

## Pupil premium strategy / self-evaluation 2019/20

1. Summary information					
School	St Mary's Catholic First School Dorchester				
Academic Year	19/20	Total PP budget	£21,980	Date of most recent PP Review	June 19
Total number of pupils	176	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths @ks1	38%	
% making expected progress in reading @KS1	75%	
% making expected progress in writing @ KS1	75%	
% making expected progress in mathematics @ks1	63%	
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oracy skills are low on reception at baseline in EYFS and have an impact on attainment	

<b>B.</b>	low aspiration of parents towards their child's ability
<b>C.</b>	89% of are also on the SEND register difficulties include/SEMH/S&L/Neurological and untypical behaviour. 50% have also had A TAF or an EP assessment in the academic year 18-19
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance difficulty with 2 identified families all are currently on a support plan from school and DASP attendance panel
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	
<b>A.</b>	<p>Pupils will access oracy tool kit strategies in a positive way (PBL) and as a result their developing extended vocabulary will be evidenced in their speech and writing.</p> <p>All PP children make good progress in their oral vocabulary skills through participation in games created via DASP oracy tool kit</p>
<b>B.</b>	<p>Invite to targeted families for parental workshops to build confidence and upskill parents</p> <p>Parental invite to Trickbox training to create "healthy family habits"</p> <p>Parents invites to take part in Forest schools to develop positive relationships</p> <p>Use of of "place of joy" to hold meetings in a comfortable, safe environment</p>
<b>C.</b>	<p>Use of effective support strategies and intervention including mental well being to ensure progress for PP children with additional learning needs - In particular (Y3 8 children)</p> <p>TIS/ELSA/Anxiety group/therapy dog/FS/Trickbox/caterpillars/firstclass@Number</p>
<b>Success criteria</b>	
wide range of vocabulary used from children both in speech and writing	
Parents feel safe to engage with school  Parents confidence is built and they have skills to support learning for their child at home	
children make good progress with their learning and are in a "just right state to learn"	

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
Learning support teacher and TA employed to support children on a 1:1 and small group basis working on SMART target used alongside quality first teaching	children to make at least expected progress in reading, writing and maths	90% children on PP register made at least expected progress this is in line with non PP children.	<p>Class teacher is going to give increased time to our most vulnerable children (x2 scoop weekly)</p> <p>10% children who didn't expected progress did not achieve in writing and as a result we are training the English Lead on raising standards in writing with boys</p> <p>The budget this year does not allow for a Learning support teacher</p>	<p>£18,068</p> <p>x 2 TA</p> <p>£2400</p> <p>1 LST</p>
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

<p>To implement the First Class @ Number1 programme – boost number skills I can problem solve – develop confidence and self help strategies for learning and life</p>	<p>Children to have the strategies and resources to enable them to make next steps to meet ARE and make good progress</p>	<p>PP children who completed first class at numbers all made atleast 9 months + progress  Confidence in pupils has also increased and strategies to attempt solving a problem</p>	<p>Approach was highly successful and will continue this year.  A second TA is being trained in First class @ Number</p>	<p>£1800</p>
<p>HLTA to lead St Mary's Caterpillars groups one afternoon per week to work collaboratively as a team to maintain and enhance the Garden of Remembrance for whole school</p>	<p>Children will be ready to learn- more confident and resilient</p>	<p>100% children made progress in reading and maths. These were targeted learning activities which included real life learning. eg trip to Tesco</p>	<p>Learning this year will also be linked to oracy toolkit and early reading.  Caterpillar group will have opportunities for writing - eg thank you letters and invites</p>	<p>£3000</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Children to be guided on how to select</p>	<p>children can use resources to support</p>	<p>90% PP children made at least expected progress in maths.</p>	<p>Whole school approach was successful. Evaluation has identified PP and Non PP children</p>	<p>£3640</p>

resources to support learning eg Singapore Maths Children to have strategies to support planning eg Talk for writing	learning independently and choose appropriately	in writing 77% PP children made expected progress of the 23% who didn't they have specific learning difficulties	to continue to support this year in using resources	

