St Mary's Catholic Primary School, Poole, Pupil premium strategy statement 2018-19

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."
(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
Academic Year	2017-18	**Total PP budget**	£37,920	**Date of most recent PP Review**	09/18
Total number of pupils	393	**Number of pupils eligible for PP**	**34**	**Date for next internal review of this strategy**	18.03.19

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
13	11	3	8

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	59	5 (8.47%)	2 (3.39%)	1 (1.69%)	1 (prev. LAC) (1.69%)
Year 5	57	4 (7.02%)	1 (1.75%)	3 (5.26%)	0
Year 4	56	7 (12.5%)	2 (3.57%)	0	0
Year 3	59	4 (6.97%)	1 (1.69%)	2 (3.38%)	0
Year 2	60	1 (1.67%)	1 (1.67%)	0	1 (in care) (1.67%)
Year 1	53	3 (5%)	0	0	1 (prev. LAC) (1.88%)
Reception	56	3 (5.4%)	0	0	0
Total	**400**	**27 (6.75%)**	**7 (1.75%)**	**6 (1.5%)**	**3 (0.75%)**

1A. Evaluation of previous year 17-18			
	Intended outcomes and how they will be measured	*Success criteria*	*Evaluation of the impact of actions on pupils' outcomes*
A.	KS1 and KS2 results for achievement and progress in Maths will increase. Pupil's ability, confidence and resilience to reason and solve problems will increase.	Maths - No Problem Maths to be introduced across the school to ensure consistency within and between year groups. Scheme of work produced for all year groups. Inset – Training for all staff on how to use Maths - No Problem scheme. Collaboration with high achieving local schools who use the same scheme will provide opportunities for benchmarking of progress for all year groups. Regular PUMA/PIRA testing will provide up to date analysis of core skills and facilitate improved test technique, accountability and accurate sharing of information between year groups. Arithmetic and basic skills lessons timetabled in. Marking PP pupils books first and compare the progress/presentation to non PP pupils. Weekly conferencing – every PP child in the school has a timetabled 1:1 slot with their class teacher or a member of the SLT. This time will be spent working on their targets in their individual action plans.	Rigorous and regular monitoring of progress and outcomes by phase leaders and SLT (from target tracker and through PUMA and PIRA tests) combined with pupil progress meeting, learning walks and observations have ensured that all children are making progress across the school. 69% of PP children made 6 or more steps progress (5 for Y1) on Target Tracker in reading. 72% for writing and 75% in maths. The maths and writing were in line with all pupils whereas reading was slightly lower than all pupils. The KS1 results in maths from 2017-18 showed 78% of children achieved the expected standard whereas 50% of PP children (2 out of 4 children) achieved the expected standard. The KS2 results in maths from 2017-18 showed 74% of children achieved the expected standard in maths whereas 100% of PP children (4 out of 4) achieved the expected standard. In addition, 100% of pp children achieved the expected standard across all three subjects, with 50% of PP children attaining higher in all three subjects. Consistency in approach across the school has resulted in the standardising of methodology in maths. Children are being exposed to more critical thinking and mastery problems and are more confident in answering and explaining. The evidence of this can be seen in their books. Maths data across the school has shown an improvement in results. At the end of KS1 in 2016-17, 75% of children achieved the expected standard whereas in 2017-18 it was 78%. In addition, 17% achieved greater depth in 2016-17 whereas 23% achieved greater depth in 2017-18. This is an increase of 6%. At the end of KS2 in 2016-17 71% of children achieved the expected standard in maths whereas in 2017-18 74% achieved the expected standard. 31% achieved greater depth in 2016-17 compared to 42% in 2017-18. This was an increase of 11%. Maths resources, such as bags of Numicon, were given to individual PP children to enable them to access learning at home.

