

## Pupil Premium Plan and Provision Mapping 2017-2018

### St Paul's RC Primary School

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 for this 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 (LAC) (£1900 per child; Pupil Premium Plus. £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)
- Who are 3 / 4 year old in Nursery Provision. (£300 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)

### Pupil Premium Profile 2017-2018 (current on roll)

Total number of pupils in the school:	204 plus 34 Nursery children
Number of PP eligible pupils:	9 x PP children / 2 x Armed Forces children
Percentage of whole school total:	4.6%
Total Pupil Premium budget:	£12400.00

## Rationale behind allocation of funding 2017-2018:

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 believe in an equity driven model of school provision whereby

'Equity in education is the means to achieving equality. It aims to provide the best opportunities for all students to achieve their full potential and act to address any disadvantage which restricts educational achievement. It involves special treatment or action taken to tackle the historical and social disadvantages that prevent learners from accessing and benefitting from education on equal grounds. Equity measures may not be equal for all, but are implemented to ensure fairness and equality of outcome.' (World Education Forum 2015)

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 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.

## Plan of funding allocation 2017-2018:

<b>Focus: CURRICULUM</b>	<b>Barriers to learning:</b>	<b>Desired outcome:</b>	<b>Rationale:(based on internal data)</b>
<p>To narrow the gap in reading ages for disadvantaged pupils.</p>	<p>Disengagement / inability to relate to texts.</p> <p>Specific literacy difficulty creating a barrier to accessing the wider curriculum.</p> <p>Access to reading materials at home.</p>	<p>Improved engagement and response to texts.</p> <p>Greater access to reading across the curriculum.</p> <p>Pupils reading for pleasure outside of school.</p> <p>Improved reading skills.</p>	<p>Education Endowment Foundation research indicates that accelerated reading adds +5 months for PP children. An accelerated reading programme – Better Reading Partners – is delivered to not only improve reading ages but also to engage and stimulate pupils into reading for pleasure.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Targeted reading aloud takes place in EYFS along with oral discussion of books. Children are encouraged to extend their vocabulary during these discussions.</p>
<b>Chosen strategies and actions:</b>			
<p>Use of appropriate texts to motivate and engage:            Better Reading Partners –KS2 – 5 pupils 3 x per week delivered by TA            Individual oral reading sessions – EYFS and KS1            Small group story time sessions within our Enhanced Provision 15 mins daily.            Small group intervention delivered by a Teacher in Y6. Targeted intervention for Grammar and Comprehension skills.            Early morning reading/spelling sessions delivered by a TA 4 x weekly for 30 mins in Y3.            Investment in First News child newspaper to motivate and engage.</p>			
<b>How impact is monitored:</b>		<b>Cost:</b>	<b>Person responsible:</b>

<p>Data to demonstrate a narrowing gap between the reading ages of PP children with non-PP children.</p> <p>Voice of the child through 'Your view counts!'</p> <p>Involvement and enthusiasm of the child during the above activities.</p>	<p>Better Reading: 4 hrs per week TA (£2211)</p> <p>Y6 intervention: 4 hrs per week Teacher (£3697)</p> <p>EYFS/KS1 2hr per week TA (£1105)</p> <p>First News (£313)</p> <p><b>TOTAL - £7326</b></p>	<p>Monitoring of interventions; delivery and progress – ML Peacock (SENCO/DHT)</p> <p>Tracking of internal data to measure impact – ML Peacock/R Miller (Literacy Lead/Phase 1 Lead)</p>
<b>Evaluation of impact:</b>		
Term 1		
<p>Better Reading Partners is running successfully. Two pupils who have completed the 10week programme and have been assessed show an increase in reading age of 3 years 2 months (Child A) and 2 years 11 months (Child B). Other 3 children are still involved in the 10 week programme but nearing the end.</p> <p>Small group story time across EYFS and KS1 as well as within our Enhanced Provision is enjoyed by the children. Additional 'feelings' books have been purchased to address particular issues such as bereavement, anxiety and parents working away (included in cost for Specific Need section).</p> <p>Small group intervention in Y6 addresses specific areas of SPaG and develops children's comprehension skills. Children appear to be more confident and are responsive and enthusiastic during sessions.</p> <p>Early morning reading and spelling shows a growth in confidence with evidence of improved phonic sounds in the classroom. Children are using their strategies for reading in class. The sessions are proving to be positive and effective to move the children on in their reading.</p> <p>First News newspaper motivates and engages children, and provides a wide range of opportunities for writing, speaking and listening and reading skills, as well as being informative.</p>		
Term 2		
Term 3		

<b>Focus: CURRICULUM</b>	<b>Barriers to learning:</b>	<b>Desired outcome:</b>	<b>Rationale:(based on internal data)</b>
--------------------------	------------------------------	-------------------------	---

