

Pupil premium strategy – April 2019

1. Summary information					
School	St Paul's CE Primary School				
Academic Year	2018/19	Total PP budget	£53,660	Date of most recent PP Review	April 2019
Total number of pupils	274	Number of pupils eligible for PP	23	Date for next internal review of this strategy	October 2019

2. Current attainment - based on July 2018 Key Stage 2 Results		
	<i>Pupils eligible for PP -11Yr6 pupils</i>	<i>National Average figures All pupils - Non PP</i>
% Achieving Expected in Reading, Writing and Maths		64%
% Achieving Expected or above in Reading		75%
% Achieving Expected or above in Writing		78%
% Achieving Expected or above in Maths		76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Welfare and social issues
B.	Barriers to learn including EAL, Special educational needs and Speech and Language
C.	Self-belief for Higher achieving PP
D.	Mastery for Maths
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP are% (below the target for all children of 96%). This reduces their school hours and can cause them to fall behind on average.
F.	Lack of home/school engagement and support
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate	Pupils eligible for PP to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Continued good rates of progress across the school for pupils eligible for PP, with additional Medical, EAL and SEND	Pupils eligible for PP, with medical,SEN and EAL continue to make as much progress as 'other' pupils across the school in reading, writing and maths.
C.	Raised aspiration for all higher achieving pupils eligible for PP	Further develop resilience in learners. Higher proportion of PP children reaching Higher standard or Greater depth
D.	Children supported in learning, identify, undertake targeted and measured intervention programmes for maths for those that find maths difficult and those that are AGT by undertaking the Mastery approach.	Overall PP children make accelerated progress in line or above of their peers nationally, from their starting points.
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 76% to 96% in line with school attendance target for the academic year.
F.	To improve engagement with school for of some of our most vulnerable families	Increased attendance at Parents' Evening, increased up take of CAF/TAF and Child and Family Support

5. Review of expenditure				
Previous academic year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Support staff employed to work across school to carry out interventions groups and targeted programmes of work	There is a rise in outcome for our children and attainment across key stages is consistent ensuring all children make expected progress from their starting points.	Data shows that attainment across all key stages is becoming more consistent, ensuring that all children make expected progress from their starting point and those that are not, are tracked carefully and specific teaching and interventions are put in place. Any specialist provision required is sought and actioned by the inclusion lead.	Internal data and the systems we have in place are important to allow us to carefully track our vulnerable learners to continue to progress with the correct support, programmes and their needs are addressed.	£54,510
ii. Targeted support				
External advice and support for SEND emotional and welfare needs. (Lego therapy, specialist teacher and nurture leader, EP, Counsellor & Inclusion Lead)	Children are ready to learn, engaged and have a positive attitude to learning. Develop a school readiness programme. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved	Attainment data shows that progress has been made by the identified pupils. Some of the data is not measurable as it is the impact of the emotional skills, the school readiness skills and children being able ready to learn. Children have been identified and tracked for interventions such as toe by toe, the power of and Lego therapy. Nurture group has been a success with a large number of children accessing this support. Many of the children have reported how it has made a difference to help them to raise their own confidence, to understand others and relationships to allow them to remain calm and access the curriculum. The school counsellor has had an impact on many of our children and attends weekly.	We need to continue this work as it is having an impact on those most vulnerable and requiring additional support not just educationally. Both the Nurture groups and the school counsellor has supported behaviours for learning in classes and in all areas of the school environment. This work will be required to continue. Continue to make use of the appropriate specialist outreach support as this has a positive impact on the children that have accessed the service. This includes us trialling school to school support for the Rossendale Hub for children at risk of exclusion.	£10,000

To improve engagement with school for of some of our most vulnerable families	Increased attendance at Parents' Evening, increased up take of CAF/TAF and Child and Family Support	We have seen a rise in the number of parents engaging and taking up family support. We have also seen a rise in the number of pupils who are LAC.	Letters to go home to parents who do not attend parents evening asking them to re arrange this time with the class teacher.	£2000
School to support families financially to allow their children to attend a range of trips, visits, after school activities and special events such as the Y6 residential to Kingswood	Children who may not have the chance to have these experiences previously due to the financial restraints can now attend without any prejudice	School has supported families financially to allow their children to access our out of school club, after school clubs that support the curriculum such as science club, music club and drama. We have purchased car seats to enable staff to transport children to and from events safely. We have supported families financially to allow their children to attend a range of day trips, visits, and special events such as our year 6 residential to Kingswood.	School to continue to allocate money to allow our children these very important enriching experiences that they may otherwise not experience	£3000

