



St Monica Primary School
Inspire - Endeavour - Achieve

PUPIL PREMIUM

Allocation

2018 / 2019

Introduction

The government introduced a pupil premium payment in September 2011 which aims to increase attainment and aspiration for pupils from disadvantaged backgrounds, specifically:

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (Department for Education 2012).

What is Pupil Premium Funding?

The Pupil Premium is additional funding given to schools, so that they can close the attainment gap (if there is one) between disadvantaged children and their peers. Schools receive the Pupil Premium funding for each child in one of the following groups:

- children who have been registered for free school meals at any point in the last six years
- children looked after by the Local Authority continuously for more than six months
- children of service personnel

Objectives in spending PPG

There is a very clear rationale, which is to provide the best education for every child who is in receipt of the grant. As much as possible we are trying to personalise spending, depending of the needs of each individual child. If there are groups of children who require similar support, we will endeavour to support them in the best possible way to ensure social and emotional and academic success each year.

Objectives:

Raising achievement of pupils to at least expected progress through:

- No gaps in attainment and progress for children in receipt of the grant and children who do not receive the grant in reading, writing and maths
- Provision to raise English levels, particularly phonics & reading across the school
- Provision to raise Maths levels across the school
- Providing social & emotional support/interventions to improve attendance and behaviour
- Enhanced & improved cultural/social awareness – extra-curriculum activities
- Improving pupils’ understanding of their own progress through effective feedback
- Raising parental and child awareness to support learning needs at home and at school

How will the Pupil Premium money be utilised to support achievement?

Additional support and challenge is provided for all pupil premium pupils to improve progress in their learning for English, Maths and other subjects. Quality First Teaching, small group interventions, 1:1 interventions and pastoral care are provided in order to raise the attainment / progress of these pupils. Experiences and creativity are provided throughout the curriculum to ensure that pupils are engaged and inspired in their learning in order to achieve the highest possible standard.

Training is given to staff to ensure they are up to date with the latest knowledge and new initiatives to effectively support pupil premium children. Coaching is provided as part of their professional development and therefore raises the quality of the provision they provide.

We anticipate that the 2017-2018 funding will be spent on the following to increase pupil confidence, behaviours for learning, attainment and support them to make sustained progress over time:

- Staffing including pupil premium senior lead, support teachers, HLTAs and teaching assistants, Attendance Officer, ELSA support at lunchtimes and in class learning time.
- Uniform (a sweatshirt or cardigan with the school logo on once a year).
- Experiences (school will pay for one residential trip throughout child's time at school and also support in payment of one school visit (academic year).
- After school and Holiday Club
- We will continue to ensure we fund extra- curricular clubs such as Dodge ball, Football, and Drama club etc. We will pay for one club per academic term.
- We also fund 1 to 1 music lessons for PPG children for any instrument of their choice with the Music Service.

Please also see planned expenditure below

Barriers to future attainment (for pupils eligible for PP)

In-School Barriers	
I.	Poor language, reading, writing & spelling skills
II.	More able children making at least good or accelerated progress in all 3 core subjects and foundation subjects
III.	Gaps in curriculum objectives – Not secure in earlier year group objectives (application)
External Barriers	
IV.	Engagement in school life and education from home (home learning)
V.	Attendance rate and punctuality reduces time spent in school and has a detrimental impact on learning and emotional/social needs

Desired Outcomes (Desired Outcomes and how they will be measured)

	Desired Outcome	Success Criteria
A	Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in EYFS, KS1 and lower KS2 classes make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils.
B	Higher rates of progress and attainment in KS1 for reading, writing and maths	Pupils eligible for PP identified make accelerated progress across Key Stage 1 in maths, reading and writing. Measured in Y1 and 2 by teacher assessments and successful moderation practices established.
C	Improved Reading & Writing outcomes at the end of KS2 for disadvantaged pupils in 2017 the progress of this group was only in line with other pupils.	Improved outcomes at KS2 in writing (progress & attainment).
D	An increased % of disadvantaged pupils have a secure understanding of key number concepts and operations (fluency leading to application).	Increased outcomes at the end of KS1 & KS2 for disadvantaged pupils in maths.
E	Increased attendance rates for disadvantaged pupils.	Children are motivated to be at school and enjoying their education. Reduce the gap in absence rates between disadvantaged pupils and other pupils. Increase the % of disadvantaged pupils to at least 97%+.

