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

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| 1. **Summary information**
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| **School** | St Joseph’s Catholic Primary School, Exmouth |
| **Academic Year** | 2020-21 | **Total PP budget** | £14,795 | **Date of most recent PP Review** | July 20 |
| **Total number of pupils** | 173 | **Number of pupils eligible for PP** | 18 ch- 11% | **Date for next internal review of this strategy** | Jan 21 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving expected standard or above in reading, writing & maths** | **35% based on assessment since Covid** |  |
| **% 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)**
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| **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.  | 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 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**
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| **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**
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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?** |
| 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** | £9895 |
| 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?** |
| 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. |
| **Total budgeted cost** | £4600 |
| 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?** |
| 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** | £300 |
| **Total cost** | £14,795 |