**Pupil premium strategy / self-evaluation 2020-2021**

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| 1. **Summary information** | | | | | |
| **School** | St Joseph’s Catholic Primary School, Exmouth | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £14,795  Recalculated to £25,454.17 with change in gov funding dates | **Date of most recent PP Review** | July 20 |
| **Total number of pupils** | 173  164 – mid-year review | **Number of pupils eligible for PP**  **43% PP attended school full or part-time Spring Term 2021 lockdown** | 18 ch - 10%  Risen to 28 ch – 17% mid-year review | **Date for next internal review of this strategy** | Jan 21 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)*  **based on assessment since Covid March 2020** | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | **35%** | |  |
| **% making expected progress in reading (as measured in the school)** | | | **40%** | |  |
| **% making expected progress in writing (as measured in the school)** | | | **35%** | |  |
| **% making expected progress in mathematics (as measured in the school)** | | | **35%** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Through observing and assessing the children since their return after Covid mental wellbeing has been very negatively affected by lockdown. Social and emotional issues affect the wellbeing and progress of not only individuals but also at times other learners (including those eligible for PP). Levels of resilience, self-esteem and aspects of social, emotional and mental health are not as strong as they could be for some pupils often due to external factors. Weaknesses in learning behaviours have a detrimental effect on academic progress, e.g. lack of independence leads to an over-reliance on adults, children displaying reticence to risk taking and feeling defeated when faced with challenging tasks. | | | |
|  | | Through observing and assessing the children since their return after Covid academic ability has been very negatively affected by lockdown with many children not participating in any home learning since March. Outcomes for pupils in receipt of the PP are not as strong as for other groups in writing with some PP premium children having low prior attainment in writing at KS1 and KS2. | | | |
| **C.** | | Children in receipt of pp are not accessing extra-curricular activities in or out of school or spending time outdoors exercising. Lack of exercise and fresh air has a direct impact on ability to concentrate and focus and on skills such as fine motor skills for things like handwriting. | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 94.38% (below the target for all children of 96% - taken from March 2020 before Covid). This reduces their school hours and causes gaps in their learning. | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Staff to identify pupil’s gaps and barriers to learning and help overcome these through careful, targeted support. Pupils in receipt of pp to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours. They will be ready to learn in class. Children in receipt of pp to have high aspirations for their future. This in turn to increase the children’s academic attainment and progress with 60% PP children reaching ARE. | | | Children to be able to verbalise their feelings rather than let them influence their behaviour negatively. Pupils to be able to work independently and take risks with their learning and persevere when they find things difficult. The outcomes for these pupils will include their increased participation in class, reduction in anxiety and friendship/ social issues and better social integration. Children to understand that if they work hard they can achieve highly regardless of external circumstances.  60% of PP children to reach ARE. | |
|  | Increased amount of pp children working at ARE in RWM with a proportion of pp children working at GD. | | | 60% of PP children to be working at ARE. 11% of PP children to be working at GD. | |
|  | Participation in forest school and outdoor play equipment. Improved participation in the wider life of the school for PP children e.g. music lessons, after school clubs, sports clubs which will then raise self-esteem and improve mental well-being (link to outcome A). It will also increase their desire to attend school (link to outcome D) | | | All pp children to have a term of forest school and to have represented the school at an event and taken part in an extra-curricular activity. All pp children to access outdoor play equipment daily. | |
|  | Increased attendance rates for pupils in receipt of PP. Parents and children to be aware of the importance of good attendance in school and to value the education provided. Meetings to be held with EWO and parents as soon as attendance level drops below 90%. | | | To reduce the number of persistent absentees among pupils eligible for pp. Overall attendance of PP children to improve from 94.38% to 96%. | |

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| 1. **Planned expenditure** | | | | | | |
| **A Academic year** | | **2020-2021** | | | | |
| 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?** |
| A, C & D | Children to have a term of forest school which will boost self-esteem and attendance.  New outdoor play equipment which pp children access daily. | | EEF – Outdoor learning, moderate cost for high impact | Teacher trained as Forest School leader. Observations of Forest school sessions and pupil feedback. New play equipment in playground as old equipment has rotted.Teacher monitoring of play equipment sessions. | AT & NTB | Half-termly |
| B | Children in receipt of pp to be working at ARE with some working at GD through use of meta-cognition strategies in class. | | EEF- Meta-cognition/Rosenshine in class, high impact low cost. Links to Rosenshine’s principles. | Monitoring of pp attainment and progress. Lesson observations.  Meta-cognition cpd for all teachers. | NTB | Half-termly |
| **Total budgeted cost** | | | | | | £18895 |