B.	Improvement in pupil's attitude towards school. PASS survey-increase in positive data collected. Attendance improved.	PCW to conference pupils identified through PASS as needing additional emotional support. PCW will tailor sessions to the individual child's needs. (play sessions, exploratory discussions, ELSA if necessary) Interventions given across reading, writing and maths to build up confidence. Maths interventions KS1 – Numicon (develops conceptual understanding in maths using concrete apparatus, focusing on action, imagery and conversation to improve children's number sense.) First class at number 1 - structured to develop and deepen children's number sense in relation to numbers up to 20. KS2 – First class at number 2 (reinforcing work completed in class and building on FCN1) English interventions KS1 –Words first Words First is a stand-alone programme specifically designed to teach children to read and write high frequency words. Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who have difficulties learning to read and write. ELS (Early literacy support) With this intervention, children will be secure at Phase 2 of Letters and Sounds but have been identified through Foundation Stage Profile data and ongoing Assessment for Learning as needing the additional support of a small-group setting to address the learning involved in Phases 3 and 4 confidently, and to benefit from additional opportunities to practise and apply the skills they have already been taught. KS2 Hi Five A programme designed to develop independent reading and writing strategies. Letters and Sounds – recapping the phonics	PCW has been seeing many PP children in the hub at lunchtime, providing social and emotional support. Results from lesson observations and learning walks have shown that children's learning behaviours have improved over the year. A member of staff CPD on anti bullying and peer mentoring which has enabled him to focus on learning behaviours and pupils' social engagement. 3 PP children attend breakfast club, subsidised by the school. This enabled them to start the day positively and not hungry. Other PP children were provided with food on numerous occasions as they came in to school hungry. Attendance by all pupils was 95.4%. All funded children had an average attendance of 90.97%. However, this figure includes two PP children who were school refusers. Without these children, the percentage for average PP attendance rises to 95.5 which is in line with attendance by all pupils. 1 child received a subsidy of £37 for school uniform. This enabled them to come to school feeling confident and that they were wearing the same as all of their peers.

		scheme from phase 3 Parent readers Y1-6 X3 children monitored weekly. PP children are prioritised. Learn to Move aimed at KS1 children to improve their gross and fine motor skills which will impact on their handwriting and presentation skills. ELSA given where appropriate. Sports leaders implemented during Aut2 to ensure all children are receiving quality first teaching in their PE lessons. Golden Mile leaders implemented during Sum2, with PP children prioritised, to foster leadership skills.	
C.	Pupils consistently complete and hand homework in on time and to a high standard. AMA pupils complete challenges that are more demanding and require greater resilience Greater parental involvement. This will be measured by a greater return of homework and the impact on learning through Pira/Puma tests.	Parents involved in HW consultations. Homework set and due in on the same day across the whole school. Homework books replace loose sheets. KS2 homework club set up and currently running during lunchtimes. Run by SLT. Autumn Term-Spelling/tables/number bonds/reading only for everyone from 1-6 (Foundation to have own input). No topic work or projects in this term. The spellings to be given in a half term block rather than week by week. An extension activity set each week for able children by SLT, via web or email. To be reviewed with parents at the end of the term.	Parents were involved in a school wide review about the setting and content of homework. It was decided that all year groups set and handed in homework on the same days. Children were challenged both in class and via extension activities sent home. A trip to Parliament and book club were run, aimed at AMA PP children.
D.	Continue to improve attendance and punctuality.	Action Plan to be reviewed and updated.	Through work with the PCW children were receiving support for social and emotional issues. Through the use of a subsidised breakfast club children were able to start the day positively and not hungry.

