**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)** | | | | | |
| **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** | | | | | | | | | |
| **Previous Academic Year** | | |  | | | | | | |
| 1. **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** |
| Develop self review skills of pupils | Improve metacognitive skills and confidence | | Yes | | | Became part of QFT and SLt review rather than by a mentored approach  Yes 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** | | | | | | | | | |
| **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** | | | | | | | | | |
| **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** | | | | | | | | | |
| **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** | | | | | | | | | |
| **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 + 5m  Metacognition and self regulation + 8m  Peer tutoring +5m | Monitoring learning impact  Book scrutiny  Pupil conferencing  Progress reviews | | Head | Termly | |
| Leadership to fast track new teachers  In 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 + 8m  Peer 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 +5m  Peer tutoring +5m | Jurassic Hub Lead teacher evaluations  Course feedback and reflection on impact in  School  Quality 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 +7m  Mastery +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** | | | | | | | | | |
| **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 + 8m  Metacognition + 7m  Small 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** | | | | | | | | | |
| **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 + 3m  Metacognition 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** | | | | | | | | | |
| # 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. | | | | | | | | | |