

ST EDMUND'S CATHOLIC PRIMARY SCHOOL

Consideration, Care and Courtesy

Pupil Premium 2018 /19

In 2018/19, Pupil Premium money will continue to be used to support the most vulnerable pupils by extending the programme of interventions throughout the school, funding further out of hours learning opportunities and provide further support to improve self-confidence and wellbeing. All of these measures will enhance the learning experiences of the pupils.

The forecast £47,400 Pupil Premium Grant for 2018/19 will benefit those children not only in receipt of free school meals, but also those service children and looked after children. With multiple barriers to learning, such as low self-esteem, behaviour issues and social isolation, the grant is designed to close the attainment gaps between groups of children nationally.

The allocation of the PPG for 2018 will specifically focus on:

- Support to improve language development in younger the children
- Support for identified children outside curriculum time
- Use of an Educational Psychologist and Outreach partners to give advice and to provide training for staff
- Subsidising of free breakfast club provision
- Subsidising school residential and curriculum trips in order that all pupils can participate
- Develop external links with local and national providers to enhance the learning experiences of the children.

PPG, and more specifically its impact, will be measured each half term by focusing on the progress of the 40 children within school who are currently in receipt of the grant. Along with this, provision maps will demonstrate how the amount spent per child can be correlated directly to the teaching and learning that takes place in school.

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	Delayed language development in some children means that they are not thriving at school because of a speech and language need.
B.	Self-esteem and resilience can be low in students. Often reluctant to engage in additional learning opportunities
C.	Low aspirations, social and emotional needs, low goals and confidence across some of our children and their families
D.	SEN&D – A rather large number of our children eligible for PP are on our SEN&D register and have specific learning and memory and retention needs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Home engagement with a minority of parents needs to be improved further. There is limited support at home with home learning for some of our children.
F.	Parental maths and English skills and understanding can be rather low, particularly with regard to the raised expectations at the end of Year 6.
G.	Home circumstances for some children eligible for PP have issues involving CSC and other statutory services.
H.	Behaviour at home and family relationships. Within those eligible for funding a few of our families report the challenges they face at home in managing the behaviour of their children.
I.	Life experiences outside of school are particularly limited for some of our children.

Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Identified children boost communication skills and improve in reading and writing	Children with delayed language meet requirements in reading and writing after Talk Boost.
B.	Improve self-esteem and resilience skills for pupils eligible for PP in EYFS and KS1	Pupils eligible for PP in EYFS and KS1 class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices
D.	Increased awareness of whether a child has low, medium or high prior attainment within English or Maths	L/M/H prior attaining pupils will perform in line with other pupils nationally, judged on the progress that they make.
E.	Low attaining pupils begin to close the gaps on their peers. Subject interventions and small group sizes in core subjects will improve the outcomes for these children	Low attaining PP students have made accelerated progress to close the gap. An increase in students to achieve age related expectations at the end of the academic year.
F.	Parental engagement of pupil premium students will improve by the end of the year.	Students will be more supported at home and increase their engagement in school. Through increased engagement, issues or concerns can be dealt with between school and families.

Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective.*

Academic year **2018/19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / 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?
Improved use of TA deployment in lessons to support progress of PP students.	Teacher/TA training delivered through SENCo and TA Meetings.	Use of research provided by EEF (Making Best Use of Teaching Assistants Spring 2016) to ensure TA's in the classroom have a positive impact on student progress. The focus is to make a shift from the traditional deployment of TA's who provide intervention with individuals to give PP students more time with their teacher.	Observation focus for both staff with TA's and TA's themselves. Review and feedback cycle through teacher meetings and through TA meetings – sharing best practice.	AHT	Update Dec 18 – TAs received support and guidance to work with children particularly in EYFS and KS1 Review again April 2019
Improve Reading skills for all pupils	CPD on providing interventions for reading and using Guided Reading across the school.	Pupils eligible for PP are making less progress than other pupils across Key Stage 2 in Reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. By developing specialised reading groups, children will study the aspects of reading that they find challenging and specific to their needs.	Course selected using evidence of effectiveness. Use INSET days to deliver training in Guided Reading. Peer observation of best practice.	AHT	Update Dec 18 – Specialist reading groups working well in Y5 67% of PP children on track. Extra support needed in Y4 with 55% on track Review again April 2019
Total budgeted cost					£15,000