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	*Pupils eligible for PP*	*Pupils not eligible for PP*	
		School	*National (2017)*
% achieving expected standard or above in reading, writing and maths	**100%**	**63%**	**67%**
% achieving expected standard or above in reading	**100%**	**72%**	**77%**
% achieving expected standard or above in writing	**100%**	**76%**	**81%**
% achieving expected standard or above in maths	**100%**	**72%**	**80%**
Progress score in Reading	**-3.1**	**-1.9**	**0**
Progress score in Mathematics	**-2.8**	**-0.2**	**0**
Progress score in Writing	**-1.7**	**-0.3**	**0**
% achieving expected standard or above in reading at KS1	**75%**	**77%**	**79%**
% achieving expected standard or above in writing at KS1	**50%**	**77%**	**72%**
% achieving expected standard or above in maths at KS1	**50%**	**80%**	**79%**

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Lack of development of language and vocabulary.
B.	Poor self esteem and low aspirations.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Non completion of homework
D.	Lack of out of school reading

4. Intended outcomes		
	Intended outcomes and how they will be measured	*Success criteria*
A.	To improve the children's vocabulary and language. - Increased scores in KS1 and KS2 reading tests - Increased PIRA test scores. - Improvement seen in language used in writing across the school.	Vocabulary will be a focus in Literacy and Reading lessons. Vocabulary will be taught discretely. Children will be encouraged to use a variety of language whilst writing across the curriculum, striving to self improve their work further. Children will perform better in PIRA and SATs tests as a result of the focus on vocabulary and language this year.
B.	To improve the self esteem and aspirations of PP children. - Children are more confident in social and learning environments. - Children are motivated to learn and have a positive attitude to school. - Children are more prepared to take risks and are resilient in their learning.	The school will adopt 4 learning powers, resilience, relationships, reflectiveness and resourcefulness, combined with 4 characters to match the powers. These powers will be introduced to the children and used in school. Children will be more willing to take risks with their learning and push themselves outside of their comfort zones.
C.	To ensure that PP children are completing their homework - Monitoring of homework completion across the school. - An improvement seen in the quality and frequency of homework completion.	PCW will be offering a parenting course for all PP parents. A lunchtime homework club will run to aid the completion of homework. Homework setting and completion will be monitored across the school.
D.	To increase the levels of reading out of school. - Monitoring of reading that takes place out of school through its recording in homework diaries / reading records. - Improvement seen in PIRA tests and KS1 and 2 reading tests. - Improvement seen in the language being used in writing across the school.	Reading will be a focus for all teachers this academic year. Reading for pleasure will be encouraged and tracked via homework diaries and reading records.

5. Planned expenditure				
Academic year	**2018/19**			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Intended outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
A, D.	All PP children will be tested on the BVPS by a teaching assistant. Literary interventions will run for children who need extra support in literacy and reading. EAL support will be offered to children who are having English language issues.	By conducting a BVPS test we can examine if all PP children are performing at their potential. Interventions will allow for children to be supported so that they can access the learning in class and develop their vocabulary and reading skills.	A TA will be given time to carry out the BVPS tests. Interventions will be planned, tracked and monitored to ensure children make progress.	Interventions lead PP lead
B	The PCW will work with children at break and lunch times offering social and emotional support.	Over the past year the PCW has worked extensively with PP children and there has been a marked difference in their behaviour and outlook towards school and learning.	PCW will keep records of children that are visiting her.	PCW
C	A lunch time homework club will be offered to all pp children to support them in their homework.	By providing a time for children to be supported in their homework it will enable them to successfully complete it with the help of an adult.	Club ~~a~~ttendance will be monitored against the homework completion rates. The club will run consistently throughout the year.	PP lead
Outcomes of Mid-Year Review: All PP children were tested on the BPVS. The results showed that 66% of PP children had a vocabulary age below that of their real age, and that only 5% had a score in line with their age. 29% had a score above that of their real age. This information was distributed to class teachers to give them a clear view of where their children were in terms of vocabulary and language. This helped them to target those children who were below or in line in regards to hearing readers, focus in literacy and reading lessons and the distribution of TA support. EAL support is being given to several pupils in the form of providing bilingual dictionaries and TA support. One PP child in Y4 is part of				

an English Language Learners intervention with a TA 2x a week.

PCW has continued to work with PP children in the hub, monitoring the children visiting and the reasons, and offering emotional and social support. The PCW has also been supporting a number of PP parents through drop in sessions, phone calls and meetings.

