

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

1. Summary information					
<b>School</b>	St Paul's Catholic Primary School, Plymouth				
<b>Academic Year</b>	2019-22	<b>Total PP budget</b>	£94820	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	168	<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	Spring 2021

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>13%</b>	<b>65%</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>75%</b>	<b>52%</b>
<b>% making expected progress in writing (as measured in the school)</b>	<b>88%</b>	<b>48%</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>75%</b>	<b>48%</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>	Poor oral language skills caused by home deprivation (to be measured using BVPS this academic year)
<b>B.</b>	Poor social and emotional resilience caused by lack of parental resilience/poor mental health
<b>C.</b>	Low literacy baseline caused by lack of basic skills, poor metacognition and low self-esteem
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Complex family environments resulting in poor attendance and punctuality. High levels of CP and external agency involvement. Impact of pandemic on families – financial instability, poor physical/mental health, unemployment, loss of family support structures, lockdown restrictions.

<b>4. Intended outcomes</b> ( <i>specific outcomes</i> )		<b>Success criteria</b>
<b>A.</b>	Pupils' oral language is more developed. Pupils' word count is greater.	<ul style="list-style-type: none"> <li>-Improved BVPS measure</li> <li>-Average reading age improves</li> <li>-Pupils are more motivated to contribute to writing lessons</li> </ul>
<b>B.</b>	Pupils are more resilient socially and emotionally and less reliant on learning mentor over time	<ul style="list-style-type: none"> <li>-Reduction in behaviour incidents in class and at lunchtime</li> <li>-Reduction in referrals to social care</li> <li>-Teaching teams report that pupils are more confident and more capable of self-regulating</li> </ul>
<b>C.</b>	Improved outcomes in early reading, writing and mathematics. More pupils 'year 1 ready' facilitating more rapid KS1 progress.	<ul style="list-style-type: none"> <li>-EYFSP expected reading, writing and number at least in line with local data</li> <li>-Year 1 phonics data above 90%</li> <li>- KS1 expected+ at least in line with national</li> </ul>
<b>D.</b>	Rapid improvement in attendance and punctuality	<ul style="list-style-type: none"> <li>-FSM and SEND attendance in line with national; persistent absenteeism significantly reduced.</li> <li>-Reduction in social care referrals</li> </ul>
<b>E.</b>	Pupils' mental health remains largely stable, despite the pressure of the pandemic on families.	<ul style="list-style-type: none"> <li>-Any sharp increase in safeguarding concerns reduces steadily</li> <li>-Pupil wellbeing is high</li> </ul>

5. Review of expenditure				
Previous Academic Year		£87660		
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
Metacognition: CPD sequence	Whole staff pedagogy rooted in understanding of metacognition.	All teachers attended metacognition CPD. Lockdown resulted in there being insufficient opportunity to apply their learning which reduced the impact of the CPD.	Themes of metacognition will be revisited in Rosenshine CPD. This will allow members of last year's teaching team to deepen their understanding of the initial CPD and ensure that the new members of the teaching team are quickly brought up to speed.	£2500
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
Children (16) to work in small groups (4-5 pupils for 45 mins) on a weekly basis with teachers on targeted learning (actions specified to incorporate in learning during the week)	For children to diminish the difference in attainment and make accelerated progress in maths and English-removing the barriers from previous underachievement.	50% PP achieved expected level in reading and writing with only 13% achieving standard in mathematics. This intervention has not achieved the catch-up impact intended (pre-lockdown data)	This intervention entailed pupils being removed from foundation subject provision to focus on English and mathematics. We are committed to all pupils receiving a full curriculum offer moving forward because we recognise the impact it has on pupils' learning if they miss chunks of the curriculum. High cost with predicted impact in short term but not in terms of addressing underachievement moving forward. This intervention does not have potential to improve outcomes over time.	£9180