<p>Narrowing the gap in attainment in Maths for disadvantaged pupils.</p>	<p>Ongoing gaps in knowledge or understanding that widen as pupils progress through school.</p> <p>Specific learning difficulty related to Maths.</p> <p>Lack of support at home to complete homework task or consolidate understanding.</p>	<p>Identification of gaps in key mathematical areas and progress being made to narrow those gaps.</p> <p>Greater confidence in own ability to tackle Maths, developing resilience and determination.</p> <p>Greater parental understanding of the demands of the new curriculum.</p>	<p>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.</p> <p>Targeted interventions addressing these gaps would allow children to move forward in their understanding.</p> <p>Sharing progress of children at Parents' Evening and offering feedback at other opportunities so that Parents fully understand the expectations of the new curriculum.</p>
<p><b>Chosen strategies and actions:</b></p>			
<p>Small group Maths interventions in KS2 delivered by TA.  Close tracking of progress in KS1 of basic number skills.  Purchase of Times Tables Rocks computer program  Invitation to Homework Club – to complete Homework successfully with the support of a Teacher, reinforcing and modelling the methods and expectations of the Class Teacher.</p>			
<p><b>How impact is monitored:</b></p>	<p><b>Cost:</b></p>	<p><b>Person responsible:</b></p>	
<p>Data to demonstrate a narrowing gap between the reading ages of PP children with non-PP children.</p> <p>Voice of the child through 'Your view counts!'</p>	<p>2 hrs of TA time 3 x per week. (£3317)</p>	<p>Monitoring of interventions – ML Peacock</p> <p>Tracking of internal data to measure impact – ML Peacock/V Wilson (Maths Lead/Phase 2 Lead)</p>	

Successful completion of homework and greater confidence.	(Supporting 6 x Y3/4 children in Wk 1. Supporting 6 x Y5/6 children in Wk 2)  Times Table Rocks Program £100  <b>TOTAL £3417</b>	(P Carnaby whilst on Maternity)/R Miller
<b>Evaluation of impact:</b>		
Term 1		
<p>Maths interventions KS2 - Individual targeting of gaps in children's understanding is very effective. The TA is made aware of specific issues and she tailors the sessions to address these gaps. Pre-teach sessions are very effective in Y3/4, where children are given the opportunity to learn a concept or strategy before their peers to develop their confidence and to provide an extra opportunity to understand before the main teaching lesson.</p> <p>Children are responsive to the challenge of the Times Table Rocks program and this additional focus has ensured that children understand the need to know their tables confidently.</p> <p>Children attending Homework Club arrive with a positive attitude and work together with the support of the Teacher to complete homework to a good standard. Greater opportunities are available to clarify misconceptions and to go over instructions again.</p>		
Term 2		
Term 3		

<b>Focus: SPECIFIC NEED</b>	<b>Barriers to learning:</b>	<b>Desired outcome:</b>	<b>Rationale (based on internal data)</b>
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	Pupils with specific difficulties will have their individual needs met, allowing them to access an appropriate curriculum and	Pupils admitted to the school's Enhanced Provision have been unable to access mainstream education due to attachment difficulties. This has an impact on behaviour,

	<p>environment, safeguarding issues, behavioural issues.</p>	<p>other enrichment activities to engage and motivate them.</p> <p>Progress and attainment will improve.</p> <p>Pupils will feel supported, socially, emotionally and academically.</p> <p>Pupils will build resilience, independence and develop a 'can do' mindset.</p>	<p>on their willingness to learn and their self-confidence and motivation.</p> <p>Pupils cannot make progress academically until these barriers are addressed.</p>
--	--	---	--

**Chosen strategies and actions:**

**ENHANCED MAINSTREAM PROVISION**

- Small group tuition in Support Base 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.
- An opportunity to experience 'second chance' 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.
- SENCO to complete Attachment Lead Training offered through Stockton's Virtual School from Brighton University. (Accredited qualification)
- To fully support LAC events and to contribute to improving life chances of LAC pupils.

**MAINSTREAM**

- 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.
- Carefully managed transitions.
- Small group support to tackle emotional issues and anxieties (Lego Therapy)

How impact is monitored:	Cost:	Person responsible:
<p>Successful placement in Enhanced Provision.  Happiness/greater confidence of the child.  Academic progress.  Greater socialisation with peers.  Re-integration into mainstream as a long-term aim  Annual Reviews and PEP and LAC reviews.  Improved behaviour  Your Views Count document</p>	<p>Practical resources -  £200</p> <p>'Feelings' books  £100</p> <p>Additional  classroom provision  for be-spoke  curriculum 2 hrs  Teacher per week.  2 hrs TA per week -  £3300</p> <p><b>TOTAL £3700</b></p>	<p>C Irvine/M Wilson/ (Enhanced Provision staff)</p> <p>ML Peacock</p>
<b>Evaluation of impact:</b>		
Term 1		
<p>Children within the Mainstream setting or our Enhanced Provision are provided with the necessary support to develop and progress. The high ratio of adult to child within the Enhanced Provision enables staff to adapt the curriculum to suit the needs of each child. A high level of social and emotional support is provided to meet the specific needs of our pupils and careful monitoring of their behaviour is provided throughout the day. As a result, the children enjoy coming to school and they are making small steps of progress in line with their targets.</p> <p>Within the mainstream setting, progress can be seen by those children accessing support, either with additional resources – Lego Therapy, or with additional staff time. They are willing to approach staff to discuss their worries and this is reflected in Your Views' Count document completed this term by Pupil Premium children.</p>		
Term 2		
Term 3		
Term 4		