A homework club was advertised to all PP children and their parents. It was scheduled to run on a Friday lunch time. Only one child in Y2 took up the offer and no others attended.

ACTIONS

- Homework completion and quality to be reviewed on childrens' reports. Those with poor homework completion and quality will be invited personally to attend homework club with a reward or treat at the end of the year for attending and completing their homework.
- Teachers asked for updates on their actions regarding the BPVS results. BPVS to be re-done in Summer 2 to track changes.

END OF YEAR REVIEW

- Homework completion was reviewed and invites were sent out again to children who did not frequently complete homework. Children are now attending homework club and they earn house points for attending.
- BPVS tests have been redone and results show that most pupils have closed the gap between their chronological age and their vocabulary age. 18 of the 23 children re-tested either closed the gap between their vocabulary age and chronological age or have increased their vocabulary beyond their chronological age. 2 children maintained their vocabulary age as the same as their vocabulary age and three increased the gap between their vocab age in comparison with their real age; however, it was by a maximum of two months.
- PCW has worked with a range of pp children in the hub, offering emotional and social support. PCW has been liaising with parents, alongside the school outreach worker. This has been building relationships with parents and giving them a more positive view of the school.

Total Planned Expenditure:	**£6292**

b. 1-1 Intervention - Academic

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A, B, C, D.	1:1 conferencing by the teacher weekly. Interventions provided when required.	Giving a child 1:1 verbal feedback has been proven to increase results and provide opportunities for misconceptions to be addressed promptly. It also allows for individualised targets and closer monitoring of progress (based on	Teachers will be given time to conference their children weekly. Interventions will be run regularly and encompassing a range of year groups and subjects, depending on need.	PP lead

		findings from the EEF-Education Endowment Foundation)		

Outcomes of Mid-Year Review:
Conferencing has been taking place across the school by the class teachers. Time has been timetabled for each year group to have a consistent conferencing time. Conferencing has been recorded by class teachers using a monitoring form that details what was done in the session. Targets have been set for each PP child for each half term. As a result, PP children are getting targeting interventions and are being closely monitored. This is moving their learning forward in an individualised way.
However, there has been some inconsistency in the delivery of conferencing time due to staffing demands.

ACTIONS
- HA and ST to try to ensure that time is given more consistently to teachers to conference.

END OF YEAR REVIEW
- Conferencing has been carried out throughout the year with either the children's class teacher or the other teacher in the year group. This has allowed pp children to develop their individual targets with the teacher, plugging gaps and extending their learning in an individualised way.

Total Planned Expenditure:	**£9220**

c. 1-1 Intervention - Social

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A,B.	PCW will offer support for all PP children. A lunch time sports club will be offered to pp children.	The PCW has been offering support in the previous academic year for PP children and it has made a marked difference to the social and emotional wellbeing of those children. By participating in sports it will allow children to develop teamwork and leadership skills. It will also encourage them to become more	Monitoring of the children who are attending and what support they are being offered. Monitor children attending the sports club and liaising with class teachers to monitor progress or changes in behaviour.	PCW and Sports Lead

		active which has been proven to improve self-esteem and also academic interest and attainment.		
C, D.	PCW to run a parenting course (Patchwork) and to liaise with PP parents about how best to support their children at home.	By supporting parents it will further support the children both in school and at home.	Monitoring of attendance and the impact it is having on class work.	PCW

Outcomes of Mid-Year Review:
The PCW has been offering emotional and social support to PP children in the hub. She has monitored which PP children have accessed her help.

A lunch time sports club was offered in Autumn 1 to KS1 PP children and in Autumn 2 to KS2 pp children. Verbal reports from the children were very positive about this club. They cited meeting children from different year groups, having fun and learning new skills as being the highlights of attending the club. In the summer term an after school sports club will be offered to PP children, run by Premier.

The Patchwork parenting course was offered to PP parents but no parents took up the offer. The Pupil Premium parents have been very hard to engage. Instead, the PCW has arranged with the Family Outreach Worker to come in for drop in sessions, with targeted parents being personally invited for 'informal chats' to try to engage these parents with school and to offer support both academically and pastorally.

