

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St Mark's Catholic Primary School				
Academic Year	2019/20	Total PP budget	£26,240	Date of most recent PP Review	2019
Total number of pupils	212	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Sept 20

2. Current attainment		
KS2 SATS 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths (KS2)	25% 1 of 4	65%
% achieving expected standard or above in reading, writing & maths (KS1)	50% 2 of 4	65%
Forecast for 2020 % achieving expected standard or above		
% making expected progress in reading (as measured in the school) KS2/KS1	0% 2 of 2/50% 1 of 2	
% making expected progress in writing (as measured in the school) KS2/KS1	50% 1 out of 2/0% 2 of 2	
% making expected progress in mathematics (as measured in the school) KS2/ KS1	50% 1 out of 2/0% 2 of 2	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language
B.	Poor phonics acquisition
C.	Confidence in mathematics, particularly girls and Higher PAG
D.	Reading comprehension
E.	Poor Vocabulary
F.	Fluency in basic number facts
Additional barriers (including issues which also require action outside school, such as low attendance rates)	

E.	Low aspirations of parents
F	Poor attendance
G	Lack of sleep
H	Lack of self-confidence and self-esteem
I	Lack of male role models.
J	Education not being valued so parents not engaging with learning or supporting at home
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
Success criteria	
A.	PP achieve ELG or make more than 4 steps progress from baseline
B.	PP pupils pass the Year 1 and Year 2 phonics screening
C.	Girls and prior high attainers make at least expected progress
D.	All PP pupils (excluding those with SEN) pass the KS1 and KS2 Reading SATs

5. Review of expenditure – NEW APPROACH THIS YEAR so review				
Previous Academic Year		NB a different planning format was used last 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
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

Phonics boosters	Passing the phonics screening test	According to EEF, there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.	Additional support needed in class to track phonics and to use pre and post teaching to help children keep up Greater effort/consideration to behaviour for and attitude to learning through parental engagement and support.	
Sound discovery and Dancing Bears	Spelling, reading gaps closed		Maintaining fidelity of the interventions through improved monitoring and LSA re-training to improve impact and application back in class.	

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
Challenge 50,100 and star challenge		Low attaining PP children were not able to access these challenges and they diluted/distracted from core basic skills. High ability children were not engaged with them and would benefit more from Quality First teaching and intense intervention.	Less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.	

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?
Whole class teaching of vocabulary – Quality first teaching	To improve language and literacy Develop word power to close the vocabulary gap	The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – is through inclusion and universal entitlement, including improving the quality of teaching which will also benefit other groups. Cultural capital provides a solid foundation on which to build more knowledge skills and understanding. The size of a pupil's vocabulary in their early schooling is a significant predictor of academic attainment in later schooling and of success in life (Safe the Children 2016, Parsons & Schoon 2011)	CPD for class teachers & LSAs from FOCUS Education & Andrew Jenkins VOCABUALRY NINJA Learning Walks Monitoring Book Scrutiny Teacher Assessment Tracking pupil progress Displays Vocabulary books Regular review at staff meetings Governor monitoring	English Subject leader	Termly

Pre teaching to close gaps/address misconceptions/re-visit prior learning	To keep up not catch up so that pupils can better access age-related expectations	pre-teaching new lesson material to specific children reduces the need for 'catch-up' or even 'keep up' intervention, normally done after a teaching episode. Some evidence suggest that children may feel more positive about intervention prior to the lesson and therefore, that it may boost their self-esteem.	Book Scrutiny Pupil Voice Teacher feedback	Class teacher LSAs	Termly at Pupil Progress meetings
Rigorous Challenge – quality first teaching	High PAG make expected progress	Cognitive load theory – Chartered College of teaching Increased motivation, participation, independence, confidence and responsibility of learning comes about through challenge Mastery Curriculum	Planning scrutiny Work scrutiny Pupil Voice Governor monitoring	Class teachers LSAs	Termly at Pupil Progress meetings
Metacognition and self-regulation – characteristics of effective learners – whole school approach	Pupils use schools learning behaviour to identify areas of strength and development	EEF toolkit – significant impact	Learning Journal Scrutiny Lesson Observations Pupil Voice Updated CPD Staff meeting focus Governor monitoring Growth mindset week	SLT Class teachers LSAs Governors	Termly
Total budgeted cost					£4250
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?
Third space Learning 1:1 Maths tuition	PP pupils pass the KS2 Maths SAT and make accelerated progress from previous PAG	EEF Teaching and Learning toolkit Improved confidence and self-belief No peer pressure/non-threatening learning environment.	Weekly sessions timetabled (2 sessions per week for two pupils during Autumn term £438) Progress reported to class teacher to inform quality first teaching	HT HTLA	Termly progress and diagnostic reports provided by Third space
Funding a part time librarian – 1:1 and small group support	PP pupils heard to read daily to foster a love of reading Reluctant reader groups (Boyz only – Mid and Low PAG) Extend More able readers (High PAG girls make expected progress)	Reading allows pupils to access the full curriculum. Librarian promotes reading a key part of day-to-day schools life Pupils who read widely and often improve their vocabulary Competitions make reading fun High expectations and aspirations maintained	Librarian to timetable/ringfence time for PP pupils And vulnerable groups	SL English	Termly progress
1:1 support Reading Ambassadors Parents and Y11 students (zero cost)	PP pupils heard to read daily to foster a love of reading and improve reading speed and fluency		Reading records Pupil Voice	HT	Termly progress meetings