6. Planned expenditure				
Academic year	2019/20			
How will Pupil Premium be spent in 2019/20				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A & F.	<p>Welfare and social needs are met through support from additional adults in school, the Inclusion Manager, Nurture Leader and Headteacher. Bespoke work with individual children and families including solution based therapeutic interventions.</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the School Counsellor.</p> <p>Bespoke interventions led by the Nurture Leader for all Key Stages. (Currently 44 children as of February 2019)</p> <p>Nurture Group led by Jill Smith</p> <p>We will continue to track and monitor the data of PP children including achievement and welfare concerns.</p> <p>CAF/TAF's completed to meet needs by the Inclusion Manager.</p> <p>Links with ELCAS Children's social care and the Early help team as required</p> <p>CPD for TA's - Social Conversations and Comic Strip Stories</p>	<p>Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.</p> <p>Progress of these children will be in line with their peers</p>	PPCo and Inclusion Manager	Termly
A.	<p>To continue to accelerate progress and close the gap in attainment for pupils eligible for PP with a particular focus on SEND PP pupils by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>To continue to ensure that, through our Inclusion Manager, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p>	<p>Pupils eligible for PP continue to make accelerated progress so they close the gap by the end of the academic year in 2019-20</p>	PPCo, SENDCo and Inclusion Manager	Termly

	<p>Increase targeted support from TAs for phonics, reading and speaking. Focussed narrowing the gap support.</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such Educational Psychologists and IDSS.</p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p> <p>EP assessments/action plans - Including meetings with families re the implementation of all recommendations the EP makes.</p> <p>ECC maths intervention programme - Staff to undertake specialist training and run the 10 week intervention programme for identified pupils.</p>			
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Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
C.	<p>Improve speech and language skills for pupils identified and eligible for pupil premium in particular EAL pupils</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>To continue to ensure that, through our Inclusion Manager and SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>Increase targeted support from TAs for phonics, reading and speaking. Focused narrowing the gap support.</p> <p>SALT Specialist advice for children experiencing significant difficulties.</p> <p>We will continue to track and monitor data of PP children and existing data analysed for intervention programmes.</p> <p>TA access CPD to enable effective delivery of SALT programmes for individual children.</p>	Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2019-20	EAL Leader SENDCo Inclusion Manager	Termly

D.	<p>Develop children’s mathematical reasoning and fluency, focussing on further developing opportunities for real life problem solving skills, explanations, and questioning. Continue to secure calculation skills and further develop the use of efficient age appropriate methods.</p> <p>Focus increased OOSH (out of school hours) Learning towards higher achieving PP children through AGT Cluster and bespoke activity days.</p> <p>Planned programme of extracurricular events targeting higher achieving PP children</p> <p>AGT Cluster events with other local schools eg Annual Quiz and Events</p> <p>Targeted AGT events eg AGT Maths, Writing and Science events at Peel Park School</p>	Higher achieving PP children will make accelerated progress and close the gap in attainment between them and their peers nationally fro EXS+	AGT Leader & Maths Leader	Termly
E	<p>Increase attendance rates for pupils eligible for Pupil Premium.</p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p> <p>Continue to follow whole school attendance policy and procedure with regard to letters home, regular phone calls and meetings with families about attendance where it is a concern. Introduce Home Visits to support families experiencing difficulties.</p> <p>Termly Attendance Panels to address ongoing issues</p> <p>Procedures will be followed and PAST involved if necessary to support our PP children.</p>	Reduce the number of persistent absentees amongst pupils eligible for PP. Improve the attendance rates so that pupils’ attendance rates are in line with other pupils.	PPCo , Inclusion Manager	Monthly and termly checks take place
Total budgeted cost				£53,660

Measure of impact for Pupil Premium expenditure in 2019/20:

**B, C and D – Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching. (ECC)
Take part in and monitor the progress of the NCEPTM mastery project**

**A,E and F - Monitor the work of the Inclusion Manager and Ch+F Support by half termly meetings for SEND and VC and termly HT reports to Governing Body.
Monitor the attendance of PP children**

We will evaluate the impact on confidence and self-esteem through attendance.

Engage with parents in ensuring that pp pupils who are also young carers can access school and have their welfare needs met.