Targeted support					
Desired outcome	Chosen action/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?
Improved oral language skills in reception	'Talk Boost' small group provision of Intervention for children in Reception.	Some of the children need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teacher and HLTA	Update Dec 2018 – Talk boost children confidence growing. Particularly in EYFS. Review again April 2019
Improved oral language skills in Key Stage 1	'Talk Boost' small group provision of Intervention for children in KS1.	Some of the children need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	KS1 class teacher and TA	Update Dec 2018 – Talk boost children confidence growing. Particularly in EYFS. Review again April 2019
Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources, such as EFF. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, using the PP Champion Impact overseen by HT Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	All staff/ specialist maths teacher from OLQP	Update Dec 2018 – No intervention from High School but after school club provided by Y6 teacher and LM. Review again April 2019
Improved attainment for students with low prior attainment across the curriculum.	'Pre-teaching' intervention programme to be run by a TA.	This intervention aims to prepare students for future learning in the classroom, working with the teacher to identify topics and themes that students will engage with in lessons. By getting an early start on these areas helps to develop student confidence and self-esteem, boosting their learning in lessons.	TA to liaise with class teacher on schemes of work and topics to be taught. TA to liaise on student progress.	All Staff/ HT	Update Dec 2018 – children in Y5 show increased confidence in lessons due to work with TA. Review again April 2019

To identify possible barriers to learning amongst our students in order to improve their wellbeing.	Work on wellbeing integrated into circle time activities	Work focused on pupil's attitudes to self and school will allow us to understand what our students think about themselves and our school. It will also show any areas for development that can be added to this action plan to improve student attainment.	Strategies can then be developed to address any emerging areas of concern.	Learning Mentor / HT	Update Dec 2018 – Circle time used to discuss wellbeing strategies. Class teachers have observed the strategies being used in class time. Review again April 2019
To improve student engagement in learning and to build confidence and self-esteem.	Further develop the Nurture Group and use of Quiet Room.	Targeting students for extra support and nurture allows us to work with specific students, and their families, to design a bespoke programme to help them engage with school and develop their confidence and self-esteem.	Learning Mentor will be responsible for the project and will review each session and overall course. Students will be monitored in school to measure impact.	Learning Mentor	Update Dec 2018 – Individual students supported in Quiet room. Not happening regularly due to shortage of staff. Review again April 2019
Total budgeted cost					£30,000
Other approaches					
Desired outcome	Chosen action/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?
Improved engagement in learning and new learning experiences	Funding to support PP to access school trips and visits over the course of the year	Ensuring that students education is equitable. All students should have access to the same opportunities	Monitoring of PP requests to support PP students. Ensuring systems are in place to support parents who may have financial difficulties in providing for their child.	HT	Update Dec 2018 – All children able to access all opportunities. Review again April 2019

Improved attendance and punctuality	Identify students who struggle with attendance or punctuality and allocate a free place at breakfast club	Ensure that children are in school as often as possible. Breakfast club gives an opportunity to start the day in a calm manner with the necessary nutrition. Attendance at breakfast club can help improve punctuality and eliminate upset and disruption associated with arriving late to school.	Track attendance and punctuality through SIMS data and half termly attendance certificates.	LM/ HT	Update Dec 2018 – Some families offered places at breakfast club to improve punctuality. Attendance affected by Winter sickness bug before Christmas. Review again April 2019
Total budgeted cost					£3,400

This comes to a total of £48,400. The additional funding will be met from school budget.