence of pupils leading their own learning using meta-cognitive strategies.
	Increased understanding of themselves as learners; embedding peer and quality teacher feedback as standard practice to improve learner's outcomes. Use of peer and teacher/ pupil feedback as standard practice and ensure that this is clearly evidenced in the pupils books / learning outcomes.	Increased evidence of pupil's feedback to peers and increased evidence of pupil/ teacher feedback.
C.	Eradicate poor questioning from teachers and teaching assistants to ensure all pupils deepen their learning. Challenge learners and deepen the learning for all pupils. Developing consistently good or better teaching and learning across the school ensuring that questioning drives the learning forwards alongside deepening understanding.	Good quality questioning from all teachers and teaching assistants seen as expected practice in all T and L sessions leading to increased challenge and deepening of learning.
D.	Continue to increase attendance of all pupil groups, including all vulnerable pupils, to ensure that it is above the national average thus ensuring pupils get a good chance to learn. Ensure pupils have a chance to learn at every opportunity but through good to outstanding attendance.	Outstanding attendance to ensure all pupils attain well and above the national

5. Review of expenditure

Previous Academic Year	19/20
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
Social Emotional wellbeing support	Children to develop communication, collaborative and social skills through Forest School provision.	<p><i>Pupils continue to make exception progress with behaviour and attitudes/ personal development and wellbeing.</i></p> <p><i>0% Fixed term exclusions</i></p> <p><i>Significant improvements in attendance for all pupils and all groups- overall attendance data (non Covid) 96.6%</i></p> <p><i>All pupils are now taking responsibility for their behaviours.</i></p> <p><i>Leaders monitoring shows very few incidences of concern. The reviewed behaviour policy has had a positive impact on behaviour of pupils.</i></p>	<p>Approach has made a significant improvement in behaviours of pupils within the school.</p> <p>Continuation of provision for all classes but at a steady rate. 10 sessions per term.</p> <p>Next step; Staff CPD on using the outdoor environment for learning and Forest School</p>	£5000
Raise the profile of reading in KS2.	KS2 children will read on a more regular basis, increasing enjoyment of reading and accelerating their progress in reading comprehension.	<p>Reading attainment has improved significantly since introduction of Accelerated Reader.</p> <p><i>Increase in attainment in all classes (2019-2020) compared to national standards of 73% (2019)</i></p> <p><i>Disadvantaged pupils (without SEN) attainment in reading is 73% end of the academic year 2020. This is in line with national standards of 73% in reading.</i></p> <p><i>Covid interruption with lockdown 1, 2 and 3 has made an impact on continued progress in 2020.</i></p>	<p>Continue to use Accelerated reader – monitoring progress over time.</p> <p>Greater use of AR Reader to support and monitor progress. Teachers to intervene quickly when necessary.</p> <p>Target Year 6: ensure pupils as a group will achieve 80% at end of KS2</p>	£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