<p>Teachers and teaching assistants to conduct short sessions to address learning needs identified in formal teaching sessions.</p> <p>All PP children to be conferenced with at least 3 times a week.</p> <p>1:1 Pinny time 5 days a week</p>	<p>Daily Maths surgeries and/or English conferencing to diminish the difference and secure good rates of progress, addressing misconceptions.</p> <p>To secure good progress with year 1 phonics through RWI and targeted intervention, leading to children achieving the phonics screening check. This will include the year 2's that did not pass the phonics screening.</p>	<p>50% PP achieved expected level in reading and writing with only 13% achieving standard in mathematics. This intervention has not achieved the catch-up impact intended (pre-lockdown data)</p> <p>60% PP on track phonics screening standard, compared to 80% non-PP (pre-lockdown data).</p>	<p>This intervention entailed pupils being removed from foundation subject provision to focus on English and mathematics. We are committed to all pupils receiving a full curriculum offer moving forward because we recognise the impact it has on pupils' learning if they miss chunks of the curriculum. Low cost with predicted impact in short term but not in terms of addressing underachievement moving forward. This intervention does not have potential to improve outcomes over time.</p> <p>This catch-up intervention is evidence backed and has been used previously to good effect in the school. There is enough good potential for diminishing the difference to make it viable to be used again.</p>	<p>£14392</p>
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**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>
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<p>Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their emotions more readily.</p>	<p>MAST and learning mentor - to provide support through EP's Learning mentors and Counsellors to develop emotional resilience for targeted children.</p>	<p>Records and evaluations shared with the school, as appropriate, indicate growing resilience.</p>	<p>Good potential still to explore.</p>	<p>£9350</p>
<p>Children to work in small groups on a weekly basis with teachers on targeted learning (actions specified to incorporate in learning during the week)</p>	<p>For children to diminish the difference in attainment and make accelerated progress in maths and English-removing the barriers from previous underachievement.</p>	<p>50% PP achieved expected level in reading and writing with only 13% achieving standard in mathematics (pre-lockdown data).This intervention has not achieved the catch-up impact intended.</p>	<p>This intervention entailed pupils being removed from foundation subject provision to focus on English and mathematics. We are committed to all pupils receiving a full curriculum offer moving forward because we recognise the impact it has on pupils' learning if they miss chunks of the curriculum. Low cost with predicted impact in short term but not in terms of addressing underachievement moving forward. This intervention does not have potential to improve outcomes over time.</p>	<p>£46908</p>

## 6. Planned expenditure

**Academic year**      £94820

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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deliver sequence of Rosenshine CPD	All teachers apply Rosenshine's Principles of Instruction 'Stages of Practice' strand:  5. Guide student practice  7. Obtain a high success rate  9. Independent practice  As a result, pupils learn more and remember more.	Evidence: EEF	Evaluation of CPD	HT/L for T and L	Systematic review through lesson visits, pupil conversation, and pedagogical conversation, reported to SLT on fortnightly basis.  HT termly report on teaching and learning to LGB
Implement curriculum offer including Power Maths, RWInc and Write Stuff	A whole school curriculum intent and offer which meets the needs of our pupils, particularly the disadvantaged.	Evidence: Ofsted research report	SLT quality assure curriculum	AHT	Systematic review through lesson visits, pupil conversation, and pedagogical conversation, reported to SLT on fortnightly basis.  HT termly report on teaching and learning to LGB

Accelerated Reader	Chronological reading age for disadvantaged pupils will progress more rapidly than for non-disadvantaged.	Evidence: prior impact from programme – KMG report	ESL/HT monitoring	AHT	English lead to report to SLT on termly basis
Train teachers in Write Stuff approach to improve teacher modelling of writing, improve motivation, raise standards in writing.	More pupils will achieve age related expectation.	Evidence: high quality modelling of writing is critical to good writing outcomes	ESL/HT monitoring	L for T and L	English lead to report to SLT on termly basis
RWInc training for new staff members	Most pupils will achieve year 1 phonic screening check standard	Evidence: impact report from Ruth Miskin training	Phonics lead monitoring Half termly assessments	Phonics lead	Phonics lead to report to SLT on termly basis
<b>Total budgeted cost</b>					£45000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pre-teaching	Pupils familiar with key vocabulary and learning context prior to lessons.	Evidence: EEF - metacognition	SENCO monitoring	SENCO	Termly PPMs - CTs report to SENCO

Phonic 1-1 intervention	Accelerated progress in phonic knowledge and application resulting in reduced underachievement	Evidence: impact report from Ruth Miskin training	RWInc monitoring	RWInc lead	6-8 weekly RWInc assessments Report from RWInc lead
Phonics 'pinny time'	Accelerated progress in phonic knowledge and application resulting in reduced underachievement	Evidence: impact report from Ruth Miskin training	RWInc monitoring	RWInc lead	Termly PPMs - CTs to report to RWInc lead
<b>Total budgeted cost</b>					£19605
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
ELSA	Vulnerable pupils display improved social and emotional resilience and motivation to learn	Previous good impact	ELSA records Evidence of impact on pupil learning and wellbeing Pupil questionnaire	SENCO	Termly PPMs – lead TA to report to SENCO
Learning mentor support	Vulnerable pupils display improved social and emotional resilience and motivation to learn	Previous good impact	Learning mentor diagnostic records Accelerated progress	SENCO	Termly PPMs



Times table Rockstars (inc. new number bond feature)	Improved number bond recall	Number bond knowledge and recall has been identified as a weakness in gap analysis.	MSL pedagogical conversation	AHT	Tracking of number bond recall Termly data drops
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<b>Total budgeted cost</b>					£27071
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**7. Additional detail**

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