

Pupil Premium Strategy and Report 2018-19



Number of eligible Pupils	106 @ £1,320 per pupil
Total Grant expected	£139,920

Barriers to educational achievement identified in previous Strategy Report

In the 2017/18 Strategy Report, the following barriers were identified to optimum achievement by our PP pupils:

- Below-average entry points in GLD and oral language skills for Early Years pupils, with adverse impact on reading and general progress through school;
- Behaviour for learning – pupils with specific socio-emotional needs, resulting in low-level disruption and adverse impact on teaching and learning;
- Limited or no access to extra-curricular activities and memorable experiences through trips, participation in physical activities;
- Lateness;
- Poor Parental engagement, including support with homework and attendance at parent workshops and information evenings.

Key Expenditure and how the PPG allocation will be spent

Expenditure	Allocation	Target areas
Additional teaching staff cover to provide support and PP cover throughout the school	£52,000	Phonics, Language development and behaviour management
Funding for extra-curricular Music sessions	£9,606	Personal and socio-emotional development
Funding of universal free breakfast through Magic Breakfast and support for the Breakfast Club	£1,500	Personal and social
Additional learning resources – iPads etc. for the running of the iPad Club	£3,500	English, Maths, ICT
Supplement for school visits and residential trips	£1,500	PSHE
Additional HLTA support for ICT and Maths		ICT, English and Maths
Additional targeted Specialist support: A Space, SaLT, Behaviour Support, Re-Engagement Unit, support, TA and Apprentice TA	£61,000	PSHE
Ongoing CPD for staff to ensure sustained targeted support to pupils	£9,500	English, Maths and ICT
Dedicated Pastoral staff to support parents	£1,500	PSHE – parents and pupils

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Rationale for Expenditure

As highlighted in the 2017/18 strategy statement, PPG pupils require accelerated progress in the three main curriculum areas of Maths, English and Reading, as well as support in their personal socio-emotional development. Parents also require support to enable them manage both their personal emotional demands and to offer appropriate support to their children. A Pastoral Care staff has been appointed to work 1 day per week, mainly to support parents.

An experienced teacher who has strong language skills has been assigned to provide ongoing support to the Nursery and Reception classes, providing targeted support for the language needs in the EYFS.

A dedicated TA has also been assigned to the Reception class to help manage the behaviour needs in that class.

In Year 2, allocated TA support time has been dedicated with particular focus on pupils who did not meet the required levels in the Phonics Testing, with support from an Apprentice TA. In Year 6, HLTAs and the Assistant Headteacher provide Booster sessions to address learning gaps and consolidate key concepts.

Extra Specialist support has been procured from the Re-Engagement Unit, A Space and Educational Psychologists, to provide additional support for children who fall within multiple deprivation indexes such as SEN + EAL+ PPG.

A music teacher works with higher ability children as part of his 1 day engagement at the school, to further increase the breadth of pupil skills.

The school offers a universal soft-start and free Magic breakfast, and childcare is provided in the mornings at a heavily subsidised rate to encourage punctuality of targeted children.

Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact
<p>Additional teaching staff cover to provide support and PP cover throughout the school</p>	<ul style="list-style-type: none"> • Children benefit from strong language skills, with improved language and other outcomes; • Improved confidence for pupils due to mastery of language skills; • Learning tasks are tailored to specific pupil needs, closing gaps in understanding; • Class-based staff have more time for whole-class teaching. 	<ul style="list-style-type: none"> • Regular review of PP group and targeted children at Progress Meetings with Headteacher; • Ongoing monitoring and communication with class teachers on individual pupil progress; • Regular monitoring and feedback by SENCo on children with multiple disadvantage.
<p>Funding for extra-curricular Music sessions</p>	<ul style="list-style-type: none"> • Social skills are developed by children working with the music teacher on various equipment and aspects of Music; • Children understand the role of Music in Catholicity; • More able children benefit from greater breadth of education and mastery of instruments. 	<ul style="list-style-type: none"> • Regular analysis of impact on children during progress meetings, and teacher appraisals; • Presentations at annual Nativity, Christmas Bazaar and regular Church Mass attendance.

