

2018-19

St Paul's CE Primary School

Headteacher: Miss W Budsworth



PUPIL PREMIUM IMPACT STATEMENT

2018-19

Pupil Premium

Pupil premium is additional funding which is allocated to schools to support specific groups of children who may be at risk of underachievement. It supports our school to enable key groups of pupils to achieve their full potential as we can use the Pupil Premium funding to ensure that those children who need extra support, or a range of experiences, will receive it.

Pupil Premium funding is allocated to schools on 1st April each year based on the number of pupils who are eligible in October and revised in January.

These include:

- Children eligible for Free School Meals at any time in the last six year (Ever 6)
- Looked After Children (LAC)
- Service Children
- Reception children eligible for Free School Meals

Schools are required to report on the amount of funding allocated, how the funding is used in school and the impact of the funding.

Summary Information

St Paul's CE Primary School, Cross Lane	
Total number of pupils on roll	235
Total number of pupils eligible for Pupil Premium Grant (October Census 2018)	80
Pupil Premium Grant allocated	£154,384
Early Years Pupil Premium Grant allocated	£4031
Total amount of Pupil Premium Grant allocated	£158, 415

Current Attainment

	All pupils	Pupil Premium	Not Pupil Premium
Reception GLD	73%	73%	48%
Y1 Phonics	63%	57%	68%
Y2 Phonics	66%	100%	50%
Y2 Reading	46%	54%	38%
Y2 Writing	46%	54%	38%
Y2 Maths	54%	62%	46%
Y6 Reading (unvalidated)	55%	50%	58%
Y6 Writing (unvalidated)	38%	22%	25%
Y6 Maths (unvalidated)	55%	44%	67%
Y6 GPS (unvalidated)	50%	50%	50%
Y6 Combined (RWM – unvalidated)	38%	44%	25%

Barriers to Future Attainment for Pupils Eligible for Pupil Premium

In-school Barriers to Learning (those which can be addressed in school)	
A	Poor communication skills on entry to EYFS – Baseline data shows 36.3% ARE for Listening and Attention, 3.3% for Understanding and 0% for Speaking. These low entry points will impact on outcomes across all Key Stages unless interventions are put in place.
B	Progress and attainment at the end of each Key Stage is not sufficient. Disadvantaged pupils do not perform as well as their non-disadvantaged peers in some areas of learning.
C	Pupils are not emotionally well and ready to learn – 29% of pupils eligible for PP also have SEND (many of these complex) and 24% have EAL.
External Barriers to Learning (those which require action outside school)	
D	Attendance is lower than the average
E	Lack of parental engagement and confidence in how to support their children at home
F	Access to extra-curricular and enrichment activities – educational experiences such as trips, music lessons and participation in physical activities

Expected Outcomes

In-school Barriers to Learning		Success Criteria
A	Improved oral skills of pupils in EYFS to impact on KS1.	% achieving GLD is in line with national average. Number of SALT referrals reduced in KS1. Pupils in EY are able to speak more clearly and this impacts on their reading and writing skills.
B	Children eligible for PP make better progress.	The difference between children eligible for PP and those who are not will diminish.
C	Children eligible for PP will have increased resilience and readiness for learning and this will impact on attainment.	Differences will diminish at the end of KS1 and KS2 for pupils who are eligible for PP and those who are not.
External Barriers to Learning		Success Criteria
D	Attendance of PP pupils improves.	The difference in absence, including persistent absentees will diminish to align with national average or less.
E	Improved parental engagement and knowledge of curriculum as well as extra support for learning in school.	Workshops for parents will be well attended. Parents' evenings will be well attended. Results of parental questionnaires show that parents feel they know how to support their children at home
F	Opportunities for extra-curricular and enrichment activities for all children eligible for PP.	Children who are eligible for PP will have exactly the same enrichment opportunities as those who are not eligible, regardless of cost.

