

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	The Cathedral School of St Mary				
Academic Year	2019/20	Total PP budget	£64020	Date of most recent PP Review	N/A
Total number of pupils	100	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Feb 2020

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 & maths	17%	73%
% making expected progress in reading (as measured in the school)	33%	73%
% making expected progress in writing (as measured in the school)	33%	82%
% making expected progress in mathematics (as measured in the school)	33%	91%
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.	Pupil Premium children do not read, or are read to, regularly at home in comparison to non-Pupil Premium	
B.	Pupil Premium children have poor communication skills on entry at EYFS	

C.	Pupil Premium children who have difficulties with their social and emotional skills are not equipped to deal with challenges within the curriculum	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance of Pupil Premium children is lower than that of Non-Pupil Premium children	
E.	Limited life experiences and low aspirations	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	All staff are aware of those children that are Pupil Premium and ensure that quality first teaching is the main driver for progress.	PPMs and monitoring show that all teaching is at least good and that children are being given a first class education that challenges and motivates all learners. Pupils’ learning behaviours within lessons are good and there is no comparable difference between the attitudes of pupil premium and non pupil premium children within the classroom. Planning shows that all pupils, including AMA and SEND, have been provided for and challenge is appropriate.
B.	The attainment and progress of Pupil Premium children is closer to the attainment of Non Pupil Premium children in both KS1 and KS2 in Reading, Writing and Maths.	There was a significant difference between the attainment in KS2 RWM of PP against Non PP. This attainment gap will close and there will be no more than 10% difference between Pupil Premium and Non Pupil premium children. In all year groups, progress of pupil premium children will be inline or better than non-pupil premium.
C.	Pupil Premium children have the opportunity to a wide range of texts to improve their own vocabulary and reading skills. The texts will be read to them by adults within the school as well as having the opportunity to read to adults themselves.	Pupil Premium children will have listened to a range of books throughout the academic year, read to them by adults. They will also have opportunities to read regularly (at least weekly) to volunteers, staff and/or buddies. Pupil Premium children will have visited the library at least three times during the academic year. This will also be encouraged for parents to take their children to the library.
D.	Children will have more opportunities to work with their parents at home who will in turn be able to more confidently support their children having attended various sessions within school.	Parents will be invited into school throughout the year to partake in their children’s lessons with them. Parents will share positive feedback with the school and will feel more confident and comfortable in supporting their child at home. Parental involvement within the school will increase.

E.	Pupil Premium children will be exposed to a greater number of enrichment opportunities that they are unlikely to have experienced from home and will have greater aspirations of themselves for the future.	Pupil Premium children will talk enthusiastically about activities they have done during the year. Pupils will have had the opportunity to discuss and engage with other professional people and gain an understanding of various jobs/careers that they may want to pursue in the future. Pupils will have a greater understanding of the importance that education can play in their whole life.
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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																								
Additional TA provision to support independent learning, provide access to the curriculum for children with specific needs and provide cover for teachers to lead their own interventions. TA receive on-going training to support individual and group interventions including Precision teaching	Children to make expected or better progress in Reading, Writing and Maths across the school	<div>There were some successes across the school where pupil premium children made greater progress than non-pupil premium children, particularly in Year 1.</div> <table><tr><td></td><td>Re adi ng</td><td>W riti ng</td><td>M at hs</td></tr><tr><td></td><td>P P P P</td><td>N P P P</td><td>P P P P</td></tr><tr><td>Y 1</td><td>5 . 3</td><td>5 . 1</td><td>6 . 5</td></tr><tr><td></td><td></td><td></td><td>5 . 9</td></tr><tr><td></td><td></td><td></td><td>4 . 8</td></tr><tr><td></td><td></td><td></td><td>5 . 6</td></tr></table>				Re adi ng	W riti ng	M at hs		P P P P	N P P P	P P P P	Y 1	5 . 3	5 . 1	6 . 5				5 . 9				4 . 8				5 . 6	<div>There were reasons for the lack of progress made in Reading, Writing and Maths across the whole school. The school had two children who demonstrated particular challenging behaviours which impacted on the TA deployment. Interventions were not set up as general practice across the school and so analysing this information is too difficult.</div> <div>Teaching Assistants, where deployed effectively in Year 1 and Year 5, have had a positive impact on Pupil Premium and their progress.</div> <div>Intervention will be looked at closely next in next year’s plan and teachers will be given clear guidance about its effectiveness when done consistently and efficiently.</div>	30% TA budget = £30000
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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
Staff release for teachers to work with PP children to accelerate progress	Children to make expected or better progress in Reading, Writing and Maths across the school	<p>Staff were released to work with smaller groups of pupils but this was not a regular occurrence. Quality teaching was not evidence in Year 3/4 so additional support was put in place here but with limited impact. Most children in both year groups were Pupil Premium so providing intervention was tricky due to the sheer number of pupils.</p> <p>Strong progress was made with Year 5 and Year 6 pupils between February and July due to the appointment of another teacher. The year groups were then split</p>	<p>The approach will continue for the forthcoming year but with clearer guidelines and MD will provide the cover for teachers to be released.</p> <p>Termly evaluations will be provided by teachers to both parents and SLT.</p>	Supply cover £9000
Support for EAL pupils	Pupils who are both PP and EAL display	No measurable impact but the majority of EAL pupils		30% of EMAT

