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

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| 1. **Summary information**
 |
| **School** | St Mary’s Catholic Primary Axminster  |
| **Academic Year** | 2019/20 202020  | **Total PP budget**  | £40,000 | **Date of most recent PP Review** | 11/18 |
| **Total number of pupils** | 130 | **Number of pupils eligible for PP** | 21 | **Date for next internal review of this strategy** | 12/19 |

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| 1. **Current attainment**
 |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving expected standard or above in reading, writing & maths** | **50** | *76 (65)* |
| **% making expected progress in reading (as measured in the school)** | **75** | 73 ( 73 ) |
| **% making expected progress in writing (as measured in the school)** | **75** | 84 ( 78 ) |
| **% making expected progress in mathematics (as measured in the schoolschool)** | **75** | 84 ( 79 ) |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Metacognition skills limited |
|  | Social and emotional resilience |
|  | Multiple needs ( SEND, EAL) |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* |
| **D** | Attendance |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)*
 | **Success criteria**  |
|  | All pupils to achieve at least within year expected progress in R,W and M  |  |
|  | Percentage of pupils achieving within year more than expected progress in R,W and M to increase  |  |
|  | Percentage of pupils achieving GD in R, W and M to increase  |  |
|  | Percentage of pupils achieving more than expected progress in R,W and M across key stages to increase |  |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **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** |
| Develop self review skills of pupils | Improve metacognitive skills and confidence | Yes  | Became part of QFT and SLt review rather than by a mentored approachYes as part of QFT  | 500 |
| Narrow the gap by consistent teaching  | QFT raise skills of all  | Yes  | Yes  | 13000 |
| Broaden experience and increase levels of social skills, team work and independence | More resilient and self aware learners | Yes | Yes now statutory as part of new Ofsted framework Sept 2019  |  |
| 1. **Targeted support**
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| **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 supported to address learning gaps  | Gaps close | Yes |  | 8,500 |
| Focussed teaching to close gaps | Gaps to close | Yes  |  | 2,000 |
| 1. **Other approaches**
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| **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** |
| Achieve Rights and Respect Bronze Award | Broaden horizons Social skills  | Yes  | Continuing to progress Silver Award All pupils in current year 5 and 6 trained in restorative justice which will develop in 2019 to 2020 | Not to PP |
| Purchase of key learning resources  | Reading material and maths equipment  | Yes  | Quality resources which are used with precision have significant impact.   | 2000 |
| Staff CPD  | Teachers and support staff more skilled to meet the needs of a wide range of pupils  | Yes  | CPD continues to drive school improvement This was a specific training suite within delivered by external specialists which was well timed and selected.  | 1500 |
| 1. **Planned expenditure**
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| **A 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 |
| 1. **Quality of teaching for all**
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| **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?** |
| Further embed quality systems for assessment  | Pace of learning improves | Mastery learning + 5mMetacognition and self regulation + 8m Peer tutoring +5m | Monitoring learning impact Book scrutiny Pupil conferencing Progress reviews  | Head | Termly  |
| Leadership to fast track new teachersIn whole school values and process for behaviour development  | By all measures all teaching good  | Metacognition and self regulation + 5m Peer tutoring + 5m | Monitoring learning impact Book scrutiny Pupil conferencing Progress reviews | Head  | Termly  |
| Leadership to embed systems and processes for core teaching  | Consistent approaches to core teaching  | Mastery learning + 5m  | Monitoring learning impact Book scrutiny Pupil conferencing Progress reviews | Head  | Termly  |
| Further embed marking and feedback  | QFT improves by a range of measures  | Feedback + 8mPeer tutoring +5m | Monitoring learning Impact Book scrutiny Pupil conferencing Progress reviews | Head  | Termly |
| Metacognition training to continue for all teachers  | QFT QFT improves by a range of measures | Metacognition + 7m | Monitoring learning impact Book scrutiny Pupil conferencing Progress reviews | Head  | Termly |
| Quality maths mastery training year 1 – Jurassic Maths Hub | QFT improves by a range of measures | Mastery +5mPeer tutoring +5m | Jurassic Hub Lead teacher evaluations Course feedback and reflection on impact in SchoolQuality of maths teaching  | Head with maths lead | Termly |
| TA training in metacognition and mastery approaches  | QFT improves by a range of measures | Metacognition Social and emotional +7mMastery +5m | Teacher monitoring Pupil conferencing  | Head  | Termly |
| CPD specific to EYFS  | QFT improves by a range of measures  | Early years interventions + 5m  | EYFS reviews  | EYFS coordinator with Head  | Termly  |
| **Total budgeted cost** | 10,000 |
| 1. **Targeted support**
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| **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?** |
| Small group and one to one reading comprehensions  | Closing gaps /In year accelerate progress evidenced | EEF reading comprehensions + 8mMetacognition + 7mSmall group tuition + 4m | Monitoring learning impact Book scrutiny Pupil conferencing Progress reviews | Head  | Termly |
| One to one tuition  | Closing gaps /In year accelerate progress evidenced  | EEF one to one tuition +5m | Monitoring learning impact Book scrutiny Pupil conferencing Progress reviews | Head  | Termly |
| **Total budgeted cost** | 12,000 |
| 1. **Other approaches**
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| **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?** |
| Identify with parents and pupils opportunities to thrive across wider curriculum **#** | Pupils are always included and can share in all activities to progress confidence and learning .  | Parental engagement + 3mMetacognition and self regulation + 8m | Parental engagement Parental questionnaires Progress reviews Pupil conferencing  | Head  | Termly |
| Forest school  | Self regulation and metacognition improves  | EEF metacognition and self regulation + 8m EEF social and emotional learning + 4m EEF Outdoor adventure learning +4m | Pupil conferencing Progress reviews | Head  | Termly  |
| PSW  | Improved partnership with parents  | EEF parental engagement + 3m  | Parental engagement Parental questionnaires Progress reviews Pupil conferencing | Head  | Termly  |
| PSW  | Improved social and emotional learning parents  | EEF social and emotional learning + 4m  | Parental engagement Parental questionnaires Progress reviews Pupil conferencing | Head  | Termly  |
| Support staff training  | Improved social and emotional learning  | EEF social and emotional learning + 4m | Progress reviews Pupil conferencing | Head  | Termly  |
| **Total budgeted cost** | **18,000** |
| 1. **Additional detail**
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| # Individual pupils may benefit from enrichment by accessing wider curriculum activities, parental support with school events/ trips and purchase of equipment. This will be decided with parents.  |