

Pupil premium Action plan 2017/2018

Reported by Abi Lee October 2017

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 2017- April 2018	April 2018- August 2018
	7/12 of funding	5/12 of funding
Total number of pupils on roll	352	
Total number of pupils eligible for PPG	74	
Total amount of PPG received	£57995	
Total		£

Pupil premium is allocated on a financial year; therefore the allocation cannot be completed until April 2018. The estimated costs below are based on 7/12 of the actual funding for the current year.

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 Sutton trust 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 2017/2018

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 2017	Cohort information	Number of SEN support in PPG	Points to consider	Focus group
Nursery	Information to be analysed from baseline when numbers of PP confirmed.			Inform pupil premium lead once assessment complete.
Reception	100% of the cohort are emerging at the end of the first attainment therefore where they are expected.	0		Close monitoring
Year 1	As a cohort the gap was the lowest in last 4 years when leaving EYFS Gap at end of reception GLD – -0.8% PRIME - +10.5%	1	Pupils must be closely monitored to ensure the allocation is still used effectively to maintain the achievement and attainment of the PPG.	Close monitoring

Year 2	Biggest gap when leaving EYFS in the last 5 years. 39% GLD and 35% PRIME	0		High need
Year 3	Writing and Maths were the biggest gap in last 4 years. Gap at KS1 Reading gap – 18% Writing gap – 60% Maths gap – 42%	3		High need
Year 4	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.	Close monitoring
Year 5	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
Year 6	There were gaps when leaving KS1 however on the lower end KS1 gap Reading – 7% Writing – 5% Maths – 1%	4	There has been high mobility (4 new, 1 of these on EHP) in this year group and it's the largest group of PP pupils in the school (18)	New pupils high need

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

Allocation: Until new financial budget in April 2017 7/12 of funding included below when and if funding available in April 5/12 will be added on to fund the academic year.

Provision	Barrier to educational achievement	Allocation	Details	How will funding help overcome the barriers?
TA intervention	All barriers.	£41048	1 TA at a cost of £17592 4x = £70368 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	£1571 (£1000 from other areas)	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	£578	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.
Workshops for parents	Attendance and punctuality Parental involvement Poor literacy skills Poor numeracy	£620 supply £100 resources	Supply cover (£155 per 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. Parents support pupils

	<p>skills</p> <p>Family circumstance</p> <p>Additional needs</p> <p>Social and emotional (including self-esteem and resilience)</p> <p>EAL</p>			<p>in developing resilience. Resources provided support parents Literacy and numeracy skills.</p>
Subsidised clubs	All barriers	£397	<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 10 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>
Competitions /transport	Educational experiences Social and emotional Attendance	£105	<p>To ensure 25% of all pupils in competitions are PPG.</p>	<p>Raise self-esteem raise aspirations.</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>	£TBC	<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	£525	<p>Support for families and strategies for staff in school (KW) £50 per hour, budget for 3 pupils behavior</p>	<p>To ensure pupils learn to Focus in class and can stay in Class for full sessions.</p>

			plans (3x 2hour)	
Specialist teacher SpLD	Additional needs	£875	Teachers and teaching assistants trained in specialist programs to support pupils with specific learning difficulties and in reading development. Pupils worked 1on1 with teacher. Assessments of pupils.	Interventions match individual needs so rates 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.
Play leaders	Social and emotional	£1000	Lunchtime staff employed to ensure pupils engaged in activities at lunch and that pupils develop leadership skills.	Improve behavior, increase Fitness, self-esteem.
Free school meals	Family circumstance	£6096	50 (census January 2017) FSM pupils. £2.20 per day x5x38=£418 per pupil. 50% funded by PPG = £10450.00 Full year.	Health of pupils and ability to concentrate in class.
Ghyll Head	Family circumstances Educational experiences	£1295	Subsidising year 6 residential trip (£148) . (£690) 15 PPG pupils attending.	To raise aspirations , self esteem so pupils have new vocabulary.
Parental involvement	Parental involvement Family circumstances	£146	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.
Health	Attendance	£291	Target group of	Links of fitness and

intervention class	Additional needs Family circumstance		overweight pupils out of PP group in 30 minute fitness session per week, 1/3 of group PPG.	Concentration levels.
ICT	Social and emotional	£456	Purchase ICT equipment.	Inspire pupils to want to Learn.
Breakfast club	Family circumstance	£917.70	Payment for pupils to attend budget for 6 pupils off last years' data.	To improve punctuality so Pupils in school ready to learn.
Counselling for families	Parental involvement Family circumstance Social and emotional	£291.50	External support for vulnerable pupils.	Strategies for pupils To cope in school and Parents to support learning.
Interpreters for families	EAL	£140	For review & parents evenings £40 per session. 2 x parents evening and 1x reviews for 2 pupils.	Communication on Expectations and ways to Support learning.
Specific target activities	Poor Literacy skills Educational experiences	£500	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.
On line free school meals checker	Family circumstance Social and emotional	£109	To ensure parents are aware they are eligible.	Pupils receiving FSM and monitored for gaps.

Total = £58059.20

Budget = £57995.00

Short fall of = £64.20 – approximations for attendance for clubs, interpreters, counselling etc will cover the shortfall

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 at the start of the academic year for all staff with aims of:
 - 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 April 2018, impact monitoring termly,
Annual report October 2018