



Pupil Premium Grant Expenditure 2018-2019

A summary For Parents

What is Pupil Premium?

The Pupil Premium was introduced in April 2011. It was allotted to children from low-income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months and a smaller amount for the children of service personnel. Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. Measures have been included in the performance tables that show the achievement of pupils who attract the Pupil Premium.

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	302
Total number of pupils eligible for PPG	70
Amount of PPG received per pupil	<ul style="list-style-type: none"> • Pupils in year groups reception to year 6 recorded as Ever 6 free school meals-£1,320 • Pupils in years 7 to 11 recorded as Ever 6 FSM-£935 • Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority-£2,300 • Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order-£2,300 • Service children-Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence-£300
Total amount of PPG received	TBC



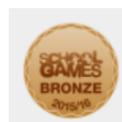


Nature of Support

- A. Appoint an additional member of staff so as to be able to split the Year 6 pupils into 3 classes of 15 pupils. Each class will have access to HLTAs who will provide high quality interventions for Maths and English set by the Inclusion Lead and Class Teacher. The Inclusion lead will coordinate individual and group interventions using these TAs and other TAs for specific support.
- B. EEF Project-Journalist Academy. The project aims to develop Year 5 pupils' writing by involving them in journalism. The project begins by setting up a 'newsroom' and pupils are invited to apply for roles through a written application and a formal interview. Up to 15 pupils are selected to take on editorial roles, but all pupils are involved in writing newspaper articles, radio production and video journalism. A teacher with a Temp TLR to focus on improving outcomes for writing of vulnerable groups of pupils. High quality HLTAs to facilitate additional interventions for individuals and groups of pupils
- C. The Inclusion lead will coordinate individual and group interventions that will include:
 - a. High quality HLTAs to facilitate additional interventions for individuals and groups of pupils
 - b. High quality intervention resources
 - c. IGCC Maths-TAs
 - d. Plus One-TAs
 - e. Power of Two-TAs
 - f. Pre-school maths-Class Teacher Led
 - g. My Plan targets for disadvantaged pupils with SEN, tailored for individual pupils to close gaps in their knowledge, skills and understanding
- D. The provision of a school FSW. The family support worker will:
 - a. Build strong partnership with parents that includes:
 - b. In-house counselling service
 - c. Joint parent and child sessions through the therapeutic team
 - d. Onsite daily to help with any concerns a parent may have
 - e. Secondary transition work
- E. The school will provide a thriving enrichment programme in school as an essential part of promoting, academic attainment future employability and teaching young people the skills they need to make good choices in their lives.
- F. Continue to run pilot scheme to transport targeted groups of pupils to school on school minibuss, managing a second run to increase the number of pupils transported to school. Provide disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity.

Curriculum Focus of PPG Spending

- A. Improve the end of phase outcomes for Pupils in Year 6 but in particular, boys and disadvantaged pupils who have been significantly affected by the legacy of the school failing to meet its statutory duties and being placed in special measures in December 2013.
- B. Accelerate progress in writing across the school for all groups but in particular, boys and disadvantaged pupils so that a higher percentage reach the expected standard or better, at the end of each phase.



"This is a good school."
 Ofsted 2015



- C. Deepen pupils' conceptual understanding of key mathematical concepts, by placing emphasis on problem solving and mathematical thinking.
- D. There are a high proportion of pupils eligible for pupil premium, who are identified as vulnerable. The barriers to progress of this group include limited social skills on entry to school, difficulties within the family home, where the co-dependency that is normally transmitted through the family is disrupted by conflict, this means that children's emotional wellbeing and mental health are affected.
- E. Some of our most vulnerable pupils present with poor behaviour, low confidence, anxiety, low ambitions and low self-esteem and mental health problems. They may lack trust in others and as a consequence do not have the basic aspects of respect either for themselves or others.
- F. Although pupils' attendance has improved and persistent absenteeism has reduced this year, it remains a significant barrier to progress for key groups of pupils, particularly vulnerable and disadvantaged pupils.