ACTIONS
- Summer term PP after school sports club to be organised.
- FOW drop in sessions to continue. Attendance and benefit to be monitored.
- An Aspirations event will be held in conjunction with parents, children and teachers. This will give all parties a chance to liaise and to support the children in achieving their goals.

END OF YEAR REVIEW
- The summer term club was not viable.
- Family Outreach Worker has been visiting the school and holding meetings and coffee mornings with pp parents.
- Aspirations event to be carried forward to the Autumn term.

Total Planned Expenditure:	**£5420**

d. Group Intervention – Academic

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

A, B, C, D	Quality First Teaching of vocabulary across the curriculum. A focus on introducing new and varied vocabulary.	By increasing vocabulary size, the outcomes for pupils has been shown to increase.	Monitoring of teaching and learning will take place at regular intervals by phase leaders.	Phase Leaders

Outcomes of Mid-Year Review:

Teaching across the school has been shown to be consistently good or better through learning walks and observations by SLT. Across the school there has been a focus on the teaching of vocabulary across the curriculum. In KS1, a word of the week has been set up whereby a new vocabulary word is chosen each week per year group. This word is then added to the word tree display in the corridor.

Two staff meetings were held where the teaching of reading and vocabulary were a focus. The school has moved towards a whole class guided reading approach, including KS1. This is allowing children of all abilities to listen to and discuss good quality higher level texts which introduce them to a range of vocabulary that they may not have come across before in their normal reading books. There is a focus on the teaching and use of new vocabulary, including dictionary and thesaurus work.

Pira results from Autumn to Spring show that 54% of PP children increased their scores. A further 14.2% only went down by a maximum of 5 marks. However, upon discussion with teachers it has been agreed that the pira tests in the Autumn were very easy in comparison to the spring and therefore this has skewed the results.

ACTIONS

- To analyse the progress and attainment data from Autumn 1 to Spring 2 to identify any children who are not making as much progress as they should be. Those children to be targeted by class teachers.
- To organise an after school movie time for PP children and a friend. During this event a nature or wildlife documentary will be screened to expose children to information about the wider world and to a variety of language.

END OF YEAR REVIEW

- End of year progress data has been analysed. 5 children did not make 6 steps progress in reading, 5 did not make 6 steps progress in writing and 3 did not make 6 steps progress in maths. Teachers were asked why they did not make 6 steps progress and this was collated to be passed on to their next teachers.
- PIRA results from Spring to Summer show that 68% of pupils who took the test and have been in the school for the duration of the academic year have increased or maintained their score. A further 26% only went down by a maximum of 7 marks. This is an improvement on the data from Autumn to Spring. Comparing the autumn data to summer, 65% of children who took all three tests improved their scores from Autumn to Summer.
- The end of KS1 data for PP children shows that 25% of children achieved the expected standard in reading.
- The after school movie time will be carried forward to the autumn term.

			Total Planned Expenditure:	**£800**
e. Group Intervention – Social				
Intended outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
B, C, D	PCW to be available every day to support PP children. PCW to provide support at break and lunch times to children for social and emotional needs. PCW to offer ELSA to children that need it. PP sports club offered on a Tuesday lunch time to develop team work and sports skills.	The support provided by the PCW over the past year has resulted in children being better supported, and therefore more ready to learn, than in previous years. This gives the children an opportunity to try sports that they may not have previously experienced. It also develops their social skills, teamwork skills and leadership skills.	Monitoring of which children are accessing the support from the PCW at breaks and lunch. Discussions with class teachers about what support is being given and how it is helping them. Monitor club attendance and ensure that it runs on a regular basis.	PCW Sports Lead

Outcomes of Mid-Year Review:
PCW has been offering support to PP children at break times, lunch times and during lesson times when needed. PCW has been on a Designated Mentor for Children in Care course in order to best support the children in school.