## 6. Planned expenditure

<b>Academic year</b>	<b>2019-2020</b>
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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

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve oracy and vocabulary skills for all pupils. Starting with Preschool	Children will have a developed vocabulary and can use verbally and in writing	to develop confident communicators who have a love of reading and enjoy writing following the principles of: balance/teacher pupil talk modelling style of talk developing presentation skills giving children time to think	whole school training TA specific training for interventions (games from pack) monitoring through Learning walks, pupil interviews	JB	half termly and adjust as necessary

to train staff and develop their understanding on the impact of trauma on children's well being and readiness to learn	children have an increasing understanding of how they're feeling and develop strategies to help them staff have an understanding of how they're feeling emotionally and physically when learning	Evidence from Paul Dix, Dr Nadine Harris shows that when a child is protected, related to and regulated they achieve in line with their peers	whole school training trialling of new behaviour system reviewing current practice and developing a relationship policy	JB	half termly and adjust as necessary. share success at staff meetings
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<b>Total budgeted cost</b>				£511 release time	£1400 trauma informed schools training
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
identified children to take part in Caterpillar group working collaboratively with others to develop	children's confidence improves and the ability to work as part of a group children will make good	research in school and through discussion with "our " parents have led us to design the support which gives children have the opportunity for real life learning	Half termly planning and using data from Summer 19 as a starting point for curriculum design monitoring by SLT and subject leads pupil interviews	NW/EM monitored by PF	half termly £3000

<p>reading/writing/math skills in a real life environment</p>	<p>progress in reading, writing and maths</p>	<p>experiences that otherwise they would miss out on. Shopping eg maths calculations Reading a variety of genres and being exposed to different authors eg book club and writing reviews</p>			
<p>Learning support TA employed to support children on a 1:1 and small group basis working on SMART writing targets used alongside quality first teaching /ELSA/daily meet and greet/lunchtime 1:1</p> <p>Identified children to complete First class @ Number</p>	<p>Children to make at least expected progress in Reading, Writing and Maths Children's emotional needs are met placing them in a just right state for learning.</p> <p>Children to have the strategies and resources to enable them to make next steps to meet</p>	<p>Adults to create a successful learning environment in which all children can access the curriculum and develop strategies to ensure success. <b>Sutton Trust: meta-cognitive and self-regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months</b> 12 week programme with ELSA TA specifically tailored to the needs of the individual child. Sutton Trust: One to One + 5 months Parental involvement + 3 months Children will be able to explain why and how they have used strategies and resources. Use of teacher feedback to ensure successful learning Sutton Trust: meta-cognitive and self</p>	<p>Pupil Premium liaison support to work closely with SLT SLT to monitor through work scrutiny, Learning walk, Pupil conferences. Class teacher and Additional Teacher to have half termly progress meetings with Head Teacher.</p> <p>Adult to record and revisit pupil conference notes termly. Use children's feedback to support planning Subject leaders to complete book scrutiny to monitor</p>	<p>SA monitored by ES and PF</p> <p>NW monitored by EK and PF</p>	<p>half termly £11,972</p> <p>half termly £715</p> <p>CPD training £1540</p>

CPD for staff to support children Anxiety training Learn 2 move ELSA	ARE and make good progress	-regulation strategies + 8 months one to one tuition + 5 months Feedback + 9 months			
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<b>Total budgeted cost</b>					£15,687
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**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Identified parent to take part in the Trick box training	Build confidence and skills to support children at home	increase positive relationships with school empower parents and upskill them to grow to have a love of reading, writing and maths	parent/pupil/staff interview outcomes for pupils	ES/PF	review termly (paid through sports funding £1400)
Assessment from outside agencies	Assessment from outside agencies	Specific programme implemented to individual children	Entry and exit assessment Pupil Questionnaire Book Scrutiny	ES	termly £780
provide families with uniform/trip support	children are ready for school	Children have the kit needed to feel safe at school	school office to monitor and ensure families have access to funds	SW	£500

<b>Total budgeted cost</b>					<b>£1280</b>
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**7. Additional detail**



Therapy dog reading for identified PP children

school to take part in Incredible Years for Parents trial Spring 20

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.