	increased understanding of spoken word and a wider vocabulary	are outperforming other pupils.		support = £3000
SENDCo to work alongside SEN children who are also PP to enhance their learning.	Provide specific support for SEN PP children	SENDCo was particularly effective in her work with children and supporting staff through CPD. Regular interventions for children with behavioural needs, as well as autism and attachment was put into place. Parents were a lot more confident in the school's provision for their child.	Continue	30% of SEN staff budget = £10000
Leadership time to organize and supply to run interventions for PP children or release teacher to do so	Raise attainment of PP children and consistently assure intervention programmes take place	Intervention for RWI in Year 1 and 2 was effective. Intervention for individual pupils was provided and this had a positive impact on these SEND children but there were other children who would have benefitted from earlier intervention.	Intervention to be modelled and carried out differently and more effectively this year.	Supply = £9000

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
Learning Mentor and MAST referrals	Children will become more resilient, secure and confident	Children who have worked with the learning mentor have improved in their targets as the year progressed. These children are able to stay in their lessons for longer periods of time and have improved with their social skills throughout the year.	Continue	50% of Excellence Cluster support = £3000
Extra curricular and residential activities	Children will become more resilient, secure			PP children subsidy for Residentials =

A percentage of the cost of the residential trips and class visits	and confident			£1000 (as well as funding from Sports Premium)
HoS to meet with PP parents to discuss their needs to support their child. PSA to follow up three times a year	Equip parents with resources to support their children in their learning and making the parents more confident in doing so	HOS left - this did not happen		Resources = £1300
PSA to target support to PP families	Reduce barriers to learning at home	PSA worked with targeted parents to support them in many different areas. These varied from supporting them with how to help their children at home with their learning, to helping fill forms for the government and council to ensure they have the right benefits to provide for their child to raising funds with charities to purchase school uniforms and school shoes for specific families.	Continue	PSA evaluations 50% of PSA staff budget = £4500

6. Planned expenditure

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

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?
<p>Teachers are released to observe other teachers within the school, the academy and the city to identify good practice and bring back to their own classroom.</p> <p>Teachers are provided with CPD to identify what quality feedback looks like and how this can play a significant role in pupil progress.</p>	Children are exposed to quality first teaching and a curriculum that stimulates and motivates all learners.	<p>"Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."</p> <p>For such a low cost, feedback is an extremely effective use of improving pupil progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>Monitoring of books shows that feedback is effective in that it challenges the children, identifies their gaps or errors and that, as a result, subsequent work in the books is of better quality.</p> <p>Drop-in observations show that teaching and learning is consistent and pedagogy and delivery is good.</p> <p><u>Supply/CPD budget = £4000</u></p>	MD	
Children's vocabulary is widened and improved due to reading a wider range of texts and through greater importance put on oracy within the school.	<p>Staff training on Oracy throughout the school.</p> <p>CPD training for NB to go on courses</p>		<p>Monitoring within lessons in the Summer Term will show an increased awareness of the teaching of oracy</p> <p>Monitoring through pupil conferencing.</p> <p><u>£1950</u></p>	NB	
Total budgeted cost					£5950
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?
Children to make expected or better progress in Reading, Writing and Maths across the school.	<p>HLTA to provide intervention for children who are at risk of falling behind in KS2. <i>Intervention to be carried out during that specific subject so that children are not missing out on other areas of the curriculum.</i></p> <p>HLTA to receive training for leading TAs to effectively deliver intervention for pupils across the school.</p> <p>HLTA to report to the Headteacher with progress during progress meetings.</p>	<p>"Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy."</p> <p>Taken from https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>Records of interventions will be monitored.</p> <p>Planning scrutiny to identify teachers are aware of the children's specific gaps.</p> <p>Monitoring of books and speaking to pupils.</p> <p>Progress within PIRA/PUMA tests is evident, as well as national tests.</p> <p><u>HLTA budget = £22800 + 4 x 10% of TA wages = £5680</u></p>	MD/JE	
Children's social and emotional wellbeing has improved and they will be better equipped at dealing with their emotions.	<p>PSA to provide ELSA sessions for the most vulnerable children.</p> <p>Learning Mentor and MAST referrals.</p>	<p>Children are given time and opportunities to talk about their feelings and emotions in a safe and controlled environment with professionals whom they can trust.</p>	<p>PEC reviews Individual feedback from Learning mentors, counsellors, teachers, PSA.</p> <p><u>50% of Excellence Cluster support = £3000</u></p> <p><u>50% of PSA Budget = £5000</u></p>	TC	