The sports club ran in Autumn 1 and 2 for PP children. Children reported positively about the club. During the summer term a pupil premium sports after school club will be offered to PP children, run by Premier.

The Service PP children attended a Christmas Party with many other schools at Hamworthy Camp. It was organised by the Chaplaincy team and aimed to unite service children from across different schools. The children responded positively to this.

ACTIONS
- A sports club will be organised for the summer term.
- PP lead is in communications with Hamworthy Camp and has asked for information on any future events or support for service children.

END OF YEAR REVIEW
- PCW has been offering support for pp children at break, lunch and sometimes during lesson times. PCW will be continuing with the Designated Mentor for Children in Care course in the autumn term.
- PP children have been accessing breakfast club and after school club at a subsidised rate. This has encouraged social interactions

across year groups.

Total Planned Expenditure:	**£2610**

f. Learning Resources

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A, D.	To provide PP children with access to the school library and to encourage them to take books home to read. To purchase books for the library that pp children can borrow.	By giving them greater access to literature it will encourage them to read a wider selection of texts than they may have at home.	A survey will be carried out with the PP children to gauge their level of interest and their current usage of the school library or a public library. Children and teachers will be encouraged to use the library and to encourage reading at home.	PP lead
C	To provide stationery and equipment to PP children that need it in order to be able to complete their homework.	Children may need certain equipment to complete homework and by ensuring they have that equipment it will encourage them to complete it.	The Business Manager to keep track of spending and supplies. PP lead to monitor who was given pieces of stationery.	PP lead/ Business Manager
B	To provide PP children with access to the sensory room at break and lunch times.	The sensory room provides a safe and calming space for children to relax and regain control of their emotions. Some PP children have emotional and behavioural difficulties and by providing this room with its equipment it will give them a calming and safe environment to access.	Use will be monitored by the PCW and any TAs that accompany children to the room.	PCW

Outcomes of Mid-Year Review:
The library is in the process of being reorganised and returned to full use.
During an inset day the TA's organised the library into sections and found that there is a lack of fiction books.
Money from the book fair and PTA will be used to buy more fiction for the library.
The school is using the Scholastic book club and is getting a percentage of the revenue from this. This will be used to buy more books.

A readathon is planned for over the Easter holidays with the aim of raising money for buying books for the library.

All PP children were given at least one fiction book to take home and keep. Children and parents responded positively to this.
PP children have access to the hub and sensory room at break and lunch. Attendance is monitored by the PCW.

ACTIONS

- To organise a library visit for KS1 and KS2.
- To ask class teachers for a list of pp children who aren't reading at home regularly. These children will be targeted for places on the parent readers scheme in the summer term.

END OF YEAR REVIEW

- The library is still in the process of being reorganised. Many new books have been ordered and a finger print scanner system is being installed ready for the autumn term.
- All PP children have been on a visit to Oakdale Library. They all had to opportunity to choose a book and borrow it, keeping it at school to read.
- The readathon is being carried forward to the next academic year as a book bingo event took place instead which encouraged children to read a variety of genres of books.

Total Planned Expenditure:	**£1238**

g. Staff Training

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A, B, C, D.	Metacognition training (Spring term)	Children who can plan, monitor and evaluate their learning are more successful and independent learners. This will increase their awareness about their learning; increase their desire to learn and their willingness to try a challenge. Children who are metacognitively aware are more resilient, motivated and develop self-regulation.	Monitoring by the Headteacher to ensure training is being implemented across the school. The metacognition talk and modelling in the classroom will be monitored through lesson observations.	Headteacher
A,B,C,D	Inset on reading and the importance of developing language	By educating the staff about the importance of vocabulary and reading it will enable them to include this as a focus for this academic year in all of their teaching. Based on findings from	Phase Leaders and SLT will monitor teaching and learning across the school to examine if the information from the inset is being utilised.	Headteacher

		the EEF.		

