Pupil Premium Strategy

1. Summary information					
School	St Mary's Catholic Primary, Poole				
Academic Year	2020-21	**Total PP budget**	£54,455	**Date of most recent PP Review**	July 2020
Total number of pupils	400	**Number of pupils eligible for PP**	39	**Date for next internal review of this strategy**	March 2021

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	**67%**	*74%*
% making expected progress in reading (as measured in the school)	67%	84%
% making expected progress in writing (as measured in the school)	83%	88%
% making expected progress in mathematics (as measured in the school)	67%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic 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 of the children, often stemming from poor parental self-esteem and aspirations, as evidenced from minimal parental engagement with school.
C.	A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report.
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Lack of punctuality and opportunities for extracurricular activities

4. Intended outcomes *(specific outcomes and how they will be measured)*	**Success criteria**

A.	Lack of development of language and vocabulary. - A higher percentage of children will have either closed the vocabulary gap between their vocabulary age and their chronological age, or will have a vocabulary age that is above their chronological age, compared to testing in the 2018-19 academic year. - Evidence of an increased use of a variety of vocabulary in their writing, as evident in their books. - Increased reading scores in the PIRA and SATs.	BPVS test on entry in September, repeated in July to analyse impact. Focus on the high quality teaching of vocabulary in all classes, linked to the implementation of The Write Stuff method in teaching writing. Exposure to high quality texts in guided reading.
B.	Poor self-esteem and low aspirations of the children, often stemming from poor parental self-esteem and aspirations. - Children and parents will engage more with the school. - 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.	Subsidised breakfast and after school club (25% discount) to allow children to start and end their school days positively and having been fed. It also allows for the development of social skills and play. Subsidised music lessons available to children in KS2 after the parents have paid for one term and if the children show dedication and commitment to the subject. Each child will be offered 1 school jumper or cardigan and 1 PE t-shirt.

C.	A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report. - The spelling and punctuation used by the children will be more accurate across all subjects, as evident in books. - Handwriting of all pupils will be more consistent and neat across all subjects, as evident in their books.	Quality first teaching and the discrete teaching of spelling, punctuation and handwriting across the school. The implementation of The Write Stuff method of teaching writing. High aspirations of the children. Improvements in ks1 and ks2 SPAG result through focused SPAG teaching across the school. The implementation of Read Write Inc phonics. Pupil conferencing.

D.	Lack of punctuality and opportunities for extracurricular activities. - Children will be more punctual for school and have improved attendance. - More children will be participating in extracurricular activities organised by the school. - A dedicated Sports Coach will be employed to teach sports lessons and run clubs across the school.	A 25% discount will be offered to PP parents for breakfast club and after school club to allow access to work for parents. PP children will be offered one paid afterschool sports club per year. A 75% discount will be offered to FSM parents for residential trips and 50% for other PP children. A 50% discount will be offered for all other school trips. Access for children and parents to the family outreach worker and pastoral care worker. Food bank tickets available to help pp families.

5. Review of expenditure				
Previous Academic Year				
i. 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**

Targeted vocabulary teaching across the school.	By teaching vocabulary discretely and exposing children to high quality texts, the vocabulary of the children will improve, closing the gap between their chronological age and their vocabulary age.	Vocabulary was a focus for all staff within the school. Texts for guided reading and class reading were carefully selected and discussions about vocabulary were developing within the classroom. The BPVS test was unable to be carried out in July due to COVID-19 and therefore end of year vocabulary scores were not able to be collected and analysed.	Due to the disruption caused by Covid-19, the full impact of this action was not felt; however, before lockdown the teaching of vocabulary was improving and children were being exposed to more language and high-quality texts. We will continue with this approach in the next academic year.	
Discrete teaching of spelling, punctuation and handwriting.	The spelling, punctuation and handwriting will improve throughout the school, with pupil premium children being a focus for the class teacher.	Staff had more of a focus on the teaching of spelling, punctuation and handwriting. This was evident in children's books.	The spelling, punctuation and handwriting was improving across the school. However, with the disruption caused by Covid-19, it is feared that steps backwards may have occurred due to children being out of formal education for an extended period of time. We will continue with this approach in the next academic year.	

High expectations by all members of staff of spelling, grammar and handwriting.	By having consistently high expectations with regards to spelling, punctuation and handwriting, it will ensure that children aspire to achieve their best.	All staff and children were aware of the expectations surrounding spelling, grammar and handwriting and were actively striving to improve. This was evident in the children's books.	The ethos of high expectations was instilled within the school and all staff and children were made aware of the importance of achieving their best. This ethos is now embedded within the school community.	
ii. 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**
The pastoral care worker and family outreach worker will offer social and emotional support to the children.	Children will be supported through any social or emotional issues. Children will be building their self esteem and are able to access support such as ELSA and the sensory room, if they require it.	The PCW has had a positive impact on PP children both within school and over the phone during lockdown. In school, PP children were supported with their emotional and social needs and benefited greatly – becoming more positive about school and building their self esteem. The PCW phoned all PP families during the lockdown to offer support and was able to provide additional support such as access to food vouchers and technology.	We will be continuing with this approach in the next academic year as it proved to be a key action for many of our PP children.	

