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## **St. Mary's Catholic Primary School, Penzance Pupil premium strategy statement 2017-18**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11<sup>th</sup> 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        |            |   |                |   |              |
|-------------------------------|------------|---|----------------|---|--------------|
| <b>Academic Year</b>          | 2017-2018  | <b>Total PP budget</b>                  | £71,860        | <b>Date of most recent PP Review</b>                  | 7th February |
| <b>Total number of pupils</b> | 156<br>158 | <b>Number of pupils eligible for PP</b> | 56<br>58 (37%) | <b>Date for next internal review of this strategy</b> | January 2018 |

| FSM                  | Ever6                | Pupil Premium Plus (Adoption Premium) | Services |
|----------------------|----------------------|---------------------------------------|----------|
| 29 (19%)<br>30 (19%) | 26 (17%)<br>28 (18%) | 0                                     | 0        |

**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       | 9 (6%) 8                 | 1 (1%) 1                 | 8 (5%) 7                 | 0        | 0                |
| Year 5       | 14 (9%) 13               | 6 (4%) 5                 | 7 (4%) 8                 | 0        | 1 (1%) CIR       |
| Year 4       | 5 (3%) 7                 | 3 (2%) 4                 | 2 (1%) 3                 | 0        | 0                |
| Year 3       | 6 (4%) 5                 | 3 (2%) 2                 | 3 (2%) 3                 | 0        | 0                |
| Year 2       | 9 (6%) 9                 | 7 (4%) 7                 | 2 (1%) 2                 | 0        | 0                |
| Year 1       | 9 (6%) 10                | 5 (3%) 6                 | 4 (3%) 4                 | 0        | 0                |
| Reception    | 4 (3%) 6                 | 4 (3%) 5                 | 0 1                      | 0        | 0                |
| <b>Total</b> | <b>56 (36%) 58 (37%)</b> | <b>29 (18%) 30 (19%)</b> | <b>26 (17%) 28 (18%)</b> | <b>0</b> | <b>1 (1%)</b>    |

| <b>2. Current achievement</b>  |                               |                                   |                        |
|--|-------------------------------|-----------------------------------|------------------------|
| <b>End of KS1 &amp; 2 Attainment for: 2016-2017</b>                  | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |                        |
|  |                               | <i>School</i>                     | <i>National (2016)</i> |
| % achieving expected standard or above in reading, writing and maths | <b>40%</b> <b>57%</b>         | <b>64%</b> <b>60%</b>             | <b>60%</b>             |
| % achieving expected standard or above in reading                    | <b>60%</b> <b>57%</b>         | <b>64%</b> <b>60%</b>             | <b>72%</b>             |
| % achieving expected standard or above in writing                    | <b>70%</b> <b>71%</b>         | <b>71%</b> <b>80%</b>             | <b>76%</b>             |
| % achieving expected standard or above in maths                      | <b>50%</b> <b>57%</b>         | <b>71%</b> <b>80%</b>             | <b>75%</b>             |
| Progress score in Reading  | <b>-0.93</b>                  | <b>+1.7</b>                       |                        |
| Progress score in Mathematics  | <b>+3.59</b>                  | <b>+0.6</b>                       |                        |
| Progress score in Writing  | <b>-2.05</b>                  | <b>+4.6</b>                       |                        |
| % achieving expected standard or above in reading at KS1             | <b>67%</b> <b>67%</b>         | <b>63%</b> <b>82%</b>             | <b>76%</b>             |
| % achieving expected standard or above in writing at KS1             | <b>50%</b> <b>44%</b>         | <b>68%</b> <b>71%</b>             | <b>68%</b>             |
| % achieving expected standard or above in maths at KS1               | <b>67%</b> <b>44%</b>         | <b>63%</b> <b>79%</b>             | <b>75%</b>             |