Outcomes of Mid-Year Review:
Staff have had two staff meetings on reading and teaching reading. Staff also had time during an inset day in September about this. HA and CL have attended metacognition training. Plymouth Cast have put together an implementation plan. Training and support for staff will take place in the Summer term.

The school have adopted four learning powers which were introduced at a staff meeting. The learning powers (resilience, reflection, resourcefulness and relationships) were introduced to all children in the school and are being used in the classrooms. The characters associated with each learning power will be revealed in the week beginning 1st April during the separate Key Stage assemblies.

END OF YEAR REVIEW

- The learning powers have been introduced to the school and all classrooms will have a display up ready for the Autumn term.
- The learning powers are being embedded into classroom practice to teach the children about resilience, reflection, resourcefulness and relationships.
- Plymouth CAST will be introducing a metacognition strategy in the autumn term.

Total Planned Expenditure:	**£2400**

h. Enrichment/Raising Aspirations

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A, B, C, D	Professionals will be invited to school, such as an author, to raise children's aspirations surrounding reading and their futures. Children will be provided with opportunities to participate in clubs and trips to broaden their horizons and enrich their education. PP children in Y6 will be offered the opportunity to attend lectures at a local secondary school on a range of topics. To organise a trip to a local library	By witnessing and participating in events by professionals and academics, children will be encouraged to believe that they can one day achieve similar goals. By exposing them to new experiences it will allow them to experience a wider range of activities than they may receive at home.	Monitoring of enrichment activities offered in school.	Enrichment Lead

	or have a library representative visit the school.			

Outcomes of Mid-Year Review:
PP children can have subsidised access to breakfast club, afterschool club and sports clubs.

Y6 PP children were offered the chance to come to a lecture series (6 lectures) after school at Lytchett Minster School.

AFC Bournemouth have been teaching PE across the school and have also offered maths interventions to Y2 and Y5.

5 PP children in Y5 received subsidies to attend the Leeson House residential trip in December, totalling £475.

4 PP children in Y4 received subsidies to attend the Paultons Park trip, totalling £71.

7 PP children in Y6 are receiving subsidies for the trip to PGL, totalling £1165.

1 child has had a football club paid for, totalling £21.

1 child has had an AFC Bournemouth school football club paid for, totalling £190.

1 child has had Blast Football paid for, totalling £36.

1 child has had a gymnastics club paid for, totalling £36.

2 children have had Big Bang science club paid for, totalling £45.

ACTIONS
- To organise a trip to the library for KS1 and KS2.

END OF YEAR REVIEW
- The library trip went ahead in the summer term.
-

Total Planned Expenditure:	**£2000**

i. Home Support (e.g. breakfast club, EWO etc.)

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A,B	A subsidised breakfast club and after school club will be offered to pp children.	By starting the day not hungry children will have a more positive start to their learning and will be better able to concentrate. This will make them more focused and able to learn.	The business manager will monitor uptake and attendance.	Business Manager
C, D	Parenting course offered by PCW (Patchwork) in conjunction with the Children's Society.	By guiding and educating parents it will help the children to be more supported at home.	PCW will provide the course and monitor attendance.	PCW

Outcomes of Mid-Year Review:

A subsidised breakfast club has been used by 5 PP children, with the total cost so far of £63.
A subsidised after school club has been used by 10 PP children, with the total cost of £1672.

The Patchwork Parenting course was offered to PP parents but none took up the offer. Instead, the PCW has arranged for the FOW to visit regularly and hold drop in sessions.

ACTIONS

- FOW to hold drop in sessions for PP parents.
- To hold an Aspirations session for PP parents and their children.

END OF YEAR REVIEW

- FOW has been working with PP families through drop in sessions, booked appointments and phone conversations. PCW and FOW have visited several PP families at home and offered support.
- Aspirations event to be moved to Autumn 1.
- BREAKFAST AND AFTER SCHOOL

Total Planned Expenditure:	**£1700**

j. Other, not captured by any of the above

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Outcomes of Mid-Year Review:				
			Total Planned Expenditure:	**£**

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.