<b>Focus: TEACHING AND LEARNING</b>	<b>Barriers to learning:</b>	<b>Desired outcome:</b>	<b>Rationale (based on internal data)</b>
<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>Trainee Teachers who must understand school strategies, ethos and inclusive agenda.</p> <p>Low personal aspiration.</p> <p>Limited support at home.</p> <p>Lack of access to supporting resources.</p>	<p>All school staff to provide a broad, varied and differentiated curriculum.</p> <p>All 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>
<b>Chosen strategies and actions:</b>			
<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>			

Completion of Pupil Voice document – ‘Your View Counts!’ on a termly basis.  
 SENCO / Trainee Teacher meeting to ensure temporary staff understand the needs and vulnerabilities of our pupils and how to provide for their specific needs.  
 Weekly designated Homework Club run by Senior Leader. PP and other vulnerable pupils invited to attend. Limited number of places to ensure pupils receive appropriate support and attention.  
 Completion of LA SEN Support Plans to monitor and track progress involving teachers, parents and SENCO.

<b>How impact is monitored:</b>	<b>Cost:</b>	<b>Person responsible:</b>
<p>Internal tracking data indicates improved attainment between PP and non PP pupils.</p> <p>Positive feedback from pupil voice document.</p> <p>Successful completion of homework. Greater understanding of strategies taught in class and consolidated via homework tasks. Development of pupils’ independence and willingness to succeed.</p>	<p>Teacher 1 hr per week</p> <p><b>TOTAL - £900</b></p>	<p>ML Peacock</p>

**Evaluation of impact:**

Term 1

Thorough transition discussions at the start of the academic year have enabled the new class teacher to understand the needs of each child. Staff have then be able to provide appropriate support using their PP funding to make progress in specific areas.

Staff have attended the first Pupil Progress meeting with the Head-Teacher and discussed how Pupil Premium children are having their needs addressed academically and socially. It is clear that quality first teaching for Pupil Premium children is being provided and their progress is closely tracked.

Through the Pupil Voice document, children have identified different staff in school who support them in their learning. They recognise issues that cause them a distraction and this is useful for teachers to address.

Targeting specific pupils to be invited to attend Homework Club provides the appropriate support to identified children. An improvement in their confidence can be seen and a willingness to practise spellings and do additional research.

Support Plans ensure that teachers are setting precise targets that are reviewed each term. Staff have reviewed the targets of children in their class and this shows that many have made progress towards these targets. Parents’ views have also been added to the plans and where appropriate the children’s views from Your Views Count document.

Term 2

Term 3

--

<b>Focus: ENRICHMENT</b>	<b>Barriers to learning:</b>	<b>Desired outcome:</b>	<b>Rationale (based on internal data)</b>
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.
<b>Chosen strategies and actions:</b>			
Various extra-curricular activities: Art Club, Cookery Class, Dance, French, various sporting clubs.			
<b>How impact is monitored:</b>	<b>Cost:</b>	<b>Person responsible:</b>	
Participation and engagement in each activity is carefully monitored by staff delivering the session and discussion with pupils. Feedback is given to Head Teacher and SENCO.	% calculated of those PP pupils involved in clubs  <b>TOTAL - £1850</b>	ML Peacock	
<b>Evaluation of impact:</b>			
Term 1			
Children respond enthusiastically to the involvement in extra-curricular activities and their behaviour is reported to parents if necessary. Providing TA support to attend a particular club is worthwhile to ensure the child can participate and be fully involved.			
Term 2			

Term 3
--------

<b>Focus: ATTENDANCE AND PUNCTUALITY</b>	<b>Barriers to learning:</b>	<b>Desired outcome:</b>	<b>Rationale:(based on internal data)</b>
<p>Narrowing the gap in attendance and punctuality rates between PP and non PP pupils.</p>	<p>Morning structure and routines.</p> <p>Parental engagement and support.</p> <p>Pupils' attitude to punctuality and attendance.</p> <p>Holidays taken in term time.</p>	<p>Gap reduced in overall attendance of PP pupils.</p> <p>Persistent absence/punctuality rate reduced.</p> <p>Reward system to recognise 100% attendance.</p> <p>Parental engagement strategies to target barriers.</p> <p>Pupils to develop their own positive attitude to punctuality and good attendance for their own future.</p>	<p>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.</p> <p>Active engagement of parents in supporting their child's learning in school.</p>
<p><b>Chosen strategies and actions:</b></p>			

<p>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.</p>		
<b>How impact is monitored:</b>	<b>Cost:</b>	<b>Person responsible:</b>
<p>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.</p>		<p>S Sinclair (Headteacher)          ML Peacock</p>
<b>Evaluation of impact:</b>		
Term 1		
<p>Publishing each class's attendance on Newsletters raises the awareness of the importance of punctuality and attendance with parents.          Data shows there is an increase in attendance for Pupil Premium children from 92% in the Summer Term, to 95% in the Autumn Term.</p>		
Term 2		
Term 3		

OVERALL TOTAL: £17,193.00