### **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.** Attainment of PP in Maths and English

**B.** Social and emotional resilience

#### **External barriers** (issues which also require action outside school, such as low attendance rates)

**C.** Engagement and motivation of PP group

**D.** Attendance of PP group

#### 4. Desired outcomes

|                  | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |
|------------------|---|--|
| <p><b>A.</b></p> | <p>Children make better or expected progress in reading, writing and maths. The difference between non-PP and PP pupils on track to achieve ARE is diminishing, evidenced through Target Tracker. SATs, PIRA, PUMA, Phonics Screening and EYFS assessments will be used to measure the children's attainment.</p> <p><b>End of year data:</b></p> <ul style="list-style-type: none"> <li>• EYFS: School disadvantaged v national other -47% in 2016, +24% in 2017 and +27% in 2018</li> <li>• Phonics: School disadvantaged v national other was -33% in 2016, -17% in 2017 and -7% in 2018</li> </ul> <p><u>Year 2 cohort 9 pp children of which 6 (67%) are SEN</u></p> <ul style="list-style-type: none"> <li>• KS1 Reading ARE gap -12%</li> <li>• KS1 Reading GD gap -17%</li> <li>• KS1 Writing ARE gap -28%</li> <li>• KS1 Writing GD gap -18%</li> <li>• KS1 Maths ARE gap -35%</li> <li>• KS1 Maths GD gap -12%</li> </ul> <p><u>Year 6 cohort 7pp children of which 3 (43%) are SEN</u></p> <ul style="list-style-type: none"> <li>• KS2 Reading ARE 2016 School disadvantaged v national other was -22%, 2017 diminishing to -17%, 2018 -6%</li> </ul> | <p>In year 2-6 the children in receipt of PPG funding will make at least 6 steps progress, expected progress.</p> <p>In the EYFS and Y1 the children in receipt of PPG funding will make at least 5 steps progress (Progress taken from Autumn 1 assessments)</p> <p>Children will be able to talk about their progress.</p> <p>Progress will be evident from looking at children's work.</p> <p>The gap between PP and non PP pupils is diminishing at the end of the EYFS, KS1 and KS2.</p> <p>PIRA and PUMA tests will show an increase in chronological age for Maths and Reading.</p> |

|                  |   |   |
|------------------|---|---|
|                  | <ul style="list-style-type: none"> <li>• KS2 Reading GD 2017 School disadvantaged v national other was -29% below, -16% 2018</li> <li>• KS2 Writing ARE 2018 school disadvantaged v national other -10% - 2017, 2018 -11%</li> <li>• KS2 Writing GD 2018 school disadvantaged v national other -21%</li> <li>• KS2 Maths ARE 2016 School disadvantaged v national other gap was -34%, 2017 and 2018 diminishing to -23%</li> <li>• KS2 Maths GD 2016 School disadvantaged v national other gap was -34%, 2017 and 2018 diminishing to +2%</li> <li>• Combined ARE 2017 School disadvantaged v 2017 national other -27%, 2018 -10%</li> <li>• Combined GD 2017 School disadvantaged v 2017 national other was -11%, 2018 remains -11%</li> </ul> |   |
| <p><b>B.</b></p> | <p>Children will become more resilient, secure and confident. Thrive Action Plans will monitor individual progress. There will be less incidents in the sanctions, behaviour and lunchtime record books.</p> <p><b>Behaviour is monitored half-termly. Sanctions vary across the year. Lunchtime club is reducing behaviour incidents in the afternoon.</b></p>   | <p>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will make accelerated academic progress and have increased social and emotional well-being. Behaviour incidents will reduce.</p> |
| <p><b>C.</b></p> | <p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress. Learning Walks will show that children are engaged and motivated.</p> <p><b>Progress of all pp pupils:<br/>Reading: 85% making good or accelerated in year progress<br/>Writing: 87% making good or accelerated in year progress<br/>Maths: 81% making good or accelerated in year progress</b></p>   | <p>Children will show increased levels of engagement and motivation for their schoolwork. Digital technologies will be used in all classes to inspire and engage children with their learning. Personalised learning resources are used to motivate children. Tracking data show an increase in children's attainment in basic skills.</p>        |

|           |   |  |
|-----------|---|--|
|           |   |  |
| <b>D.</b> | <p>Children's attendance will continue to improve and will be in line with national expectations.</p> <p>Pp attendance September to June: 94.5%</p> <p>PA attendance 10% (6 pupils) reduced from 27.5% 2016</p> | <p>Children will show increased levels of engagement and motivation for their schoolwork and attend school regularly. Prizes and attendance cup to motivate attendance in school. Children will be punctual.</p> |