Planned Expenditure – 2018-19

Quality of teaching for all					
Outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
A	Screening of PP children in YR to ensure that early intervention is put in place for those children with language delay	The 2014 SEND Code of Practice puts emphasis on the importance of early identification and schools' role within this: 'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improve long-term outcomes for the child or young person.' (section 6.14 of the Code) http://www.thecommunicationtrust.org	Speech and Language to assess children using the BLAST in the term that they turn five and refer to appropriate agencies Ensure oral language activities are matched to learners' current stage of development so that it extends their learning and connects with the curriculum	SENCO Phase Leader (Speech Therapist Supporting)	July 2019
A/B	Screening of PP children in Y1 using the DST programme so that early identification of literacy difficulties are identified and suitable intervention put into place if needed	A screening report can identify strengths and weaknesses so that adjustments can be made to support the child's learning.	Y1 teachers use programme to assess children and analyse results to ensure that the provision suits the strengths of the individual children and that suitable interventions are in place if needed.	Y1 Team	July 2019
A/B/C/D	Teachers use data to clearly identify pupil's learning needs, review progress on a regular basis. Teachers use AfL to provide clear feedback for pupils.	NFER report (2015) 'Data driven and responding to evidence' - Progress data from pupils drives decisions regarding support strategies.	Work scrutiny, lesson monitoring, regular monitoring of assessment	Head of Achievement / SLT	<i>Progress meetings for teachers and TAs with SLT (inc SENCo) to discuss individuals and group success.</i>
B/C/D	Develop greater range of strategies to encourage parental engagement in reading and spelling. Participation of pupils in wider school life: <ul style="list-style-type: none"> • Harnessing technology to improve communication. • Reading/spelling/ Writing 	Parental Engagement (Internal Project, Texting Parents /emailing soecific parents - which aimed to engage parents using text messages about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school - found a small but	Linked reading diaries/ homework logs monitored and analysed according to groups. Monitoring	SLT Eng/maths leaders	Termly monitoring

	<p>Writing workshops in small groups for parent and child. Making opportunities fun and sociable for parents rather than formal Children inviting their parents by written personal invite rather than school letters. Homework and writing rewards that are valued by parents Range of parent/child workshops focusing on language structure, punctuation and spelling. These will be pitched at EXP and GDS levels.</p>	<p>significant impact on attainment) (Based on school's own evidence, parents of pupils eligible for pupil premium are less likely to attend parents evening/parent workshops/assemblies. Parents of pupils eligible for PP are less likely to return linked reading diaries/homework etc. PP pupils less likely to attend extended school opportunities.)</p>			
B/C/D	<p>Extend the role of the ELSA to incorporate supporting parents to support their children's learning, including upskilling parents if necessary. ELSA to work on eliminating barriers to learning eg home/school related issues impacting on emotional well being of pupils.</p>	<p>EET-Social/emotional learning (moderate impact for moderate cost) Feedback-high impact</p>	<p>Regular monitoring meetings with ELSA to review caseload/progress. Parental 'keeping up with the children' workshops/coffee and cake mornings- how impactful are they in terms of sharing expectations with</p>	JH / RJ	Termly
C	<p>Whole school focus on improving reading fluency building on the improvements made in the last academic year-new staff in all year groups will need to be trained to ensure consistency.</p>	<p>2018 phonics achievement data dipped at expected pass rate. Still above the national average, but a decline compared to previous year. Use of Lexia to support T & L of spellings, phonics and reading</p>	<p>Half termly progress reviews Reviews of evidence Monitoring of guided reading teaching and learning.</p>	JR KS1 Phase Leader Y3 Phase Leader	January 2019- monitored half termly
C/D	<p>Booster Teachers / Small Group Tuition for Y2, Y3 & Y6</p>	<p>Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (EEF Toolkit)</p>	<p>Half termly progress reviews Consolidation of understanding. Increased progress of targeted children. Increased confidence and engagement in whole-class learning. Improvements in self-confidence. Monitor rate of progress at Pupil Progress surgeries</p>	DHT / AHT	July 2019

A	<p>Spelling from the start of EYFS- Implement 'Spelling Programme' and spelling books-checked in school for PP pupils and opportunities to practise spelling at school in small group. (TAs to support on application of spelling strategies.)</p> <p>In KS1 & KS2-spelling displays in each class to motivate pupils to learn and apply focus words -reward system. PP pupils to have additional support on applying LSCWC</p>	<p>Spelling has been an inhibiting factor in enabling PP pupils to reach at least the expected standard in writing. (2017/18 KS1 & KS2 data)</p> <p>High pass rate in Y1 phonic screen (reading) doesn't translate to high standards in spelling. PP pupils less likely to complete tasks at home.</p>	<p>Monitoring- where are PP pupils on Spelling Rocket and how many PP pupils have filled their spelling pockets?</p> <p>Progress data.</p>	JH / CL (EYFS Phase Leaders)	January 2019
B/C/D	<p>Increase the challenge offered to pupils in terms of the reading materials they are able to access. Improve the evidence base to support judgements, particularly for pupils targeted for GDS.</p>	<p>Texts need to challenge all pupils and reflect the higher expectations of the curriculum. Children need exposure to those on a regular basis through the class readers. The challenge also needs to be increased in the level of texts offered in guided reading sessions so that children working towards the Greater Depth Standard are appropriately supported with comprehension and vocabulary. The increased use of pupil conferencing needs to provide robust evidence.</p>	<p>Monitoring of guided reading sessions/</p> <p>Monitoring of guided reading journals demonstrate rapid progress.</p> <p>Progress evidenced in tracking system.</p>	LE / English Team / SLT	January 2019
Total budget cost – Quality teaching for all			£174.115		

