

## Pupil Premium Statement Financial year 2018-19

Each school receives an amount per eligible pupil (£1320 per FSM child, £1900 per CLA/Adopted from Care and £300 Service Children) and each school can plan how the money is used in order to “diminish the difference” ( or “narrow the gap”) in outcomes.

At Scotforth St Paul’s Primary School we have lower than the national average of children eligible for FSM, therefore the allocated amount of funding for use in helping these children is also correspondingly lower.

The amount of pupil premium varies from school to school and is dependent on three factors:

1. The number of children in school who are (or were) in the care of the local authority,
2. The number who have or had an entitlement to a free school meal\*(for a minimum of 1 day during the previous 6 years) \* NB: this does not apply to infant children, all of whom are entitled to a free school meal
3. The number who have a parent serving in the armed forces.
- 4.

The progress of children from different ‘groups’ is carefully tracked, provision is made for a flexible arrangement of support, and class teachers identify and review the specific needs of children. The impact of Pupil Premium funding is reviewed at the end of each academic year, and on an ongoing basis if needs change. The school evaluates the impact on each pupil. Evaluation focuses on both academic gains, and how pupils’ self-confidence has developed, as a consequence of the intervention.

It is worth noting that Pupil Premium Funding (indicative) is notified to school prior to the time Governors discuss the school budget, prior to budgets being agreed from the following April to run until the end of March. This structure is at odds with the school year, which of course begins in September and ends in August each year. Therefore, progress measure at the end of a school year will generally be influenced most directly by PPG funding from the previous two years.

<b>Summary Information</b>					
School	<b>Scotforth St Paul’s C of E Primary &amp; Nursery School</b>				
Academic Year	<b>2018/19</b>	Total PP Budget	<b>£33260</b>	Date of most recent PP review	<b>March 2019</b>
Total number of pupils	<b>208</b>	Number of pupils eligible for PP	<b>23</b>	Date for next internal review of this strategy	<b>Sept 2019</b>

<b>Current attainment (KS2 2018)</b>	
	All Pupils- Age Related Expectations/ Exceeding Age Related Expectations
% achieving in reading, writing and mathematics	84% ARE 26% Exceeding ARE
Reading	94% ARE 55% Exceeding ARE
Writing	90% ARE 29% Exceeding ARE
Mathematics	87% ARE 68% Exceeding ARE

<b>Barriers to future attainment</b>	
In-School barriers (issues to be addressed in school)	
A	Specific special needs
B	Social and emotional issues

External barriers		
C	Broader family issues	
<b>Desired outcomes</b>		
	Desired outcomes and how they will be measured	Success criteria
A	Improved wellbeing	Identified pupils want to come to school and their attainment and aspirations are increased through pastoral care, academic progress and access to extra-curricular activities
B	Moving closer to Age Related Expectations	Gap between attainment of identified pupils and their peers will be narrowed.
C	Broader Family Issues	Families will be supported with issues that impact upon children. They will feel more confident in engaging with school. Home –school relationships will flourish. Children will feel more confident and be more successful in school.

<b>Planned expenditure</b>
Academic year: <b>2018/19</b>
The three headings below demonstrate how we are using PP to improve classroom pedagogy, provide targeted support and support whole school strategies.

<b>Quality teaching for all</b>					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Meeting age related expectations	Staff training on Quality First teaching in range of subjects	We want to invest some of the PP money in longer-term change, which will help all pupils. Research shows that children first learn best through high quality, differentiated teaching in the classroom.	Monitoring of lessons Pupil tracking/outcomes	Head teacher/SLT	End of summer 2019  £1000
	All staff to be part of the “We are Reading” initiative to further raise expectations in reading for all children, and engage a wider parent audience than currently	Local schools working together to provide various CPD opportunities and also fun and inspiring Literary event for all local parents	Monitoring Observations Pupil outcomes Parental uptake	English Subject Leader	End of Summer 2019  £400
	Staff training on Maths Mastery	Research shows that the mastery approach can help raise standards for all children	Pupil tracking/outcomes	Head teacher/ Mathematics Subject leader	March 2019  £400
Social and emotional wellbeing	Staff training on Attachment	We know that attachment issues can affect how some children experience school. Training for all staff deepens their understanding and strengthens strategies used.	Through teachers' plans, identification of children and strategies in classrooms. Also school wide approach to inclusive practice, including training 2x teachers in EMBRACE model	Head teacher 2x teachers	End of Summer 2019  £400
Total budget cost					£2200

Targeted support					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Age related expectations	Training for teachers and TAs from specialist teacher	Some children need specialist, targeted support to enable them to access the curriculum. This is the most efficient way for the TAs to support the children.	Progress meetings with Class teacher, TAs and specialist teachers	SENCO	End of summer 2019  Specialist Teacher £90 per hour  £1260
	Access to Specialist teacher/Educational Psychologist (bought in services)	Some children have particular difficulties (e.g attachment or ADHD/ ASD) and input from specialist professional can help identify particular solutions	Progress meetings with Class teacher, TAs and specialist teachers	SENCO	Educational Psychology cost per hour £125       £1800
Social and emotional wellbeing	Pastoral care	We will invest some of the PP money in TA and/or Learning mentor Provision. Quality pastoral care at key points during the day can diffuse difficult situations and create a better starting point for learning	TA/LM records Supervision	Headteacher	March 2019    TA3s / Learning Mentor c£27,000

	Family Support	We will continue to invest in a Learning Mentor who is available to provide support for vulnerable children and their families, or those who are experiencing difficulties in their lives	Supervision	Headteacher	March 2019
	Family support cont'	We will use some money as necessary to help families in need by e.g. providing school uniform	Cost coded to PP Cost centre Supervision	Learning Mentor/Head teacher School admin	
	Enriching school experience	We will use some of the money to pay for extra curricular activities and visits to ensure inclusion and accessibility.	Registers of extra-curricular activities School trip funding Funding for other activities (e.g. music lessons/ karate etc.)	Head teacher School Admin	End of summer 2019  £800
	Training for teachers and TA's	We will use some of the money to pay for staff training. Some children have particular difficulties (e.g attachment or ADHD/ ASD) and input from specialist professional can help identify particular solutions	Priority area on the SDP with a designated working party. Reports shared with governors on progress termly.		Average cost of day course £165 plus supply @ £200  £1000

Total budget cost £33260