| <b>5. Planned expenditure</b>   |  |   |  |                                   |
|---|--|---|--|-----------------------------------|
| <b>Academic year</b>  |  | <b>2017/18</b>  |  |                                   |
| 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. |  |   |  |                                   |
| <b>a. Additional Teaching Staff</b>   |  |   |  |                                   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</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>Outcomes of Mid-Year Review:</b>   |  |   |  |                                   |
|   |  |   |  | <b>Total Planned Expenditure:</b> |
| <b>b. 1-1 Intervention - Academic</b>   |  |   |  |                                   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</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>                 |
| Children to make expected or better progress in Reading, Writing and Maths  | <b>1:1 TA support for individual pupil.</b><br>Targeted pupils in KS2 will have intervention aimed at maximising their progress. | Additional TA to enable more personalised learning has been put in place. Progress is monitored closely and child is given timely and precise feedback to maximise progress.<br><br><b>Sutton trust: Feedback +8 months; Small group tuition +4 mths;</b> | Clear baseline to be recorded before the 1:1 interventions begin. Termly assessments and progress in terms of statements achieved are and steps progress are recorded. Additional or amended interventions put in place as needed. Group/ 1:1 interventions recorded in conversation with the class teacher. | JB (SENDCo)                       |

Review: Children are put forward for this support on the basis of need. The impact in school is recorded through discussions with the class teachers and shared at pupil progress meetings. Parents are asked to contribute to discussions about the impact of the intervention. The funding for this will continue next year as targeted children have made accelerated progress and the intervention within KS2 has shown gaps diminishing in end of year data from the previous year. Progress for pp children across the school: Reading: 85% making good or accelerated in year progress Writing: 87% making good or accelerated in year progress, Maths: 81% making good or accelerated in year progress

**Total Planned Expenditure: £9,174**

**c. 1-1 Intervention - Social**

| Desired 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: £**

**d. Group Intervention - Academic**

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead                            |
|---|--|--|---|---------------------------------------|
| Children to make expected or better progress in Reading, Writing and Maths. | <b>TA support for a group of pupils.</b><br>Targeted pupil in KS2 will have intervention aimed to maximise their progress. | Additional TAs to enable more personalised learning has been put in place. Progress is monitored closely and child is given timely and precise feedback to maximise progress.<br><br><b>Sutton trust: Feedback +8 months; Small group tuition +4 mths;</b> | Clear baseline to be recorded before the interventions begin. Termly assessments and progress in terms of statements achieved and steps progress are recorded. Additional or amended interventions put in place as needed. Group/ 1:1 interventions recorded in | DB, JB (Head Teacher, Assistant Head) |

|  |  |  |                                      |  |
|--|--|--|--------------------------------------|--|
|  |  |  | conversation with the class teacher. |  |
|--|--|--|--------------------------------------|--|

Review: This year's data shows gaps diminishing in maths and the combined figure, this was the schools focus based on previous SATs scores. Maths 2018 from -34% to -23% and the combined figure from -27% to -10%. 57% made expected progress in reading, 100% made expected progress in writing, 71% made expected progress in maths.

Progress of pupils from published data from year 3 upwards are showing improvement.

Reading: Year 3 94%, Year 4 89%, Year 5 90%

Writing: Year 3 83%, Year 4 89%, Year 5 79%

Maths: Year 3 94%, Year 4 74%, Year 5 69%

Prior attainment groups for pupil premium children are shifting so more children are achieving ARE and GD.

## Reading

|      | Year 1    |              | Year 2    |              | Year 3   |              | Year 4   |              | Year 5   |              | Year 6   |              | Total            |              |
|------|-----------|--------------|-----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|------------------|--------------|
|      | EYFS data | Current data | EYFS data | Current data | KS1 data | Current data | Prior attainment | Current data |
| Low  | 2         | 2            | 7         | 3            | 2        | 1            | 3        | 3            | 5        | 3            | 4        | 3            | 23               | 15           |
| Mid  | 7         | 5            | 2         | 5            | 1        | 2            | 3        | 3            | 5        | 5            | 2        | 4            | 20               | 24           |
| High | 0         | 2            | 0         | 1            | 1        | 1            | 1        | 1            | 3        | 5            | 2        | 1            | 7                | 11           |

## Writing

|      | Year 1    |              | Year 2    |              | Year 3   |              | Year 4   |              | Year 5   |              | Year 6   |              | Total            |              |
|------|-----------|--------------|-----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|------------------|--------------|
|      | EYFS data | Current data | EYFS data | Current data | KS1 data | Current data | Prior attainment | Current data |
| Low  | 3         | 3            | 8         | 5            | 3        | 3            | 3        | 3            | 4        | 4            | 4        | 3            | 25               | 21           |
| Mid  | 6         | 4            | 1         | 4            | 0        | 0            | 4        | 3            | 9        | 5            | 4        | 5            | 24               | 21           |
| High | 0         | 2            | 0         | 0            | 1        | 1            | 0        | 1            | 0        | 4            | 0        | 0            | 1                | 8            |

