

Pupil Premium Plan and Provision Mapping 2016-2017

The Pupil Premium is additional monies given to schools to support pupils who are considered disadvantaged. The chosen measure for this is the entitlement of Free School Meals within the past 6 years. The current funding is £12,180 in total.

Pupil Premium provides funding for pupils in the following categories:

- Who are in receipt of free school meals (FSM) since the age of 4 in year groups Reception to Year 6 (£1320 per child)
- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- Who have been continuously looked after for the past six months (£1900 per child; £500 retained by LA)
- Who are adopted from care under the Adoption and Child Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces in year groups Reception to Year 6 or were eligible for funding in the last 4 years (Ever 4 Service Child) (£300 per child)

St Paul's Pupil Premium Profile 2016-2017 (current on roll)	
Total number of pupils in the school:	211
Number of PP eligible pupils:	11
Percentage of whole school total:	5.2%
Total Pupil Premium budget:	£12,180

Key statement from last OFSTED report relating to the performance of disadvantaged pupils at St Paul's RC Primary School:

'The progress and attainment of the very small number of pupils known to be eligible for free school meals or are looked after by the local authority, has, in the past, not been as rapid or as high as for other pupils. Effective use of the pupil premium funding has resulted in these pupils now making much faster progress and attaining higher standards. This illustrates the school's excellent promotion of equality of opportunity.'

Focus of Funding allocated 2016-2017

The aim of our Pupil Premium funding at St Paul's School is to ensure there is no inequality between disadvantaged pupils and other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address any barriers to academic learning and progress, and to offer enrichment opportunities to enable pupils to flourish socially and emotionally. When identifying appropriate strategies, the impact and success of previous experiences has been considered along with external research including the Educational Endowment Foundation and the Sutton Trust.

We are committed to using a range of measures to evaluate the impact of the investment and this is monitored throughout the academic year. These include;

- Monitoring the progress being made by each Pupil Premium funded child and where little or no progress is being made, to review their provision.
- To promote the idea across the school that it is a collective responsibility to close the gap for disadvantaged pupils.
- To gain the viewpoint of the child through the completion of 'Your view counts' on a termly basis.
- To engage the parents/carers of our pupils ensuring they fully support our aims for their child.

The school allocates its funding in the following key areas:

Curriculum – With a particular focus on English and Maths, targeted interventions are in place to address gaps in attainment and progress.

Specific need – Pupils identified with a specific need – including high attaining pupils as well as SEN and non-SEN, who require specific equipment or resources, are provided with these to ensure there is no barrier to their progress. This includes provision of school uniform if required.

Teaching and Learning – An all-inclusive community, providing a wide range of learning experiences ensuring all children access the same opportunities.

Enrichment opportunities - Access to appropriate extra-curricular activities tailored to meet the needs of Pupil Premium funded children.

Attendance and punctuality - To implement strategies to address the gap in attendance and punctuality rates between Pupil Premium and non-Pupil Premium pupils.

knowledge for our disadvantaged children and TA and T support is then provided to target each child's individual need. The identification of gaps in learning and quick intervention has allowed for a narrowing between the progress of our disadvantaged pupils in comparison to our non-disadvantaged pupils. Feedback from the **Your View Counts** document indicates that support in English is helpful and some children find it the most difficult.

KS1: **Small group sessions and interventions** - Children attending these sessions are showing a greater confidence in their approach to learning. They are showing a greater ability to transfer the skills practised in these sessions to their classroom learning.

Term 2:

Term 3:

Focus: CURRICULUM	Barriers to learning:	Desired outcome:	Rationale: (based on internal data)
Narrowing the gap in attainment in Maths for disadvantaged pupils.	Ongoing gaps in knowledge/ understanding that widen as pupils progress through school. Specific learning difficulty related to Maths. Lack of support at home to complete homework task or consolidate understanding.	Identification of gaps in key mathematical areas and progress being made to narrow those gaps. Greater confidence in own ability to tackle Maths, developing resilience and determination. Greater parental understanding of the demands of the new curriculum.	Internal data indicates areas of Maths where there is a lack of understanding. Children cannot access their age related curriculum without secure knowledge of previous objectives. To understand more abstract ideas and broaden their mathematical skills with a solid understanding of basic number is essential. Targeted interventions addressing these gaps would allow children to move forward in their understanding.
Chosen strategies and action:			
Small group Maths interventions in KS2 delivered by TA.			
How impact is monitored:	Cost:	Person responsible:	
Data to demonstrate a narrowing gap between the reading ages of PP children with non-PP children. Voice of the child through 'Your view counts!'	2 hrs of TA time 3 x per week Supporting 6 x Y3/4 children in Wk 1. Supporting 6 x Y5/6 children in Wk 2. £3200	Monitoring of interventions – ML Peacock Tracking of internal data to measure impact – ML Peacock/V Wilson/R Miller	
Evaluation of impact:			
Term 1: KS2 Small group targeted intervention – As in English, the use of a target book identifies those children needing support in specific areas and sessions are planned accordingly and delivered by a TA. As well as the use of target books, there are many small group interventions for maths across KS2 that happen on a weekly basis. Those children involved have made good progress on the whole, particularly with securing number facts. Some pupils have indicated in ' Your View Counts ' document that Maths is an area they find difficult but that there are particular adults who help them.			
Term 2:			
Term 3:			