Children develop a love for reading and are actively reading texts suited to their ability	Purchase accelerated learner as an online reading tool	From experience, and from discussions with other schools that use this, children enjoy reading due to the captivating texts and challenges they can experience in a child-friendly way.	Analyse how many pupils are using the online tool at various points throughout the year. Progress in children's fluency and comprehension is evident through other assessments throughout the year. <u>£3600</u>	KF	

Total budgeted cost £40,080

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?
Parents are invited in throughout the year to be part of the school family and have a greater influence on their children's learning at home.	Each class teacher will invite parents in to 'learn with their child' three times throughout the year. PSA to set up homework assemblies where parents can come in and celebrate home learning tasks with their children.	"Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages" Taken from https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	Feedback from parents throughout the year. More children completing homework activities, whether this is projects or online learning. <u>50% of PSA budget = £5000</u>	TC	
Children's vocabulary is widened and improved due to reading a wider	Replenish books for the school library. Library visits for	Two key reasons for a focus on oracy education are its impact on: • Children's cognitive development and learning in	Librarians will ensure there is a sufficient range of genres for children to read from the school library.	KF	

range of texts and through greater importance put on oracy within the school.	all classes. Author visits and story-tellers to be booked and visit the school.	school; • Children's preparation for participation in the wider world. Taken from https://languageresearch.cambridge.org/images/Language_Research/CambridgePapers/CambridgePapersInELT_Oracy_2018.pdf	All classes will have visited the library at least once per term, arranged by KF. Authors to visit the school and then offer to sell books to the children. <u>£5000</u>		
All children will be given opportunities throughout the year to experience hands-on learning opportunities within the city and beyond.	Contribute towards the cost of school trips. Take the whole school to watch the pantomime at Theatre Royal, Plymouth. Support families to pay for the residential trip.	"For experiential learning to occur, the experience needs to be concrete (Kolb, 2014). Family trips provide such concrete experience such as hiking in a national park or visiting a modern art museum. After the family trips, children reflect on their experience. Through images, memories, and emotions, the experience is conceptualized into an abstract form. The process best fits the arguments of various researchers that learning encompasses not only cognitive dimensions but also emotions, visual and tactile information, and social interactions (Anderson, 2003; Dierking & Falk, 1994). Then, children can engage in active experimentation based on what they learned." Taken from https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2212&context=ttra	<u>£2220</u>	MD	
All children will be given the option to start the day with a healthy breakfast	Provide a free breakfast club to encourage struggling families	Children who do not eat breakfast at home or at school were less able to learn. Hunger can lead to lower math scores,	<u>£5720 wages for Breakfast Club</u> <u>£500 food resources</u>		

	the opportunity to get their children to school and for them to be fed	attention problems, and behavior, emotional, and academic problems. Providing breakfast at school can also ensure that children are getting enough to eat. Children who eat a complete breakfast have been shown to work faster and make fewer mistakes in math problems and to perform better on vocabulary tests than those who ate only a partial breakfast. They also show improved concentration, alertness, comprehension, memory and learning. https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/			
Total budgeted cost					17990
7. Additional detail					