## Maths



|      | Year 1    |              | Year 2    |              | Year 3   |              | Year 4   |              | Year 5   |              | Year 6   |              | Total            |              |
|------|-----------|--------------|-----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|------------------|--------------|
|      | EYFS data | Current data | EYFS data | Current data | KS1 data | Current data | Prior attainment | Current data |
| Low  | 2         | 2            | 7         | 5            | 1        | 1            | 3        | 4            | 4        | 5            | 4        | 4            | 21               | 21           |
| Mid  | 7         | 5            | 2         | 3            | 3        | 2            | 4        | 3            | 5        | 4            | 2        | 2            | 23               | 19           |
| High | 0         | 2            | 0         | 1            | 0        | 1            | 0        | 0            | 4        | 4            | 2        | 2            | 6                | 10           |

**Total Planned Expenditure: £16,302**

| <b>e. Group Intervention - Social</b>  |  |  |  |                   |
|--|--|--|--|-------------------|
| <b>Desired outcome</b>   | <b>Chosen action / approach</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> |
| Children will become more resilient, secure and confident, ready for learning.   | <b>Additional TA hours for Thrive Intervention, Nurture Group Intervention, to support quality first teaching interventions and personalised learning.</b> | <p>Teaching assistants to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable progress with the class teacher. A series of practical sessions in small groups, which will support children's emotional needs. The provision of bereavement and emotional support, music therapy and behaviour support. TA to liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning.</p> <p><b>Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p> | TA will be attending Emotional Literacy Support Assistant Training. Another Thrive practitioner will be assessing children across the school. SENDCo will liaise with TAs to ensure that provisions of children are met and that their progress is recorded. SENDCo will also monitor TAs and provide feedback on their practice. Interventions are recorded, tracked on a spreadsheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys. Termly progress data. | JB,<br>(SENDCO)   |
| <p><u>Review:</u> Again, the children are selected for this according to need. We have found that the children who have received specialist sessions such as art therapy will continue to need into the next academic year. There were 10 children who required 1:1 support last year but this was managed by combining TAs. Of those children, they all made some progress across the year with an average of 3 steps progress.</p> |  |  |  |                   |
| <b>Total Planned Expenditure:</b>  |  |  |  | <b>£32,930</b>    |
| <b>f. Learning Resources</b>   |  |  |  |                   |

| <b>Desired outcome</b>   | <b>Chosen action / approach</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>        |
|--|---|---|---|--------------------------|
| <p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress.</p> <p>Children to make expected or better progress in Reading, and Writing across the school.</p> | <p><b>Active Learn subscription</b><br/>To support and motivate children’s reading across the whole school. Children will be given the responsibility and independence to choose their own books. Certificates and wristbands will be given to the children as rewards for reading regularly and for moving up the reading bands.</p> | <p>Effective monitoring and ongoing assessment of active learn will enable the children to make accelerated progress. Progress is maximised where independent learning is secure. The learning resource is carefully matched to the children’s needs, ensuring that progress is maximised.</p> <p><b>Sutton trust: Reading comprehension strategies +5 mths, Parental involvement +3 months, Phonics +4 mths, Oral Language Intervention +5 mths. Digital Technologies + 4mths.</b></p> | <p>Ongoing assessment and monitoring will ensure that children are accessing the scheme and making good or better progress. Reading progress will be analysed in all year groups and trends will be identified.</p> | <p>RP (English Lead)</p> |
| <p>Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress.</p> <p>Children to make expected or better progress in Reading, and Writing across the school.</p> | <p><b>RMEasiMaths subscription</b><br/>To support and motivate children’s Maths across the whole school.</p>  | <p>Effective monitoring and ongoing assessment of RMEasiMaths will enable the children to make accelerated progress. Progress is maximised where independent learning is secure. The learning resource is carefully matched to the children’s needs, ensuring that progress is maximised.</p> <p><b>Sutton trust: Digital Technologies + 4mths.</b></p>   | <p>Ongoing assessment and monitoring will ensure that children are accessing the scheme and making good or better progress. Maths progress will be analysed in all year groups and trends will be identified.</p>   | <p>SS (Maths Lead)</p>   |

**Review:** School reading will continue to be a focus and the subscription of Active Learn will continue to further enhance the children’s love for reading in KS1. Linked to Active Learn is Phonics Bug, an interactive phonics programme that the children follow from Reception. KS1 phonics results have

risen for the third year and are now at 86% (5% above national). KS1 reading was 82% (6% above national). We have decided to cancel the RMEasiMaths subscription as this is not being used consistently across the school and so the impact has not been seen.