Speech and language in the Early Years/ KS1 classes	Children will use a wider vocabulary and understand basic concepts such as positional language.	<p><i>In 2019-20 we achieved ELG of 70%, this is just below national standard of 73% (2019). However, reading, writing and maths were at national standard (2019) of 85% in our reception class in 2019 and 20.</i></p> <p><i>6 PP 100% expected and achieved the national standard (2019 in the reception class 19/20.</i></p> <p><i>In year 1, 6 PP achieved 50% Reading, 50% Writing, 66% Maths but progress was 100% for R,W,M and there was 73% combined score for all pupils</i></p> <p><i>In year Y2, 5 PP achieved 66% Reading, 66% Writing, 66% Maths, progress was also 66%, with a combination of 71% across reading, writing and mathematics.</i></p> <p><i>In 2019 our year 1 class achieved 87% phonics (18/19) due to additional support in phonics and speech and language. There was no phonics assessment in 2020 because of the Covid interruption. In Autumn 2020, our phonics assessment 87% indicated that pupils were above national expectation.</i></p>	<p>Continued approach to ensure we target pupils who need it.</p> <p>Additional TA to support speech and language, early oracy and communication, through the delivery of NELI</p> <p>TA works under the direction of a very experienced speech and language professional.</p> <p>This will be ongoing- cost is £8000</p>	£8000
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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
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Behaviour, personal development and wellbeing	Challenging behaviour is reduced, thus improving attainment. A variety of behaviours will be reduced, from low-level disruption to general anti-social activities.	<p><i>Through collaborative working between the Pastoral Lead, Headteacher and the SENCO, pupil behaviour around the school has improved. All teachers have high expectations of all pupils; equally they are equipped to support pupils on a day to day basis. Training has taken place – emotion coaching, Lego therapy, attachment and Trauma-informed schools’ approach.</i></p> <p><i>100% of parents when surveyed agreed that: ‘This school ensures that pupils are well behaved.’</i></p> <p><i>Part of the work is centred around parental engagement which again has been a key aspect of the work at St Mary’s.</i></p> <p><i>Parent surveys 2020: 100% parents agreed that ‘I feel I can speak to the school if I have a concern’ and ‘The school responds well to any concerns I raise’</i></p> <p><i>Excellent clear team working with other professionals from other agencies including EP, Social Care, Family workers and SALT. Ed Psych quoted “excellent working relationship between headteacher/ SENDCO and the pastoral leads means that there is joined up thinking and as such very thorough support for pupils and their families.”</i></p> <p><i>Significant improvement for attendance of all pupils, especially vulnerable groups. Attendance at 96.6% for 19-20 was in line with the national expectation (96%).</i></p>	<p>Continue this approach and expand role to include PP SEND pupils.</p> <p>Continue to build positive relationships with all parents and carers.</p> <p>Attendance has significantly improved since employing PSA as a pastoral lead. Increase in wellbeing and support for all pupils and their families. Excellent working relationship with senior leadership group. Continue to build on success.</p>	£23000
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<p>COVID support</p> <p>Deliver support for all pupils including the disadvantaged pupils.</p>	<p>Children to have access to support</p>	<p><i>Regular remote drop-in sessions with T and class via Google meet- well received in most needy families. Increase of pupil engagement data relevancy 10 out of 20 and then by lockdown 3 28 out of 30 online- with current whole school level at 98%.</i></p> <p><i>Google meet teaching daily- parents keen to continue with support at home- continue to have a high take up- now 308 people are on our Dojo for 242 pupils at the school.</i></p> <p><i>Class Dojo link up with daily/weekly setting of work- parents clear about work expectations and can correspond through social platform- 100% success rate in all classes with engagement through Class Dojo September 2020</i></p> <p><i>Additional phone calls to the most vulnerable children to check in – weekly/ daily- welcomed for the most vulnerable families/ linked to social care where necessary</i></p> <p><i>Vulnerable disadvantaged and EHCP/ SEND pupils attended school daily to access learning in school- worked well with our most vulnerable families and good interaction/ relationships were made during the time. Social services were also requesting places for their vulnerable children which the school was able to accommodate.</i></p> <p><i>Food boxes/ parcels for the most disadvantaged every 2 weeks/ Food vouchers for the summer holidays and continued mix of vouchers and food boxes moving forwards.</i></p> <p><i>The school has access to additional support via Caritas/ Food Bank and kind donations.</i></p>	<p>Continue to use techniques and strategies in the event of further lockdown</p> <p>Continue to use Google meet to ensure 1-1 parents' meetings are ongoing.</p> <p>Google classroom being used to set work January 2021.</p> <p>Class Dojo, now the favoured social platform for the whole school- this works well and the parents can see what each class is doing and also see main messages form the school</p> <p>Ensure disadvantaged and SEND pupils have a place in the event of further lockdown</p>	
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6. Planned expenditure

Academic year	2020-21
<p>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</p>	

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?
Challenge and deepen pupils learning through questioning.	Eradicate poor questioning from teachers and teaching assistants.	Inspection June 2019 AFI deepen pupils learning through challenge and questioning. Data analysis of vulnerable groups particularly in EYFS and KS1.	Through monitoring of teaching and learning across all year groups and within all groups. Planned challenge and planned questioning Use of question stems. Learning environment Embed Cornerstones Curriculum	AMc	<i>Mid-year review Jan</i> <i>INSET focus on developing learners through enquiry-based questions as drivers.</i> <i>Questioning main area for incremental coaching – ongoing</i> <i>Impact is currently variable due to COVID lockdown.</i> LO April 2021 indicated strong questioning in learning sessions across the board. Further challenge is needed.
Meta-Cognition & Rosenshine	Increased understanding of themselves as learners.	Deepening learners understanding. Meta-Cognition to develop independent learners across the school. Develop consistent feedback from teachers and teaching assistants as well as peers to further improve outcomes.	Meta-cognition to be seen in all learning sessions. Evidence in book scrutiny to show pupils leading their learning. Training twilights x 4 Meta-cognition/ effective feedback Structure of the lessons. Learning environment. Question stems and HOT BLOOMS questioning.	AMc	<i>Mid-year review Jan</i> <i>Incremental coaching now a focus of teaching and learning.</i> <i>Rosenshine principles of instruction including meta-cognition, feedback, questioning and structure of learning.</i> <i>Continue focus after lockdown end.</i> LO March 21 good feedback seen in the learning sessions. Continue with Incremental coaching with further focus on feedback and meta-cognition.
Total budgeted cost					£2000

