

Pupil premium Action plan 2018/2019

Reported by Abi Lee November 2018

Objective: To raise the achievement and attainment of PPG pupils and diminish the difference between ever 6 pupils and non-ever six pupils and free school meal and non-free school meal pupils.

Number of pupils and pupil premium grant (PPG) received.		
	September 2018- April 2019	April 2019- August 2019
	7/12 of funding	5/12 of funding
Total number of pupils on roll	343	343
Total number of pupils eligible for PPG	76	66
Total amount of PPG received	£59535	Estimate £36116
Total	£95651	

Pupil premium is allocated on a financial year; therefore the allocation for the final 5/12 of the year are estimations.

Summary of main barriers of pupils at St Pauls

There is no overwhelming evidence of one key barrier to learning for the pupils at St Pauls, individuals have personal barriers that are discussed at team meetings and SMT, provision is then put into place (see provision map) ensuring an individualised approach is taken. Support from experts and evidence from EEF (education endowment foundation) is used to ensure that the approach adopted has the greatest impact on individuals. There are clear systems that ensure a whole school ethos is in place where every child is set challenging, individualised targets based on data and circumstance. The barriers that are more common come under the following headings:

Educational experiences

Attendance and punctuality

Parental involvement

Poor literacy skills

Poor numeracy skills

Family circumstance

Additional needs

Social and emotional (including self-esteem and resilience)

EAL

Focus for 2018/2019

The cohorts at St Pauls vary in need as discussed above there maybe no overwhelming barrier that effects all our pupils in general, there is however certain cohorts that are a concern and need to have priority focus to ensure the difference is reduced. These cohorts are identified thorough close monitoring and are identified below.

Year group in September 2018	Cohort information	Number of SEN support in PPG	Points to consider	Focus group
Nursery - 7			High number of PP already	Ensure speech and language support in place
Reception - 6	Information to be analysed from baseline when numbers of PP confirmed.	1		Inform pupil premium lead once assessment complete.
Year 1 - 8	7 out of 8 PPG are commencing year 1 so are on target at present. 1 pupil emerging.	0		Close monitoring
Year 2 - 9	As a cohort the gap was the lowest in last 4 years when leaving EYFS Gap at end of reception GLD – -0.8%	2	Pupils must be closely monitored to ensure the allocation is still used effectively to maintain the achievement and attainment of the PPG. Must ensure progress is maintained.	Close monitoring

	PRIME - +10.5% Currently on track excluding 2 Sen support pupils.			
Year 3 - 10	Biggest gap when leaving EYFS in the last 5 years. 39% GLD and 35% PRIME Gap in writing leaving KS1 in 40%.	1	Must have writing as a focus of spend in year 3 intervention work.	High need
Year 4 - 8	Writing and Maths were the biggest gap in last 4 years. Gap at KS1 Reading gap – 18% Writing gap – 60% Maths gap – 42% At end of year 3 Reading – 4/8 Writing- 2/8 Maths – 2/8	3	Exceeded progress needed for PPG to reduce gap further. Be aware 38% of group SWEN support.	High need
Year 5 - 15	As a cohort the gap was positive in all 3 areas when the pupils left KS1 Gap at KS1 Reading gap- +6% Writing gap- +18% Maths gap - +6%	1	Pupils must be closely monitored to ensure the allocation is still used effectively to maintain the achievement and attainment of the PPG. Largest cohort of PPG. Focus on wider opportunities.	Close monitoring
Year 6 - 9	All 3 areas are on the higher end of gaps and will be above national if maintained. Gap at KS1 Reading gap- 35% Writing gap-21% Maths gap – 23%	3		High need

How we will spend the grant to overcome the barriers and support cohorts with high need?

Allocation: 5/12 is estimated funding and needs reviewing after January census.

Provision	Barrier to educational achievement	Allocation	Details	How will funding help overcome the barriers?
TA intervention	All barriers.	£69456	1 TA at a cost of £17364 4x = £69456 Running interventions, class support, SEN groups one per team.	Increase rate of progress, fill Gaps in learning, targeted Support.
Family worker	Parental involvement Attendance and punctuality Family circumstance Social and emotional	£5280	Work with target families, home visits, attendance, CAFS and support when required. Funding is difference between general TA and family role.	Ensure parents have tools To support children at home Both emotionally and academically.
Staff extra hours/target clubs	Literacy and numeracy skills Educational experiences Social and emotional	£1237.50	Support in after school clubs, payment for extracurricular clubs, lunchtime clubs for target groups, including food technology and homework club.	Increase pupils vocabulary And life experiences so these can be used within their writing. Self- esteem and a desire to come to school and be part of a team.
Assistant head and SENCO lead time.	All barriers	£5000	Breakdown confirmed in 2018/2019 report	Impact on all barriers.
Workshops for parents	Attendance and punctuality Parental involvement Poor literacy skills	£310 supply £100 resources	Supply cover (£77.50 per ½ day) x4 for teachers to play and prepare workshops and resources paid for.	Parents will become familiar with the expectations thus have the tools to support at home. Parents will see the effects of missing a lesson could have on the learning process.