**Total Planned Expenditure: £3000**

**g. Staff Training**

| <b>Desired outcome</b>  | <b>Chosen action / approach</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> |
|---|---|---|---|-------------------|
| Children make expected or better progress in reading, writing and maths | <b>Staff Training</b> <ul style="list-style-type: none"> <li><b>Questioning and next step learning (AFL)</b></li> </ul> | <p>AfL is a continual focus for staff training. Marking and feedback has a measurable impact on children’s learning and progress. Children actively respond to high quality marking and feedback. There is staff awareness of aspects of successful teaching and learning and the impact it has on pupil progress and achievement. The focus on marking and feedback enables children to progress- this is demonstrated through next step marking and children’s response to the marking. A range of thinking skills and question types are used to promote higher order thinking.</p> <p><b>Sutton trust: Feedback +8 months, Mastery learning +5 mths</b></p> | The impact of the use of the marking, feedback and questioning will be closely monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading, writing and maths. Staff have an hour’s weekly feedback sessions with the pupils. | DB (Head Teacher) |
| Children make expected or better  | <b>Maths Mastery Learning</b>   | There are a number of meta-analyses which indicate that, on   | The impact of the use of the mastery learning will be closely   | SLT, MLT          |

|  |  |  |  |  |
|--|--|--|--|--|
| progress in reading, writing and maths |  | average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.<br><br><b>Sutton trust: Mastery learning +5 mths</b> | monitored and evaluated through book scrutinies, learning walks and pupil conferencing and through analysing progress data on reading, writing and maths. Teachers will attend training and receive support from outstanding schools and cascade this information to the rest of the team. |  |
|--|--|--|--|--|

Review: The schools focus 2017-18 was on maths. Josh Lury (maths specialist from the maths hub) visited the school and provided mastery training and support for the maths lead. Maths lead and another teacher attended Maths Mastery course throughout the year provided by the maths hub. Maths lead also attended Subject leadership course with Chris Gould (lead Cornwall and Devon hub). As a result, maths results have risen to above national in EYFS, KS1 and KS2.

Prior attainment in maths for pupil premium children shows a shift in maths to more children achieving ARE and GD: See table above re: PAG

**Total Planned Expenditure: £1000**

### h. Enrichment/Raising Aspirations

| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead          |
|--|--|---|--|---------------------|
| Children will become more resilient, secure and confident<br><br>Engagement and motivation of pupils | <b>School visits</b><br>A percentage of the cost of the residential trips are subsidised | There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.<br><br><b>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor Learning +3 mths</b> | Children are able to participate in school visits. Through pupil conferencing the children report positive experiences and impact on their learning. | JB (Assistant Head) |

|   |  |   |  |                                |
|---|--|---|--|--------------------------------|
| <p>Children will become more resilient, secure and confident</p> <p>Engagement and motivation of pupils</p>   | <p><b>Outdoor Learning</b><br/>Staff will be trained to lead outdoor education sessions</p>  | <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p><b>Outdoor Learning +3 mths</b></p> | <p>Through pupil conferencing the children report positive experiences and impact on their learning.</p> | <p>DB (Head Teacher)</p>       |
|   | <p><b>Songfest and Instrument Lessons</b><br/>Certain year groups will be able to participate in these events throughout the year.</p> | <p>The impact of arts participation on academic learning has seen improved outcomes. Improvements have been identified in English, mathematics and science learning.</p> <p><b>Arts Participation +2 months</b></p>   | <p>Through pupil conferencing the children report positive experiences and impact on their learning.</p> | <p>DS (Music and Art Lead)</p> |
| <p><u>Review:</u> All children from years 3 to 6 have learnt an instrument over 12 weeks this has improved their confidence and resilience with learning something new. This is being reflected in the classroom as the children are becoming more resilient with their work and behaviour for learning is improving as evidenced in learning walks and observations. The school now have 4 adults trained in Outdoor learning and this is something that is in the early stages but being developed in the next academic year. The school trialled outdoor learning with children in year 1 in the summer term and a dramatic positive change in behaviour was noticed in a very short time resulting in less behaviour sanctions. As St. Mary's Catholic Primary School backs onto one of the most deprived estates in the South West of England, many families cannot afford to pay for trips for their children. Through this funding, children were able to participate in school visits. Through pupil conferencing, the children report positive experiences and impact on their learning from school visits was commented on positively by HMI.</p> |  |   |  |                                |
| <p><b>Total Planned Expenditure:</b></p>  |  |   |  | <p><b>£1900</b></p>            |