The pastoral care worker and Family Outreach Worker will offer support to pupil premium parents, to increase their engagement with the school.	Parents will be supported through phone calls, meetings and informal drop in sessions. This will increase their engagement with the school and give them strategies to better help their children at home.	The PCW built good relationships with many PP families both in person and over the phone. As a result, PP parents were more likely to engage with the school and were offered advice and support. During the lockdown, parents received a phone call from the PCW and, if needed, were offered advice and strategies to help with their children at home. Physical work packs were printed and posted by the PCW for PP families who were struggling to access the technology for google classroom.	We will be continuing with this approach in the next academic year as it proved to be a key action for many of our PP children and their parents. With the impact of Covid-19, many more parents may need the support of the PCW in the year to come.	
Interventions or scooping in phonics, reading or maths, led by highly trained support staff.	Children will make good progress across all areas, with gaps in their knowledge being filled to enable them to continue to access the curriculum.	When this took place, it was effective in helping children plug gaps in their knowledge, particularly in maths. However, the inconsistency of provision due to other factors within the school meant that it was not fully implemented and effective.	Due to the inconsistent nature of this support, it did not provide the support and benefits that we envisioned. Therefore, we have decided not to continue with this for the next academic year. Instead, 1:1 conferencing with the class teacher will be prioritised.	
1:1 conferencing, focused on the individual targets and needs of the pupil.	Pupils will have individualised and targeted support to boost their academic attainment and progress.	Children and teachers reported that when 1:1 conferencing occurred, it greatly benefited the children. They were able to work on specific targets, build the children's confidence and plug any gaps or extend the children's learning where appropriate. However, conferencing was not always possible due to the HLTA's being used to cover other classes and therefore the offering of 1:1 conferencing was not consistent.	A consistent time slot for conferencing is beneficial to all PP children. This year, many hours of conferencing was lost due to staff being used for cover elsewhere and, as a result, the full impacts were not seen. However, we will continue with this action and are employing a PE coach using PP funding in order to release teachers consistently for conferencing.	

iii. 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**
Enrichment activities to target the development of language and self-esteem.	By providing the children with enrichment activities, such as breakfast club, after school club and subsidised trips and events, the children will be exposed to wider opportunities which will raise their self-esteem and inspire them.	Many children benefited from the discounted trips, breakfast club, afterschool club, sports clubs and music lessons. As a result, children were given opportunities they may not have previously been exposed to and their self-esteem and confidence was seen to have grown.	This will be continued for the next academic year and, with the employment of a dedicated sports coach, the quality of the sports clubs offered within the school will be higher. The offering of breakfast and afterschool club are very popular with parents as it allows them to go to work.	

6. Planned expenditure	
Academic year	**2020-21**

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

i. 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?**

The employment of a PE coach.	High quality PE teaching will increase the attainment and self esteem of all children involved. It will also provide a consistent time for teachers to carry out 1:1 conferencing.	PE is a compulsory part of the National Curriculum yet activity levels of children have been falling. Furthermore, it has been suggested that increased activity levels in school enable children to increase their academic attainment whilst simultaneously boosting self esteem and mental well being. *(DfE report 2013 – Evidence on Physical Education and Sport in Schools. House of Lords Briefing Paper Number 6836, 17 December 2019 - Physical education, physical activity and sport in schools).*	The person employed as the Sport Coach will plan and teach schemes of work that build upon previously taught skills whilst also offering extra-curricular sporting clubs and activities. The Sports Coach will be monitored by the PE Lead and the Head Teacher.	Head Teacher PE Lead	March 2021
Targeted vocabulary teaching across the school	By teaching vocabulary discretely and exposing children to high quality texts, the vocabulary of the children will improve, closing the gap between their chronological age and their vocabulary age.	Numerous studies have been conducted which have proven a link between a poor vocabulary and poor academic achievement (for example, Mandy J Maguire et al, 2018 and Fernald, Marchman and Weisleder, 2013). The EEF conducted a study in 2017 which laid out recommendations for how to close the vocabulary gap and Alex Quigley has also written a book titled 'Closing the Vocabulary gap' (2018).	The implementation of The Write Stuff writing programme. BPVS monitoring from September to July. A second BPVS set will be purchased to quicken the testing process. Lesson observations and learning walks by SLT and phase leaders. Book scrutinies to monitor the texts being taught and the evidence of the vocabulary being used in children's' work.	PP Lead Literacy Lead	March 2021