Targetted Support					
outcome	Action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will implementation be reviewed
A/B/C/D	Maths and English HLTA Team to release teacher to work with key children / groups.	Education Endowment Fund: "Small group tuition is effective and, as a rule of thumb, the smaller the group the better." https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ Teacher has specific expertise in assessing children to establish gaps in understanding and bespoke teaching to address these.	Discussion with class teachers at pupil progress – What impact has X's intervention had? Data analysis of children receiving additional intervention – looking for children moving from 'below' to 'expected' and more able disadvantaged children achieving 'greater depth'.	SLT / English & Maths Teams -	July 2019
B/C/D/E	Easter School	In school evidence indicates that this type of initiative is very effective in enabling children to do their absolute best in Key Stage 2 assessments and preparing them for secondary school.	Selecting teachers carefully who are well matched to teaching specific curricular areas of children. Analysing data for end of Key Stage 2 Assessments PP children attending Easter School vs PP children not attending Easter School	KBM	July 2019
A / C	Ongoing time for English leaders to embed work on speech, language and communication – supporting talking for writing (P Corbett)	There is anecdotal evidence that the way children speak at St Monica is inhibiting their spelling, but also that a lack of basic sentence structure, vocabulary, 'turn of phrase' etc is inhibiting many aspects of writing, e.g. punctuation, composition & effect. Limited language impacts on reading – e.g. children may be unaware of meanings of words etc. Teachers need a wide range of strategies both as whole class teaching, and bespoke intervention to support them in addressing this barrier.	Work sampling and reading with children shows progress in: - Spelling - Composition & Effect - Comprehension PP children on track to meet or exceed end of year expectations using school tracking system.	English Team	July 2019

B/D	Reading Champion to promote a love of reading in the school and to provide reading opportunities for disadvantaged children (in turn supporting drive for improved writing outcomes)	Some of our children lack access to high quality texts and reading opportunities at home so do not get opportunities to read, develop fluency and comprehension skills. Reading is also not perceived as fun. A Reading Champion can provide these opportunities. The Report 'Read on. Get on.' Identifies barriers for disadvantaged children. "Getting children reading is a job for all of us." "Enjoyment is a vital element of reading well." http://www.literacytrust.org.uk/assets/0003/6217/Read_On_Get_On_Strategy.pdf	Role to be overseen. Frequent reviews will take place of provision guided by most recent data and teacher judgement as to who needs intervention and why. Observations of sessions to take place.	LE	July 2019
B/C	Phonics intervention including Rapid Phonics, Sound Foundations (as appropriate for the child).	The school needs phonics interventions for children who arrive with us without the phonics knowledge they require. Also, certain children need to be targeted to ensure progress, especially if in Y2 or 3 and below the Y1 pass rate. National Curriculum: "Note that by the beginning of year 3, children should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words."	Double ratio gains sought through Salford Reading Age tests. Reading age is in line with peers. Children reaching 'Expected' standard. Children achieving high pass marks and 100% pass rate at least by the end of Y3	JR	July 2019
A/B/C/D/E	Behaviour Interventions	Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, Behaviour Inclusion Support Officer uses targeted interventions for DHT BISO July 2018 violence, bullying, substance abuse and general anti-social activities Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours (EEF Toolkit)	Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders Reduction in behaviour incidents. Children receiving support make at least expected progress.	DHT	January 2019

B/C/D/E	Purchase of home study and revision support packs for Year 6 pupils. Parent workshops invite parents into school to learn how to use the materials effectively.	This resource was invaluable last year (see below). Books are tailored – e.g. ‘Greater Depth’ pitch for more able disadvantaged children. Parents work with their child at home, helping secure greater progress and raising attainment. Parents feel supported in their own ability to work with their child at home.	PP children reaching end of Key Stage 2 expectations, aided in part through utilising the packs.	Year 6 Team	July 2019
B/C/D/E	Extra-curricular activities	Increased engagement in school. Raising expectations. Widening horizons. Improved relationships and cooperation within the class	At least 60% of attendees of after school clubs are in receipt of the PPG	PE Leader & DHT	July 2019
B/C/D/E	Enrichment activities such as theatre groups and subsidised trips	These activities raise pupils’ self esteem and give them a chance to shine through a different learning medium	The curriculum is enhanced by planned activities to develop pupils	AHT/DHT	July 2019
E	Improve attendance of pupils eligible for PP through work with parents and ELSA & Attendance Officer. Teachers / Attendance Officer / SLT /ELSA to make positive phone calls/ home visits/meetings at school with parents of disadvantaged pupils below 96% . Attendance officer to continue to investigate reasons and provide support at the earliest point, through action planning & meetings.	Attendance of this group is lower than other groups and was below the national average in 2017.	Absence/ attendance reports analysed weekly HT and ELSA –SOL attendance. Phone calls home / home visits to all parents of disadvantaged pupils below 96%	Attendance Officer / Head of Inclusion / ELSA	Weekly by Attendance Officer Half termly - Team July 2019 - School
A/B/C/D/E	Support for families of children in receipt of PP to provide uniform, food bank vouchers and travel costs	Ensuring that children’s basic physical needs are covered Some evidence that welfare funds can improve attendance (EEF Toolkit)	Increased engagement and readiness to learn	Welfare Officer	July 2019
Total budget cost – Targetted Support			£72791		