| <b>i. Home Support (e.g. breakfast club, EWO etc.)</b>    |                                 |   |   |                   |
|---|---------------------------------|---|---|-------------------|
| <b>Desired outcome</b>                                    | <b>Chosen action / approach</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> |
| Children will become more resilient, secure and confident | <b>Educational Psychologist</b> | <p>In order to support the SENDCo and individual PP children's needs, the Educational Psychologist is to be available for 5 and a half days across the academic year. Children will be assessed to give them the individual provision for their needs. This will ensure that the children become more confident, resilient and secure, thus enabling good academic process.</p> <p><b>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</b></p> | <p>The SENDCo, with the class teacher, will make a referral for the individual pupils who show the requirement for extra advice and support.</p> <p>The Educational Psychologist will lead training sessions to facilitate teachers to better support children with SEN to become more independent with their learning. Teachers are given strategies to support the most vulnerable pupils. The progress of the children will be closely monitored after the training. Independence amongst vulnerable children will be monitored during learning walks.</p> | JB (SENDCo)       |
| Children will become more resilient, secure and confident | <b>Breakfast Club</b>           | <p>Children have the opportunity to have breakfast and are settled and ready to learn when they arrive in their classes.</p> <p><b>Sutton trust: Parental involvement +3 months, Social and emotional aspects of learning +4 mths</b></p>   | <p>For pupils who are in receipt of pupil premium funding, we subsidise the cost of the breakfast club. For these families we ask for a contribution of £1.00 per child.</p>  | DB (Head Teacher) |

Review: The funding will continue next term for these children, as the children have the opportunity to have breakfast and are settled and ready to learn when they arrive in their classes. There will also be the offer of after school care in the next academic year. For pupils who are in receipt of pupil premium funding, we subsidise the cost of the breakfast club. For these families we ask for a contribution of £1.00 per child per day. The children's social and emotional resilience has such a huge impact on the pupil's readiness to learn. As a result, we have invested in an Educational Psychologist for the last two years. She has been invaluable in supporting the staff with strategies for individual children and on advising the SENDCO on how to best support our more vulnerable children. With 6 EHCPs pending, this support will continue next year but the time will be reduced.

**Total Planned Expenditure: £5640**

**j. Other, not captured by any of the above**

| <b>Desired outcome</b>  | <b>Chosen action / approach</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>  |
|---|---|--|--|--------------------|
| Children make expected or better progress in reading, writing and maths | <b>Oral Feedback Sessions once a week for Years 1-6</b>                   | Effective feedback will enable the children to make accelerated progress. Children will be able to talk about their progress and how the feedback has helped them to progress. Children's misconceptions will be addressed immediately.<br><br><b>Sutton trust: Feedback +8 months, meta-cognition and self-regulation, individualised instruction +2 months</b> | The progress in steps and statements of all children will be closely tracked through Target Tracker.<br>Records of oral feedback sessions will be evidenced in children's books and used to inform future planning for the teacher.<br>Termly monitoring of books and pupil conferencing will show progress for targeted children in each class. | DB (Head Teacher)  |
| Children make expected or better progress in reading, writing and maths | <b>Feedback through use of Target Tracker, PIRA and PUMA Assessments.</b> | The school-wide assessment and tracking system will enable teachers to track progress and set targets based on the curriculum.   | Assessment will be entered half termly in all classes. The assessment will form part of the data meeting and pupil progress meeting. This feedback will inform teachers and children on the next step of learning, ensuring good or  | DB, (Head Teacher) |

|   |  |  |  |              |
|---|--|--|--|--------------|
|   |  | <b>Sutton trust: Feedback +8 months, Digital Technologies + 4mnts.</b> | better progress in Maths, Writing and Reading. |              |
|   |  |  |  |              |
| <p><u>Review:</u> Marking and feedback is a continual focus for CPD in professional development meetings across the school. It was noted by HMI that the schools marking and feedback supports children’s learning and progress but could still be developed further. Where it is effective, the children actively respond to high quality marking and feedback impacting greatly on progress. A range of thinking skills and question types are used to promote higher order thinking and the school have received training around this. This training will continue to be rolled out and developed throughout the next academic year, in Meta cognition and use of the schools Learning Path to enable the children to become more independent and successful learners.</p> |  |  |  |              |
| <b>Total Planned Expenditure:</b>   |  |  |  | <b>£1414</b> |
| <b>6. Additional detail</b>   |  |  |  |              |
| <p>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.</p>   |  |  |  |              |