**Pupil premium strategy / self-evaluation 2019-2020**

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| 1. **Summary information** | | | | | |
| **School** | St Joseph’s Catholic Primary School, Exmouth | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £13,200 | **Date of most recent PP Review** | July 19 |
| **Total number of pupils** | 168 | **Number of pupils eligible for PP** | 5ch- 3% | **Date for next internal review of this strategy** | July 20 |

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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** | | | **60%** | | *Awaiting national data* |
| **% making expected progress in reading (as measured in the school)** | | | **60%** | | *Awaiting national data* |
| **% making expected progress in writing (as measured in the school)** | | | **60%** | | *Awaiting national data* |
| **% making expected progress in mathematics (as measured in the school)** | | | **60%** | | *Awaiting national data* |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | 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. | | | |
|  | | 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, in some cases resulting from gaps in schooling. | | | |
| **C.** | | Children in receipt of pp are not accessing all the extra-curricular activities school has to offer. | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 91.82% (below the target for all children of 96%). 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. | | | 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. | |
|  | Improved amount of pp children working at ARE in RWM with some pp children working at GD. | | | All children to be working at ARE. Some children to be working at GD. | |
|  | Participation in forest school and 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 half a term of forest school and to have represented the school at an event and taken part in an extra-curricular activity. | |
|  | 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 91.82 to 96%. | |

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| 1. **Review of expenditure** | | | | | | | | |
| **Previous Academic Year** | | | **2018-2019** | | | | | |
|  | *Intended outcomes and how they will be measured* | | *Success criteria* | | | *Evaluation of the impact of actions on pupils’ outcomes* | | |
| 1 | To improve language and auditory processing skills particularly in KS1. There will be a focus for pupils eligible for PP in the FSU and KS1 to improve their oral language skills through approaches such as the “Primary Writing Project”. (SM&DP KT1) | | Pupils eligible for PP will use a wide variety of vocabulary in their speaking, reading and writing. Pupils eligible for PP will be able to recall instructions and process information independently. The strategies to improve writing enable children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through engaging activities they will be helped to rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing. All PP children to reach at least ARE by end of key stages. | | | Pupils in receipt of pp have increased their vocabulary skills – evidenced from interventions, teacher and observations.  PP children are now familiar with the PWP structure and it is enabling them to imitate and learn key language and rehearse it orally before using it in their writing. The PWP has improved the engagement of pp children in their writing (seen in lesson observations, books, pupil and teacher feedback). The oral language skills are improving (seen in lesson observations, books, pupil and teacher feedback). | | |
| 2 | Outcomes for pupils in receipt of the PP to be as strong as for other groups in writing. | | All PP children to reach at least ARE by end of key stages. All PP children to make at least 6 steps progress within their year group. PP children working below ARE to make accelerated progress.  In class and across school assessments to show PP children are attaining at least as highly as Non PP children in Writing.  • Attainment gap reduced to 0  • Progress rates accelerated  • All groups attaining higher than national  All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up. | | | 100% of pp achieved in yr 6 RW&M.  PP children have made at least expected progress in RWM across the school.  The gap between pp and non pp children has reduced across the school, however there are still pp children who are not reaching the expected standard. | | |
| 3 | Good provision for emotional and social development impacts positively on the mental health, behaviour and well-being of all of our pupils. Staff will 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. Children in receipt of PP to have high aspirations for their future. | | 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. | | | PP children have made excellent progress in their personal, social and emotional development with growth mindsets being increasingly evident for all pp children (Evidenced from pastoral interventions, TAs, lesson observations, pupil, teacher and parental feedback).  Staff development and training has led to increased confidence in ensuring assessment is accurate and barriers are identified earlier.  However emotional and social development takes time to completely be on track and to build up resilience and have high aspirations for the future so still needs to remain a focus. | | |
| 4 | 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. | | To reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall attendance of PP children to improve from 94.8% to 96%. | | | The number of pp children who are persistent absentees has dropped to below 5%. Overall attendance for pp children has not increased to above 96%. Evidence can be found from EWO meetings information for more details. | | |
| 1. **Planned expenditure** | | | | | | | | |
| **A Academic year** | |  | | | | | | |
| 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 half a term of forest school which will boost self-esteem and attendance. | | | EEF – Outdoor learning, moderate cost for high impact | Teacher training as Forest School leader. Observations of Forest school sessions and pupil feedback | | 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 in class, high impact low cost. | Monitoring of pp attainment and progress. Lesson observations.  Meta-cognition cpd for all teachers. | | NTB | Half-termly |
| **Total budgeted cost** | | | | | | | | £7900 |
| 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. | | | EEF – Extending school time and sports participation – good impact for moderate cost | Feedback from sports leader. | | AT & NTB | Termly |
| **Total budgeted cost** | | | | | | | | £4400 |
| 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 | Half –termly |
| **Total budgeted cost** | | | | | | | | £900 |
| **Total cost** | | | | | | | | £13,200 |