

Information for parents on the Pupil Premium Allocation to School

2018-19

What is it?

This is funding which every school receives to boost the attainment of pupils from low-income families or pupils for pupils who are in care. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that have been in care for more than 6 months and children whose parents are currently serving in the armed forces.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding is the best way to address the current variation in attainment between children eligible for Free School Meals (FSM) and their wealthier peers. This funding is aimed at reaching those who need it most.

Whilst schools are free to spend the funding as they see fit we are required to publish how we use the funding.

How much is it?

For the academic year **September 2018 to 2019** our school has received £100,320.

Number of pupils eligible for PP in 2018-19:

76 PP

1 LAC (Looked After Children)

Date of most recent PP Strategy Review: September 2018

Date of next PP strategy review: July 2019

Termly Reviews: December 2018

March 2019

July 2019

Barriers to educational achievement:

A	Poor speech, language and communication skills
B	Low baseline of attainment on entry to EYFS
C	Poor attendance and punctuality
D	Mental health issues and emotional barriers to learning
E	Poor resilience and low self-esteem
F	Social and economic factors including limited life experiences
G	Disadvantage, including poverty, working poor and poverty of expectation

Barrier	Outcomes	Success Criteria
A	Improved oracy and communication skills. Reduction in number of pupils attending clinic appointments, reduction in number of referrals.	Improvement as evidenced through blank level test assessment. Self confidence, oracy and communication skills improved. Identified staff trained in SaLT techniques delivering daily intervention to targeted pupils Number of referrals to SaLT reduced from Year 1 onwards. Greater numbers of children are at ARE in R, W, M in each year group
B	Attainment of pupils is in line with national standards at end of EYFS	GLD target : 72%
C	Improved attendance and punctuality ensures that all pupils have access to the curriculum.	Increase attendance of children across school to at least 96% Reduce the number of persistently late pupils
D	Effective and timely support for pupils experiencing mental health issues and emotional barriers to learning	Vulnerable children are making at least good progress from their starting points. Reduction in the number of behavioural incidents that impact on learning. Pupils know who to ask for support and are confident to do so
E	Pupils are willing to challenge themselves and persevere to overcome difficulties. Their self esteem is high	Increasing trend in progress and attainment. Greater numbers of pupils are at ARE in R, W, M in each year group

F	Pupils have a variety of experiences that broaden their outlook	Pupils using information from visits, visitors to extend/inspire and promote a love of learning throughout the curriculum
G	All children have access to a high quality, engaging, exciting and challenging curriculum	Pupil premium children make at least expected progress throughout EYFS, KS1 and KS2. Bespoke intervention ensures that all children receive timely support and intervention to close any gaps in learning.

How is it used in St Joseph's RC Primary School?

For 2018-19 the funding we receive will be used in the following ways:

Action/Approach	Evidence & rationale for choice	How will you ensure effective implementation?	Staff Lead	Cost
<p>A.B. Commissioning external support from a qualified speech and language therapist to work with Nursery and Reception pupils 1 day/fortnight. Additionally, the therapist will also provide support/advice for older children who have been identified as having speech and language difficulties.</p> <p>Training will also be provided for identified staff to ensure daily intervention for identified children.</p>	<p>Historically high number of SaL needs, especially in EYFS</p> <p>Early intervention in this area is required to lessen impact on future learning for these children.</p> <p>Continued intervention as needed throughout KS1 and KS2</p>	<p>Termly tracking and pupil progress meetings.</p> <p>Monitoring of delivery of intervention.</p> <p>Report from SaLT</p>	<p>SENCO/EYFS leader</p>	<p>SLA £5,220</p> <p>TA £10,000</p>
<p>D.E. Implement MyHappyMind programme to pupils in Reception, Y1, Y3 and Y5</p>	<p>Mental Health programme needed to combat poor impulse control and low self-esteem issues in children across school.</p>	<p>Monitoring in class and monitoring of incidences of poor behaviour, pupil interviews, discussion</p>	<p>SENDCO, all class teachers</p>	<p>£1,053</p>

<p>F.G. School to support families financially to allow their children to attend a range of trips and visits, including a 3 day residential in Year 6. Provide a range of enrichment activities in school.</p>	<p>To ensure that all children have the opportunity to attend/experience school trips/residentials and take part in additional opportunities offered in school</p>	<p>Monitoring attendance on trips/visits. Evaluation of external provision</p>	<p>Head teacher</p>	<p>£10,500</p>
<p>B.D.E Experienced and well trained staff providing QFT. Bespoke training to ensure teaching assistants who work with individuals and small groups of targeted pupils are able to effectively move children on in their learning in EYFS, Key Stages 1 & 2. High ratio of staff:children</p>	<p>High number of pupils with 'gaps' in knowledge that need targeting/supporting to ensure that they make rapid progress from starting points</p>	<p>Half termly tracking and pupil progress meetings. Monitoring of lessons/books, pupil interviews Termly assessments</p>	<p>Head teacher/Deputy Headteacher/ SENCO</p>	<p>£20,000</p>
<p>D.E.F.G Experienced sports coach to develop self esteem, increase activity and energy levels to promote increased engagement, improved progress and attainment</p>	<p>Need positive role models, develop stamina. Introduce a Growth Mindset. Provide practical support for maths, communication and to develop resilience</p>	<p>Monitoring of interventions, pupil interviews, books Half termly tracking and pupil progress meetings Termly assessments</p>	<p>Headteacher/Deputy Headteacher</p>	<p>£13,800</p>
<p>A.B.F.G Small group tuition for pupils in Year 6 to accelerate progress and attainment in reading, writing and maths from a qualified teacher</p>	<p>Year 6 group to ensure rapid and sustained progress</p>	<p>Half termly tracking and pupil progress meetings. Monitoring of lessons/books, pupil interviews</p>	<p>Head teacher Deputy Head teacher</p>	<p>£22,100</p>

		Termly assessments		
B.C.D Commission additional support from an Educational Psychologist	Support for SENCo in order to manage EHCP referrals/learning support.	Termly tracking and pupil progress meetings. EHCP approved.	SENCO	£3,600
C Attendance team target and support previous poor attending families to help improve school attendance and reduce number of persistent lates	Missed learning opportunities and increased engagement of some challenging/hard to reach families.	Weekly monitoring. Parent Meetings Half termly monitoring	Attendance lead, headteacher	£4,047
F.G Commission high quality music provision to engage children and offer additional opportunities	Children are highly engaged, develop self esteem and are provided with opportunities to perform for a variety of audiences	Lesson observations, register of attendance at events.	Deputy Headteacher	£10,000