| **End of year review**  Children accessed Forest School in the Autumn and Summer Term and then those attending school in the Spring Term lockdown also accessed Forest School. 43% PP children attended school during Spring lockdown either full or part-time. Through pupil voice 93% PP children said it was their best session of the week. The PP children could list what they learnt and how the sessions made them feel more positive and happy about themselves. Through observation the Forest School leader has noticed the increased confidence of the PP children. During the Spring Term lockdown PP children were asking their parents to send them into school on the Forest School afternoons so they didn’t miss out. Class teachers have also made observations of how the PP children engage better if they know it is a Forest School day.  A new piece of equipment has been purchased for the playground which PP children in school have been accessing. Due to Covid they have not been able to access it daily but on a rota in their bubbles. The KS2 children have expressed how now they have access to climbing they are enjoying using their arm muscles to swing and climb. Longer term this will support an increase in writing stamina.  Due to the second partial school closure in the Spring Term gains made with PP children in the Autumn term changed and there was a dip in attainment even with substantial remote learning. Education Endowment Fund (EEF) states COVID 19 school closures are likely to reverse progress made to narrow the gap in the last decade (median estimate indicates gap would widen by 36%. Rosenshine’s article: <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/>  We re-assessed and identified gaps upon the children’s return. Rosenshine’s principles were implemented in daily lessons to support pupils with ‘catch up’ and to support retention of new learning following the period out of school for most children.  43% PP children attended either full or part-time during Spring lockdown. Chrome books were given out to 54% of the PP children to access home learning as were two routers and 8 broadband vouchers. Children in school received targeted support by the class teachers. Children learning remotely received daily online sessions with the whole class and then where necessary PP children have stayed on at the end of an online session to work remotely with a teaching assistant. Home learning has been printed out for PP children where necessary and differentiated according to need.  Summer 2021 data showed an increase of 42.5% working at ARE in Reading from 39%.  48% working at ARE in Maths an increase from 37%  33% working at ARE for writing an increase from 21% | | | | | | |
| 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?** |
| A & C | Children in receipt off pp to have high levels of resilience, be ready for learning and have high aspirations – through social and emotional interventions e.g. Rainbows, Time to Talk. | | EEF- Social and emotional learning – good impact for moderate cost, based on extensive evidence. | Reviews of interventions and feedback from teachers and teaching assistants. | SK – SENDCo | Half termly |
| C & D | All pp children to have represented the school at an event and taken part in an extra-curricular activity.  Children to access outdoor play equipment daily. | | EEF – Extending school time and sports participation – good impact for moderate cost | Feedback from sports leader and class teacher. | AT & NTB | Termly. Will depend on Covid-19 guidance. |
| B | Carefully planned interventions in place for all year groups to address gaps, with provision of additional targeted support for Year 2 and Year 6 Pupil Premium children.  Time allocated for teaching staff to discuss provision plans for each Pupil Premium child which are then reviewed half termly. | | Pupils make good or better progress in maths and English because of intervention support. | Focused and specific interventions to address prior gaps in learning found to be effective in Education Endowment Foundation’s Teaching and learning toolkit: 4 months additional progress in phonics, 6 months for reading comprehension.  The EEF and John Hattie cite evidence that small group interventions with high quality teaching have a significant impact on children’s learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. | NTB | Half termly |
| **Total budgeted cost** | | | | | | £5959 |
| **End of year review**  Due to high levels of staff absence during the Autumn and Summer Term and the Spring lockdown not all the planned interventions were able to take place. Interventions that did take place were reviewed by the teachers, SENDCo and SLT. PP children expressed how having some time out of class to talk to someone pastorally enables them to concentrate and focus more easily in class. Teachers report that when PP children return to class from being out that the children are more engaged and positive helping them to make more progress academically. Academic interventions have taken place where possible and an increase in ARE and GD shows them to be effective.  Summer 2021 data showed an increase of 42.5% working at ARE in Reading from 39%. 48% working at ARE in Maths an increase from 37%.  33% working at ARE for writing an increase from 21%  All PP children were sent individual Praise postcards from the Headteacher to celebrate their achievements and work over Spring lockdown.  Due to Covid it has not been possible for children to represent the school at an event. However, during lockdown physical fitness activities and challenges have been delivered each week to keep the children motivated, engaged and physically active. | | | | | | |
| 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?** |
| D | Raised attendance for pp children, increasing parental engagement. Meetings with parents, letters, coffee mornings. | | EEF – parental engagement | Monitor attendance and meetings with EWO when attendance drops below 90%. NTB to monitor any attendance below 90% weekly. | NTB | Half –termly |
| **Total budgeted cost** | | | | | | £600 |
| End of year review  The Headteacher had regular meetings with the EWO and wrote letters to PP parents where attendance has dropped below 95%. Face to Face meetings with parents were more difficult due to Covid but have still gone ahead where attendance is a concern and parents find accessing online meetings difficult. | | | | | | |
| **Total cost** | | | | | | £25,454 |