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Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact
Funding of universal free breakfast through Magic Breakfast and support for the Breakfast Club	<ul style="list-style-type: none"> • The Soft Start encourages good attendance and punctuality; • Pupils are unrushed in the mornings and can spend time with their peers before lessons begin; • The free universal breakfast removes any stigma and ensures that pupils start the day on a full stomach and are ready to learn. 	<ul style="list-style-type: none"> • Regular monitoring of the free breakfast uptake, in partnership with Magic Breakfast; • Encourage staff and parents to partake in the breakfast to further break any barriers; • Teachers look out for signs of fatigue or hunger in the mornings, and refer pupils to the breakfast team.
Additional learning resources – iPads etc. for the running of an iPad Club	<ul style="list-style-type: none"> • To ensure that every child has access to ICT learning resources; • Pupils enjoy using the resources to complete tasks and play games, whilst learning crucial online safety skills. 	<ul style="list-style-type: none"> • Pupil work is evidenced through Book Looks and uploaded presentations; • Incidents of non-adherence to online safety guidelines are few and far between.
Supplement for school visits and residential trips.	<ul style="list-style-type: none"> • No pupil is left behind because of inability to meet financial cost of trips; • Pupils develop social skills, independence, team-work and perseverance through participation in various visits and trips. 	<ul style="list-style-type: none"> • All eligible pupils have equal and fair access to available trip subsidy; • Funding criteria are pre-approved by the Headteacher to ensure equality of opportunity.
Additional HLTA support for ICT and Maths	<ul style="list-style-type: none"> • A dedicated HLTA runs the iPad Club as part of the school's Extra-Curricular offer to further enhance pupil ICT skills; • Maths remains a focus for targeted intervention throughout the classes, resulting in improved outcomes. 	<ul style="list-style-type: none"> • The dedicated HLTA works with the ICT Engineer to ensure that resources are up to date and effective; • Maths progress is scrutinised in the regular Progress Meetings with the Headteacher.
Additional targeted Specialist support: A-Space, SaLT, Behaviour Support, Re-Engagement Unit, support, TA and Apprentice TA	<ul style="list-style-type: none"> • Some PP pupils require specialist intervention to achieve the desired progress; • Support can be provided at very short notice by the specialist providers; • Multi-disciplinary support and collaboration can be quickly mustered to ensure minimal loss of learning. 	<ul style="list-style-type: none"> • Regular monitoring of specialist provision by the SENCo; • SENCo and Headteacher agree on desired outcomes and benchmark attainment against these.

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Area of Spend	Reason for choice of approach and intended outcomes	Actions to monitor impact
Ongoing CPD for staff to ensure sustained targeted support to pupils	<ul style="list-style-type: none"> • Staff are able to apply new knowledge and skills to their practice, to ensure Quality First teaching throughout the school. 	<ul style="list-style-type: none"> • All CPD courses are monitored and evaluated annually for impact on practice.
Dedicated Pastoral staff to support parents	<ul style="list-style-type: none"> • The Family Support staff can plan effectively to meet the support needs of parents; • Parents will be more empowered to be able to support their children's learning; • Improved Parental engagement. 	<ul style="list-style-type: none"> • SENCo monitors the pastoral care plan for effectiveness and efficiency; • Parental engagement will be reviewed regularly to assess impact of support provided.

Pupil Premium Funding and its impact on eligible pupils remains a regular agenda item for the Resources Committee of the Governing Body.

Impact and progress towards these intended outcomes will be measured at the Pupil Progress Meeting with the Headteacher.

This Strategy will be reviewed for impact at the end of the spring term and reported to the Resources Committee meeting in the summer term.