	<p>Poor numeracy skills</p> <p>Family circumstance</p> <p>Additional needs</p> <p>Social and emotional (including self-esteem and resilience)</p> <p>EAL</p>			<p>Parents support pupils in developing resilience. Resources provided support parents Literacy and numeracy skills.</p>
Subsidised clubs	All barriers	£540	<p>School to pay for individuals who are unable to pay for clubs and parents, teachers and child feel the club would benefit the pupils. Budget for 5 pupils.</p>	<p>Increase life experiences</p> <p>Increase fitness levels, give Pupils an activity they like</p> <p>To inspire them to attend.</p>
Before school interventions on 1 to 1 basis.	<p>Attendance and punctuality</p> <p>Poor literacy skills</p> <p>Poor numeracy skills</p> <p>Social and emotional (including self-esteem and resilience)</p>	£415.80	<p>Support pupils in 1to1 situation and ensure attendance on these days as contract signed.</p>	<p>To raise attainment, build relationships with the adult, develop resilience skills when faced with challenging questions.</p>
Employment of behavior consultant.	Social and emotional Attendance	£200	<p>Support for families and strategies for staff in school (KW) £50 per hour, budget for 2 pupils behavior plans (2x 2hour)</p>	<p>To ensure pupils learn to Focus in class and can stay in Class for full sessions.</p>
Specialist teacher SpLD	Additional needs	£875	<p>Teachers and teaching assistants trained in specialist</p>	<p>Interventions match individual needs so rates</p>

			programs to support pupils with specific learning difficulties and in reading development. Pupils worked 1on1 with teacher. Assessments of pupils.	of progress increased and gaps in learning reduced. Pupils to adopt strategies that ensure they can access the curriculum.
Attendance	Attendance and punctuality	£998	Office staff on first day call and attendance monitoring work ½ day per week.	Pupils to be in class learning Thus reducing curriculum time missed.
Invest in reading detective programme	Parental involvement Poor literacy skills	£930	£310 x 4 ½ days for 3 year groups = supply for teacher to run programme for high need year groups. Year 3,4 and 6.	Parents engage in shared learning to increase support at home in reading and writing.
Ghyll Head	Family circumstances Educational experiences	£2000	Subsidising year 6 residential trip 9 PPG pupils attending.	To raise aspirations , self esteem so pupils have new vocabulary.
Investment in cooking facilities	Family circumstances Parental involvement	£5000	Create food technology space for families and pupils.	Shared activities with parents and pupils. Increase educational experiences. Social and emotional needs.
Parental involvement	Parental involvement Family circumstances	£300	PEN membership, events and coffee mornings, workshops.	Parents will be able to support pupils with homework. Workshops at school about Shared learning ensure parents Understand how to support.
Breakfast club	Family circumstance	£2160	Payment for pupils to attend budget for 5 pupils off last years' data. £432 each	To improve punctuality so Pupils in school ready to learn.
Specific target activities	Poor Literacy skills Educational experiences	£800	Details For pupils to be set tasks e.g. writing letters and reports about activities provided by school outside curriculum.	Vocabulary increased, enjoyment of school.

Total = £95602.30

Budget = £95651

Underspend = £48.70 – to be used for pupils needing behaviour support throughout the year.

How will we measure the impact?

The impact will be measured using data from the school tracking system, I track. Termly monitoring from pupil premium lead will track pupils. There will be other forms of impact measures through staff discussion where data doesn't represent the barrier and need of an individual. Intervention programmes will be monitored by 1 to 1 discussions with the adult running the sessions so smaller steps in progress can be identified.

The following processes will be followed by the staff to ensure the impact of spending on pupils is having a positive impact.

1. Staff meeting within the school year:
 - A) Recap what 'Pupil premium Grant' is.
 - B) Gain a clear picture where St Paul's are now and the impact of our work so far.
 - C) To inform staff of the updated pupil list.
 - D) Cohort information from above shared.
 - E) Team time to discuss pupils in the cohort and individual needs.
 - F) Discuss best strategies that have been implemented and share success stories.
2. Team meetings held to complete provision map for pupil premium group and targets set.
3. Pen portraits of all classes created and shared with class teachers.
4. End of year data analysed and team leaders identified which pupils at risk of underachieving in preparation for performance management meetings in autumn term.
5. Strategies to support pupils implemented (see provision map).
6. Termly meetings held by all teams to monitor progress of pupil premium group, if pupils not making expected progress new initiatives and approaches discussed and implemented (review of provision map).
7. A. Lee complete learning walks to monitor the pupils learning styles and feedback given to staff to raise common concerns with pupil premium group.

8. During spring term data analysed by A. Lee to monitor and identify cohorts where pupils are not achieving/progressing as expected, teacher and team leader met to discuss provision and appropriate changes made. (see analysis)
9. Monitoring of cohort progress carried out on termly basis and cohort with concerns meetings held with team leaders to discuss where new intervention or advice is needed.
10. Pupils' achievement and progress reported to governors and parents.

Next review: Allocation of funding after January census, impact monitoring termly, annual report Autumn 2019