<p>Tailored intervention informed by teacher assessment</p>	<p>PP keep up, close gaps, and have misconceptions addressed.</p> <p>PP pupils have LSA support in class</p>	<p>EEF Evidence consistently shows the positive impact that targeted academic support can have. How classroom teachers and teaching assistants link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</p> <p>Quality LSA CPD from last year applied by LSAs e.g. Shape Coding, S&L</p>	<p>Book scrutiny Pupil Voice Learning Walks LSA feedback</p>	<p>Class teacher</p>	<p>Termly at Pupil Progress meetings</p>
<p>1stClass at Number short term intensive intervention by LSA</p>	<p>PP attainment gap closed</p> <p>1 hour 3 days Y3 Term 1 Year 2 Term 1 Year 2 term 2</p>	<p>EEF Teaching and Learning toolkit</p> <p>Every Child Counts evidence-based programme from Edgehill University</p>	<p>Sandwell test pre and post intervention In class – pupil outcomes</p>	<p>HT – to Maths Lead</p>	<p>Termly at Pupil Progress meetings</p>
<p>Rainbow Maths & Timetable rock star</p>	<p>PP overlearn basic facts</p>	<p>Stickability of knowledge - Rapid recall and procedural fluency develop confidence and self-esteem can do attitude back in the classroom</p>	<p>HLTAs deliver Incentivised attendance Clear succession in programme is recorded and rewarded</p>	<p>HTLA Maths SL</p>	<p>Termly</p>

Oral Language interventions	PP included in talking partners LSA no time/capacity currently – PP on SEN interventions	EEF toolkit	Class teacher noticing impact in class	LSAs	
1 to 1 intervention Dancing Bears Toe by Toe (20 mins daily)	Low attaining PP receive specific targeted interventions following Ed Psych report or SENDCo observations	A proven highly structured programmes which teach basic letter and sound skills, systematically with overlearning and multi-sensory exercised		LSAs SENDCo	Every 6 weeks
Total budgeted cost					£17,000

iii. Other approaches – Wider Strategies

Action	Intended outcome	What is the rationale for this choice?	How will you ensure that it is implemented well	Staff lead	When will you review implementation
Increase opportunity for music tuition	PP attend Ukulele club PP receive music tuition from peri teachers	Equal opportunity for disadvantages	Music Teacher to take Ukulele Club Peri teacher to be paid directly by school Tea time concert performance to showcase skills developed	Music Teacher	Termly

Nurture groups Emotional support & anxiety Prevention	Less anxious PP Coping strategies	FRIENDS - EEF Project evaluation £64 per pupil (+1mnths progress for PP)	Appropriate selection and grouping of pupils to be conducive	SENDCo	Termly
Homework help at wrap around care	Child care Support with homework Opportunity for peer to peer reading	Parental support	Afterschool club is staffed by LSAs and HTLAS	HTLA	Termly
Parent workshops	Boardgames to foster family time at home Internet Safety Awareness workshop	Increased parental engagement.	Incentivised to maximise attendance by PP parents. External supplier with good reputation – lead in time well publicised.	HT	Half yearly
Enrichment activities/trips/dra ma/visitors	Expose pupil to wider vocabulary	Improve Cultural Capital	Teacher professional judgement/scrutiny of activity to ensure cross curricula links Office monitoring and application of Payment of trips/visits for PP pupils		Termly
Before school activities	Improve health and well being	Healthy Schools PE Association NHS	Session provided by Premier Sport. PP pupils places funded by PP funds.		Termly
Total budgeted cost					£5,000

Additional detail	
7.	