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?
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<p>Increase vocabulary knowledge for nursery, FS and KS1 pupils.</p> <p>Continuing use of NELI</p>	<p>Increased vocabulary usage in nursery, EYFS and Year 1 leading to improvement in speaking and listening, early reading and writing outcomes at the end of Key Stage 1.</p>	<p>Lower % of exceeding GLDs in reception class.</p> <p>Lower attaining groups of pupils in nursery and reception due to vocabulary knowledge.</p> <p>Poor speech and language for pupil on entry to reception class.</p> <p>Visit vocab mechanisms across the school to ensure all pupils are being exposed to good quality vocabulary.</p>	<p>Raise the profile of vocabulary/ environmental print use in all classrooms specifically in nursery and FS.</p> <p>Use of 'Neli' project to develop communication skills of pupils in Reception class.</p> <p>Vocab of the week 'Vocab Ninja' across the school.</p>	<p>KH</p> <p>VB</p> <p>TM</p>	<p><i>Mid- year review</i> <i>School has been able to access the NELI project as part of the catch-up scheme for EYFS.</i></p> <p><i>Word gap training for all staff (Twilight)</i></p> <p><i>SALT support from specialist TA and Specialist SALT professional target in EYFS and KS1. Progress has been halted due to interruption (COVID and lockdown). April 21 NELI project being used in class to develop language for targeted group in the reception class.</i></p> <p><i>LO March 21- good evidence of vocab use in learning sessions leading to HOT.</i></p>
Total budgeted cost					£11000
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>Improve outcomes for pupils mental health and wellbeing due to Covid</p>	<p>Pupils to be able to self-regulate, be resilient and manage feelings and emotions.</p>	<p>Ensuring we meet the social emotional needs of the pupils across all groups.</p> <p>Evidence from previous OFSTED 2017 AFI: managing behaviours for all groups across the school.</p>	<p>Through Forest school provision, children are calm and learning is purposeful.</p>	<p>SL</p>	<p><i>Mid-Year review: Impact shows decreased anxiety, developed cooperation skills, motivation and self-regulation.</i></p> <p><i>Behaviour incidences are low.</i></p> <p><i>April 21 LO indicated that all classes are using the behaviour policy and practices appropriately.</i></p> <p><i>Forest school is having a</i></p>

					positive impact on behaviour. The school also has a Mental Health worker who is based at the school for a day a week. This is exciting and pupils have already been identified for intervention.
Behaviour and welfare/ personal development (See above)	Continue to increase attendance of all pupil groups, including all vulnerable pupils, to ensure that it is above the national average thus ensuring pupils get a good chance to learn.	Although data indicates that attendance is now good or better, middle and emerging leaders need to monitor attendance of all pupils from all groups.	Pastoral lead regular reviews of attendance and specific groups of pupils. Analysis of data throughout the year.	SL	Mid-year review Attendance currently above national- pupils engage with St Mary's Challenge- pupils attend school well, are motivated and want to be in school to learn. 97.8% Jan 2021 April 21- attendance 97.4% Ongoing analysis of attendance data includes groups data. See attendance
Continue to enhance online learning resources in case of further lockdown	Children have access to online learning platforms to ensure they do not fall behind	During lockdown, pupils needed to continue to check in with teachers daily for learning but also access online learning at their own level	Use of IXL Class Dojo Google classroom/ Google Meet	AMc	£5000 for new IT Mid-term review New technology has enhanced provision and pupils are now accessing google classroom/ google meet live learning. So far in lockdown given out over 30 laptops and Chrome books for PP and vulnerable children's use so all pupils can continue to learn and make progress. March 21 purchase of further Chrome books and laptops for teachers to enable access online for pupils and teachers. 97% of pupils took part in remote learning during the Jan- March 21 lockdown.
Total budgeted cost					£46000

7. Additional detail

Pastoral lead salary is paid for by pupil premium funds along with speech and language support in EYFS and Year 1/ CPD/ IT

Cost = £46000 or the proposed income from pupil premium grant

Cost for SALT support and language development £3000

Forest School -£5000

AR Reader - £1500

Total £ £55500 intended spend

Income for 19/20 = £56,760 Projected income for 20/21 = £56,760 in allocation for the year

When reviewing last year's spending, we suggest you do the following:

1. Where you can, identify where there has been impact on pupil progress.
2. Evaluate how well any strategies you did start were implemented.
3. What changes did you make in supporting disadvantaged pupils during lockdown and what impact did this have?
4. Was any of the PP Grant redeployed in any way? If so, how and why was this done and what impact did it have?