 **St. Mary’s Catholic Primary School, Bodmin**

**Educate Protect Love Serve**

**How we spent the Pupil Premium Grant (PPG) last year and what impact did it have?**

Last year we received **£66,880.** Below you can see how we spent this money, what **impact** we think it had and the lessons we have learnt.

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| **Strategies adopted by school in 2016-2017** | **Impact on learning and progress** | **Lessons learnt and implications** |
| **Chosen Strategy 1** |
| **Barrier:** Gaps in learning and understanding in key areas of Maths and confidence to apply learning in other contexts. **Strategy:** [+5mths] We are spending **£13,000** on **‘Mastery Learning’** through the release of our Mathematics Leader to: - support the improvement in teaching and learning of mathematics through mentoring and CPD, - assess the need for and action the implementation of Maths ‘Daily Practice’ sessions for all KS2 pupils. - lead weekly maths booster sessions for upper Key Stage 2 pupils with an emphasis on disadvantaged pupils because we need to improve disadvantaged pupils’ progress in maths, particularly in Year 4 and Year 6 (especially in relation to maths facts).  | **KS2 SATs results 2017 for 10 Pupil Premium children:**Maths: **55%** (National ‘Others’ 80%)**KS1 SATs results 2017 for 6 Pupil Premium children:**Maths: **50%** (National ‘Others’ 79%)Disadvantaged pupils’ progress in Maths in Year 4 this year was an average of 7.3 steps. (Non-disadvantaged pupils’ progress was 7.5 steps). The expected number of steps progress is 6. Disadvantaged pupils’ progress in Maths in Year 6 this year was an average of 6.2 steps. (Non-disadvantaged pupils’ progress was 6.7 steps). The expected number of steps progress is 6.  | ‘Maths Makes Sense’ was externally reviewed in June 2017. Following this review, the SLT identified that it was not meeting the children’s needs and therefore not helping to raise standards in Maths.From September 2017, the school will follow the National Curriculum for Maths through the use of AET and White Rose and NCETM to ensure coverage. There will be a greater focus on Mastery in Maths. Focus on:* Maths surgeries
* Daily fluency and practice
* Active Maths
* Mastery

Current Year 5 to be monitored closely to ensure continued accelerated progress for disadvantaged pupils in Maths.  |
| **Chosen Strategy 2** |
| **Barrier:** Inability to respond to feedback because of low confidence and low self-esteem. **Strategy:** [+8mths] We are spending **£6,500** on **‘Feedback’** to: - ensure feedback is always specific, accurate and clear - implement feedback effectively and consistently for all disadvantaged pupils across the school - ensure that feedback, and the pupil responses to it, has a direct impact on pupil progress whilst remaining manageable for teachers because we recognise that whilst providing effective feedback is challenging, when implemented well and sufficient time and funding is given to quality professional development, the academic gains for disadvantaged pupils can lead to the difference between them and other pupils diminishing significantly.  | **KS2 SATs results 2017 for 10 Pupil Premium children:**Reading: **64%** (National ‘Others’ 77%)Writing: **45%** (National ‘Others’ 81%)Maths: **55%** (National ‘Others’ 80%)**KS1 SATs results 2017 for 6 Pupil Premium children:**Reading: **67%** (National ‘Others’ 79%)Writing: **50%**(National ‘Others’72%)Maths: **50%** (National ‘Others’ 79%) | Continue to embed ‘Growth Mindset’ and opportunities for feedback in a variety of ways. Leaders to continue to monitor feedback observed in lessons, book scrutinies, learning walks and pupil conferencing.  |
| **Chosen Strategy 3** |
| **Barrier:** Behavioural, Social and Emotional challenges at individual, group and class level. **Strategy:** [+4mths] We are spending **£40,352** on **‘Behaviour Interventions’** and **‘Social and Emotional Learning’(SEL)** to: - further develop universal approaches which seek to improve learning behaviour. (6Ps of Teaching and Learning’). - implement more specialised programmes which are targeted at students with any need for nurture provision. - improve the rewards and sanctions systems in place across the school to support greater engagement in learning because we need to improve disadvantaged pupils’ learning behaviour in the classroom. This strategy is also necessary because a small minority of disadvantaged pupils’ general behaviour and attitude towards themselves and others can cause disruptions to their own and others’ learning.  | ‘Going for Green’ has improved behaviours in classrooms across the school. The 6 Ps are prominently displayed in classrooms and the children are able to refer to some. Some children expressed concern at missing their lessons due to nurture provision taking place during learning time. Low level disruption was still present in July 2017. | Further develop the use of the 6 Ps so that they are integral to each lesson and help to move the children forward in their learning. Add 6 Ps to WALT slips for each lesson. Review the behaviour policy to enable children to show redemptive behaviour and to take responsibility for their own actions. This will help to eradicate low level disruption across the school.Nurture time for all pupils was withdrawn from learning time. Nurture continues to be a priority but now takes place in the classrooms with all staff. ‘Achievement for All’ programme to be used to engage parents in supporting children’s behavioural and emotional challenges.Forest School for all pupils to begin in September 2017 to support PSE/ SMSC needs of disadvantaged pupils.  |
| **Chosen Strategy 4** |
| **Barrier:** Pupils’ lack of awareness and understanding of themselves as learners. **Strategy:** [+8mths] We are spending **£7,000** on **‘Meta-cognition and self-regulation’** so that: - progress is accelerated for all disadvantaged pupils but particularly lower attainers. - when taught in collaborative groups pupils can support each other and make their thinking and learning explicit through discussion. - pupils can monitor and manage their own learning without relying on prompts and support from the teacher. because we need to provide our disadvantaged pupils with a repertoire of strategies to choose from during learning activities; mastering the skill of ‘learning to learn’.  | Disadvantaged Pupils at KS2. % meeting ARE has increased this year: Reading:2016- 44%2017- 64%Writing:2016- 33%2017- 45% Maths:2016- 33%2017- 55% | Planning for the needs of all pupils will be a priority for 2017-2018. Disadvantaged pupils will be identified on planning documentation and clear plans for their needs will be seen for each lesson. Accelerated trackers will be used monthly to target pupils who are not making the expected progress. |