Discrete teaching of spelling, punctuation and handwriting.	The spelling, punctuation and handwriting will improve throughout the school, with pupil premium children being a focus for the class teacher.	In the most recent Ofsted report (February 2019), it was noted that "The quality of pupils' writing is sometimes undermined by their weak spelling, punctuation and handwriting."	Book scrutinies, learning walks and lesson observations will monitor the teaching and learning of spelling, punctuation and handwriting. The implementation of Read Write Inc phonics will ensure that all children have solid foundations in both phonics and spelling. The Write Stuff writing programme will build upon this solid foundation for children across the school.	Head Teacher and Deputy Head	March 2021
				Total budgeted cost	**£9494**
ii. 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?**
1:1 conferencing, focused on the individual targets and needs of the pupil.	Pupils will have individualised and targeted support to boost their academic attainment and progress.	1:1 feedback has been proven by the EEF to provide a very high impact on the children's progress.	Tracking sheets have been provided to teachers and they will be monitored by the PP lead. This will ensure that sessions are going ahead and are being used effectively for the children. SchoolCloud – parent meetings.	PP lead	March 2021

TA support for PP children in the afternoons to help close the gaps.	Pupils will have small group or individual support with a trained TA. It will help to fill any gaps that have been identified by the teacher.	1:1 and small group feedback has been proven by the EEF to provide a very high impact on the children's progress.	Class teachers will direct the TA's in what to do with the children involved. Evidence will be seen in their books.	PP lead.	March 2021
The pastoral care worker and family outreach worker will offer social and emotional support to the children.	Children will be supported through any social or emotional issues. Children will be building their self esteem and are able to access support such as ELSA and the sensory room, if they require it.	The PCW has provided invaluable advice and support for PP children and their parents over the past years, allowing children to be in a better emotional position to access the learning.	The PCW and the FOW will hold regular drop in sessions with parents. (purchased a new online system school cloud) The PCW will maintain her rapport with existing PP parents and build a relationship with new parents. Resources will be brought to aid the PCW in best supporting the children. Monitoring of children and parents accessing her support will be kept by the PCW.	PCW	March 2021

The pastoral care worker and Family Outreach Worker will offer support to pupil premium parents, to increase their engagement with the school.	Parents will be supported through phone calls, meetings and informal drop in sessions. This will increase their engagement with the school and give them strategies to better help their children at home.	PCW has built up good relationships with PP parents who are often hard to engage in school life. This is an invaluable link for the school.	The PCW will be able to offer food bank tickets to PP parents. This will be monitored. The PCW and the FOW will hold regular drop in sessions, home visits or phone calls with parents. Attendance will be monitored. Parents will be offered 1 jumper/cardigan and 1 PE top to increase the feeling of belonging to the school. Money will also be used to provide outdoor shoes and clothes for the winter, if needs be. This will allow them to participate at play times and to stay warm and dry.	PCW	March 2021
				Total budgeted cost	**£31,600**
iii. 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?**

Enrichment activities to target the development of language and self-esteem.	By providing the children with enrichment activities, such as breakfast club, after school club and subsidised trips and events, the children will be exposed to wider opportunities which will raise their self-esteem and inspire them.	PP children often do not participate in school activities. By subsidising these activities, it will encourage pp children to participate in clubs and trips. It will also help parents to be in work due to the subsidy for breakfast club and after school club.	A range of activities, clubs and events will be organised or subsidised. For example, residential trips, school visits and sports clubs. Individual music lessons will be subsidised in KS2. A subsidised breakfast and after school club (a 25% discount) will be offered to allow children to socialise with other children and develop their language and self-esteem. PP children who have a sibling that comes in earlier than them (due to the staggered start times) will be allowed to come into breakfast club if there is adverse weather.	PP lead	March 2021

Electronic devices will be purchased to enable PP children to fully access the curriculum and homework.	By providing the children with equipment such as a laptop or data packet, they will be able to complete their homework (which is set online) and to fully participate in learning if they or their bubble need to self-isolate.	During the lockdown it was noted that some PP families lacked access to the internet or a device. This meant that they were unable to fully keep up with their learning.	Money will be set aside for the purchasing of laptops, tablets or data packages and given to families if required. Engagement with online learning will be monitored by class teachers and SLT.	PP Lead	March 2021
The PP lead will be given time during school hours to implement, monitor and evaluate the PP strategy and al its elements.	The effectiveness of the various elements of this strategy will be monitored and implemented, ensuring the best outcomes for the PP children.	The PP lead will require time to effectively carry out their role within the school day, so that they can meet with staff and children when necessary.	The work done during the time will be monitored by the head and deputy.	SLT	March 2021
				Total budgeted cost	**£13,361**
7. Additional detail					