

### Pupil Premium Statement Financial year 2019-20

Each school receives an amount per eligible pupil (£1320 per Ever 6 FSM child, £2300 per CLA/Post-LAC/Adopted from Care and £300 Ever 6 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, hence the title Ever 6) \* NB: this does not apply to KS1 children, all of whom are entitled to a free school meal under the universal free school meal grant.
3. The number who have/had a parent serving in the armed forces.

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, attitude to learning and behaviour 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, and 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 most directly influenced by PPG funding from the previous two years. We put more support in than funded from PP/PP+

Summary Information					
School	Scotforth St Paul's C of E Primary & Nursery School				
Academic Year	2019/20	Total PP Budget	£29640	Date of most recent PP review	Sept 2019
Total number of pupils	204	Number of pupils eligible for PP/PP+	21	Date for next internal review of this strategy	Sept 2020

Current attainment (KS2 2019)	
	All Pupils- Age Related Expectations/ Exceeded Age Related Expectations
% achieving in reading, writing and mathematics	84% ARE 13% Exceeded ARE
Reading	74% ARE 29% Exceeded ARE
Writing	77% ARE 19% Exceeded ARE
Mathematics	81% ARE 42% Exceeded 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 or removed.
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>2019/20</b>
The three headings below demonstrate how we are using PP to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality teaching for all					
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 continue 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.	Lesson Plans & Evaluations Monitoring of lessons Pupil tracking/outcomes	Head teacher/SLT	End of summer 2020  Average cost of minimum one x ½ day course @£85 plus supply @ £125 X 12 staff  £2520
	School be part of the Lancaster & Morecambe Cluster “We are Reading” initiative to continue to raise expectations in reading for all children, and encourage wider parental support than currently	Local schools working together to again 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 2020  £500
Social and emotional wellbeing, including building “Cultural Capital” ( i.e.access to the best of what ever is thought, said and done)	Staff training on ACEs	We know that ACEs issues can affect how some children experience school. Training for all staff deepens their understanding and strengthens strategies used.	School wide approach to inclusive practice, including training staff in ACE awareness.  Classroom drop-ins	Head teacher All staff	End of Summer 2020
Total budget cost					£3020

## 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 2020  Specialist Teacher £90 per hour x4  £360
	Access to Specialist teacher/Educational Psychologist (bought in services)	Some children have particular difficulties (e.g attachment, ADHD/ ASD etc.) 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 x10  £1250  Specialist Teacher £90 per hour x 12  £1080
	Purchase of specialist equipment such as microphone & speech recognition software	Some children with particular SEN/D need personalised equipment to enable them to access the curriculum and show their potential.	Advice from SENCO re best software etc. Progress meetings with Class teacher, TAs, specialist teachers & family		4 x laptops 4 x speech recognition software & accessories  £2000
	Targetted support to improve attendance	We know a 1% increase in attendance can show a 5% gain in attainment.  Children in families where education is not seen as a priority can have poor attendance which hampers progress and attainment	Attendance closely monitored for all children. Escalating letters system, involvement of PAST where necessary.  Offer of support from Learning Mentor where needed.	HT/ Admin  Learning Mentor	Ongoing monitoring

Age Related Outcomes and Social and Emotional Wellbeing	Turn Learning Mentor's Den into a multi-purpose room including Sensory Room. Purchase of sensory	Children with particular difficulties such as ASD & ADHD benefit from the tactile feedback that can stimulate their senses, as well as provide proprioceptive input. In helping calm the senses, multi-sensory environments help focus an individual who is otherwise often distracted, & increase their attention span over time.	Advice from SENCO & specialist teacher re best resources etc. Progress meetings with Class teacher, TAs, specialist teachers & family	SENCO/HT/LM	Blackout Blinds £400 Resources £600
Social and Emotional Wellbeing	Pastoral care	We will continue to 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 2020  TA3s / Learning Mentor c£19,080
	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 2020 Cost included as above
Social and Emotional Wellbeing including building "Cultural Capital" ( i.e. access to the best of what-ever is thought, said and done)	Family support cont'	We will use some money as necessary to help families in need by e.g. providing school uniform, shoes etc. tickets to public performances such as Peace Proms etc.	Cost coded to PP Cost centre Supervision	Learning Mentor/Head teacher School admin	c£300

	Enriching school experience & building cultural capital	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. musical instrument lessons/ karate etc.)	Head teacher School Admin	End of summer 2020  £800
	Training for teachers and TA's	We will use some of the money to pay for staff CPD to support some PP children with particular difficulties (e.g speech & language needs, SEMH issues, medical conditions etc.) EYFS is priority area with 25% FSM.	Reports shared with governors termly.		Average cost of ½ day course £85 plus supply @ £125  £750
					Total budget cost £29640