Focus: SPECIFIC NEED	Barriers to learning:	Desired outcomes:	Rationale: (based on previous experience/ knowledge of pupils/ internal data)
Narrowing the attainment gap of PP pupils who are identified with a specific need.	Specific SEN Area of Need e.g. LAC, attachment issues, social and emotional, unsettled home environment, safeguarding issues, behavioural issues.	Pupils with specific difficulties will have their individual needs met, allowing them to access an appropriate curriculum and other enrichment activities to engage and motivate them. Progress and attainment will improve. Pupils will feel supported, socially, emotionally and academically. Pupils will build resilience, independence and develop a 'can do' mindset.	Pupils admitted to the school's ARP have been unable to access mainstream education due to attachment difficulties. This has an impact on behaviour, on their willingness to learn and their self-confidence and motivation. Pupils cannot make progress academically until these barriers are addressed.
Chosen strategies and action:			
<p>Small group tuition in ARP with a high ratio of staff to pupils. Bespoke curriculum to improve the social and emotional aspects of learning as opposed to focusing directly on the academic elements of learning. Adult role models to build confidence and to develop resilience and confidence, with greater opportunities to discuss and resolve issues. This includes daily discussions to reinforce expectations and to celebrate successes. Appropriate practical resources to aid learning. SENCO to be up to date with all legislation and guidance provided by the LA in relation to LAC pupils. To fully support LAC events and to contribute to improving life chances of LAC pupils. More able PP children within the mainstream to have access to resources to make more rapid progress. Provision of uniform if necessary. Y6 to hold specific responsibilities.</p>			
How impact is monitored:	Cost:	Person responsible:	
Successful placement in ARP. Reviews and PEP and LAC reviews. Re-integration into mainstream as a long-term aim. Happiness of the child. Academic progress.	Practical resources - £300 More able resources Y6 - £100 Additional classroom provision for be-spoke curriculum 2 hrs Teacher per week. 2 hrs TA per week - £3300 TOTAL £3700	C Irvine/S Davies/ML Peacock	
Evaluation of impact:			
<p>Term 1: <u>ARP</u> - Staff within our ARP focus on improving the social and emotional issues faced by the children attending our provision. The high ratio of staff to pupils and the bespoke curriculum helps to equip the children with the skills needed to access mainstream education in the future. KS2 - Social and emotional aspects of learning - Socially Speaking is delivered 30 mins, once a week to a group of 5 children in upper KS2. This has had a positive impact on some of the children in this group and has allowed them to develop confidence in answering questions in whole class situations and recognising what the appropriate</p>			

behavioural response is to different social situations. Individual emotional support is provided to specific experiencing difficulties.

Whole school, regular PSHCE lessons (non-statutory subject) help pupils to feel supported, socially, emotionally and academically. Children feel they can discuss issues with the adults in school.

Children have been given a number of different responsibilities in school which helps with their emotional well-being and social skills i.e. Play leaders, student council, sports council, dinner monitors, young Thomas', Fairtrade monitors, mini Vinnies etc.

An enriched curriculum is delivered, with a range of events in and out of school to help aid emotional and social aspects of learning i.e. school visits, visitors in school, and events in school.

SENCO /LAC /PP -Designated Teacher sessions have been attended and statutory LAC and PEP reviews for appropriate children have been carried out. Met within a hub of local schools to plan regular activities to support LAC children. One LAC child attended the first activity day which was very successful. Positive feedback was obtained from the child and further events are planned.

Term 2:

Term 3:

Focus: TEACHING AND LEARNING:	Barriers to learning:	Desired outcome:	Rationale: (based on internal data)
<p>Creative and consistent approach to teaching and learning to narrow the PP gaps in attainment across the curriculum.</p> <p>Narrowing the gap in attainment and progress particularly with regard to homework tasks.</p>	<p>New staff members to the school – understand school strategies, ethos and inclusive agenda.</p> <p>Low personal aspiration. Limited support at home. Lack of access to supporting resources.</p>	<p>All school staff to provide a broad, varied and differentiated curriculum.</p> <p>Staff to understand the specific needs of PP pupils in their care.</p> <p>Pupils to complete homework to a high standard, feeling supported emotionally and academically.</p> <p>Pupils to feel proud of completed tasks.</p> <p>Pupils to narrow the gap in attainment between themselves and other non-PP pupils.</p>	<p>Evidence from the Sutton Report and 'what makes good teaching' used to plan quality teaching to meet the needs of all pupils.</p> <p>Adult role model to build confidence and to develop resilience.</p> <p>Adult to model research strategies and set high expectations of homework standards.</p> <p>Adult to develop a positive approach to engage in learning.</p>
Chosen strategies and action:			
<p>Transition meetings amongst Key Stage Phases to identify needs of individual pupils.</p> <p>Termly review meetings to discuss the provision for PP children and other vulnerable groups.</p> <p>Completion of Pupil Voice document – 'Your View Counts!' on a termly basis.</p> <p>Weekly designated Homework Club run by Senior Leader. PP and other vulnerable pupils invited to attend.</p> <p>Limited number of places to ensure pupils receive appropriate support and attention.</p>			
How impact is monitored:	Cost:	Person responsible:	
Internal tracking data indicates improved attainment between PP and non PP pupils. Positive feedback from pupil voice document.	Teacher 1 hr per week TOTAL - £900	ML Peacock	

Successful completion of homework. Greater understanding of strategies taught in class and consolidated via homework tasks. Development of pupils' independence and willingness to succeed.		
Evaluation of impact:		
<p>Term 1: All staff discussed data in Pupil progress review meetings at the end of the Autumn term. This allowed all staff to gain an action plan on how to support PP children and vulnerable groups in the Spring term. It also gave time to evaluate current interventions in place. Pupil Voice 'Your views Count!' document evidences that children have a varied and creative curriculum that they find interesting and engaging. It highlights the areas they find most difficult and need help with. These were completed again, at the end of the Autumn Term. Homework Club Homework club has a huge impact on learning outside of school hours and has enabled those children who struggle with support at home to gain the emotional and social support they need as well as the academic support. Staff have noticed that those who attend homework club have a greater pride in their work. The consolidation of learning has enabled children to also progress academically.</p> <p>Term 2:</p> <p>Term 3:</p>		

Focus: ENRICHMENT	Barriers to learning:	Desired outcome:	Rationale: (based on internal data)
Access to strategic extra-curricular enrichment opportunities.	Confidence in engagement with extra-curricular opportunities. Lack of opportunity. Fear of failure. Financial barriers for pupils paying for trips.	All pupils to access all trips and equipment. Increased number of PP pupils accessing extra-curricular activities. PP pupils discovering a particular skill or talent in a new area.	All children should be given the same opportunities regardless of background. Particular talents should be encouraged and in turn this should have a positive impact on the pupils' self-belief and confidence.
Chosen strategies and action:			
Various extra-curricular activities: Art Club, Choir, Cookery Class, Dance, French, various sporting clubs.			
How impact is monitored:	Cost:	Person responsible:	
Participation and engagement in each activity is carefully monitored by staff delivering the session and discussion with pupils. Feedback is given to Headteacher and SENCO.	% calculated of those PP pupils involved in clubs £500	ML Peacock	
Evaluation of impact:			
<p>Term 1: There are a number of extra-curricular activities offered across school. These have enabled pupils to develop resilience and team build. They also offer an opportunity for children to spend time with other children across the school, thereby improving social skills. This in turn is being applied to various different classroom situations.</p> <p>Term 2:</p> <p>Term 3:</p>			

Focus: ATTENDANCE & PUNCTUALITY	Barriers to learning:	Desired outcome:	Rationale:
Narrowing the gap in attendance and punctuality rates between PP and non PP pupils.	Morning structure and routines. Parental engagement and support. Pupils' attitude to punctuality and attendance. Holidays taken in term time.	Gap reduced in overall attendance of PP pupils. Persistent absence/punctuality rate reduced. Reward system to recognise 100% attendance. Parental engagement strategies to target barriers. Pupils to develop their own positive attitude to punctuality and good attendance for their own future.	If a pupil is not attending school or is regularly late for lessons they are not receiving their full curriculum and therefore will make less progress. Active engagement of parents in supporting their child's learning in school.
Chosen strategies and action:			
Continuation of tracking systems to monitor attendance and punctuality. First day response in place to query unexplained absences. Reward system for good attendance. Publishing attendance percentages on Headteacher's Newsletter. Involvement of Attendance Officer to liaise with parents. Immediate intervention with parents before trend develops.			
How impact is monitored :	Cost:	Person responsible:	
Specific individuals targeted and monitored. Reduction in persistent lateness and absences. Gap reduction in absences between PP and no PP pupils. National average attendance information to be used as a comparative measure.		S Sinclair ML Peacock	
Evaluation of impact			
Term 1: School Office staff record attendance and punctuality, this is monitored by the Headteacher. Class attendances were published on the Autumn Newsletter to parents. The Attendance Officer has worked within school during the Autumn Term. Term 2: Term 3:			

OVERALL TOTAL - £13,700