Measuring the Impact of PPG Spending

The school will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention:

- A. Attainment at the end of KS2 for all Year 6 pupils will be in line or better than the National Average. Individual and group interventions have a positive impact on outcomes for targeted pupils. Progress rates will be accelerated so that a greater proportion of pupils progress in accordance with their starting points. Pupil premium pupils will make accelerated progress so that their attainment in all areas at the end of KS2 is at least in line with their starting points. The gap between pupil premium pupils and their peers is diminished so that they are at least in line with the attainment of other pupils in reading, writing, EGPS and maths.
- B. Writing attainment at the end of EYFS, KS1 and KS2 will be in line with maths and reading. Progress rates in writing will be accelerated across the phases so that a greater proportion of pupils' progress in accordance with their ability. Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Pupil premium pupils will make accelerated progress so that their attainment at the end of EYFS, KS1 and KS2 is in accordance with their ability. Boys will make accelerated progress so that their attainment at the end of EYFS, KS1 and KS2 is in accordance with their ability. Writing for pleasure will be developed throughout the school to engage all writers (in particular, reluctant boys).
- C. Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Planning and lesson observations will be monitored to determine how effective teachers are in facilitating this objective. Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities. All pupils to develop their problem-solving skills (specifically mathematics) so that they are able to justify their thinking, which in turn, supports their reading and writing skills across the curriculum skills. Pupils in all phases, will use the correct mathematical vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books. Pupils' knowledge and understanding in each phase, will be deepened so that a higher proportion of children will be at greater depth by the end of the year.
- D. St White's Primary's Pastoral Support 2018-19 will provide a range of academic interventions organised by the Inclusion Manager. The academic interventions will be enhanced by the work of the family support worker, who will be responsible



for coordinating the provision here at St White's. Her objective will be to build trusting and empathic relationships with vulnerable pupils and their families so that our pupils can lead fulfilling and balanced lives at school and beyond. She will:

- Coordinate a multi-agency package of support for families
- Work closely with the inclusion lead and families to drive the 'closing the gap' initiatives for pupil premium pupils
- Provide consistent support to all pupils, responding appropriately to individual pupil needs, helping to remove barriers to learning and ensure good progress
- Maintain regular contact with families of children receiving support, so as to encourage positive family involvement in the child's learning and regular attendance
- Provide 'care for the family', positive parenting courses and oversee the management and organisation of Adult Learning Training courses provided the Gloucestershire Adult Education
- Assist with the development and implementation of My Plans and Positive Behaviour Support Plans
- Promote inclusion and acceptance of all pupils
- Support pupils to help them in resolving conflicts and develop personal, social, emotional and relationship skills

E. The school will:

- Develop pupils' social, moral, spiritual and cultural strengths, enabling them to succeed both at school and outside of school in the community
- Begin to lay the building blocks for children that will contribute to them successfully entering the world of work.
- Enable disadvantaged pupils to access additional enrichment opportunities by removing the barrier of cost and of transport
- Develop an explicit learning curriculum that focuses on improving pupils understanding of the learning process and equips them with behaviours and attitudes they need to be successful lifelong learners.
- Design an enrichment programme that works in tandem with the school's broad and balanced curriculum, ensuring that the impact can be monitored and evaluated.
- Create links with external organisations that support the school with round the year enrichment resources. (Groove On Music Courses, Elite Mini Marine Commandoes, Outward Bound Trust, Progressive Sports, Everyman Theatre)
- Set a calendar of opportunities for parents and carers to engage with their children's learning, actively encouraging them to attend school events. (Aspirations Day, Field Trips, Learning Alongside Sessions in School, Online safety, Anti-bullying, safeguarding, Commemorations such as Armistice)
- Provide adult education opportunities for parents so that they are able to improve their own skill and be role models for their children, promoting the vision of lifelong learning.

F. The school will:

- Set a series of aspirational targets for attendance for all groups of pupils so that the overall attendance for pupils improves but in particular, vulnerable and pupils eligible for pupil premium.
- Lease a minibus to continue with the school's scheme to provide transportation to school for the thirty disadvantaged pupils with highest overall absence rate at the end of 2017-2018.
- Use the first run to provide transport for the most vulnerable group, along with a breakfast and morning physical and social activities.



- Appoint staff to:
 - Source and hire the minibus
 - Drive the bus
 - Supervise the children on each run
 - Provide breakfast and activities at school until the start of the school day
 - Carry out administration duties and:
 - Produce transport contracts for pupils and parents to sign
 - Manage and organise the minibus arrangements. Undertake all administrative duties relating to attendance, including first contact systems and other monitoring protocols, in accordance with the GCC's policy on improving attendance.
 - Provide regular attendance information
 - Hold regular meetings with parents