Planned Expenditure

A. Improve oral skills of pupils in EYFS to impact on KS1					
Chosen Action /Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Projected Cost
Targeted support from SALT trained TA for all identified pupils in EY & KS1, using Speech Bubbles programme and Elklan techniques.	Speaking and listening skills are very low on entry to EYFS. These poor communication skills mean that they will find it difficult to access the wider curriculum and make progress.	Regular monitoring of the delivery of the sessions. Termly tracking and pupil progress meetings.	KH – teaching assistant CW - SENDCO	May 2019	£3,100 for Speech Bubbles training Contribution to total salary of £21,731
<p>Impact</p> <p>59% of Reception pupils achieved Blank Level 3 by the end of the year. WellComm data for Nursery has now improved from 22% in Autumn to 63% in Summer. TA trained as a Communication Champion. We have noticed some discrepancies between TALC testing and WellComm - issues with comprehension. Work was done on this in the final weeks of summer term after testing and will continue into 2019-20.</p>					

B. Children eligible for PP make better progress.					
Chosen Action /Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Projected Cost
Targeted interventions for identified pupils – use of BRP, Maths Catch Up, etc. Additional support in lessons for those who need it, delivered by teaching assistants.	Some children need more time to reinforce new concepts. Gaps in learning need to be identified in order to support learning – targeted interventions address these gaps.	Regular monitoring of delivery of interventions. Termly tracking and pupil progress meetings.	CW – SENDCO Class teachers	Termly	Contribution to total salaries of £147,361
Quality first teaching for all pupils resulting in improved progress and attainment.	High quality teaching is vital to close gaps and has a positive effect on disadvantage learners.	Regular monitoring of delivery of interventions. Termly tracking and pupil progress meetings.	WB – headteacher PC – deputy head	Termly	N/A
Use of trained Beanstalk volunteers to read with selected children.	Children who read regularly with an adult make better progress. Some of our children do not read regularly at home so will benefit from this opportunity in school.	Meetings with Beanstalk volunteers to discuss progress. Termly tracking and pupil progress meetings.	CW – SENDCO Class teachers	Termly	£1,319
Use of Tutor Trust trained staff to work 1:1 or in small groups with identified pupils.	Some of our children lack confidence in a large class and can benefit from working in smaller groups or 1:1.	Meetings with Tutor Trust tutors to discuss progress. Termly tracking and pupil progress meetings.	PC – Y6 teacher WB - headteacher	Termly	£1,260

Impact

Children in receipt of Pupil Premium achieved better than their peers in EY, Y1 and Y2 phonics and Key Stage 1 reading, writing and maths.

In KS2, children in receipt of PP achieved in line with their peers in GPS, broadly in line with their peers in reading and better in combined.

The gap is wider in KS2 in maths due to gaps in previous learning and children identified with SEN. Further focus on disadvantaged pupils at the end of EY and KS1 is needed to ensure that barriers are addressed and the children are supported to diminish the difference.

C. Children eligible for PP will have increased resilience and readiness for learning and this will impact on attainment.					
Chosen Action /Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Projected Cost
Setting up a Nurture room with a Nurture teaching assistant. Identified children will work with the TA on a regular basis.	Evidence shows that children need to be emotionally ready to learn and some of our pupils need support to ensure that they are able to do this and to deal with the effects of failure positively.	Regular monitoring of delivery of interventions. Termly tracking and pupil progress meetings.	SMW - Nurture teaching assistant	December 2018	£20,709
Forest Schools – each class will engage in the Forest School programme for a half term. Initially, this will be led by a trained instructor and then taken over by two TAs.	Some children find it difficult to concentrate in class or know how to react when things go wrong. Forest Schools aims to build resilience and concentration.	Monitoring of activities. Termly tracking and pupil progress meetings.	SMW- Nurture teaching assistant JC – teaching assistant	December 2018	£2,200
<p>Impact</p> <p>The Nurture room provides a safe, calm space for children who are experiencing difficulties in the classroom wither long or short term. The furniture and equipment has ensured that children can express their feelings or work in a calm environment. The Nurture TA has had additional training to support children with ADHD and autism. This has enabled him to support Y2 children in class during SATs.</p> <p>Forest Schools has been a great success. The children have loved learning outdoors and have really benefitted from learning in this way, developing team and problem solving skills within a realistic context. This has enabled resilience and concentration to develop in many children and will continue to be built upon in the next year.</p>					

D. Attendance of PP pupils improves.					
Chosen Action /Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Projected Cost
Appointment of a Learning Mentor to monitor and improve attendance. The LM will set up clear and effective systems to monitor attendance and this will be clearly communicated to parents.	Low attendance impacts on attainment and progress. Children who are persistently absent or late miss out on a large amount of learning time.	Regular monitoring of registers and absences. Termly tracking and pupil progress meetings.	CR – Learning Mentor	December 2018	£11,250
Free nurture breakfast.	Research shows that disadvantaged children often miss out on a breakfast and this can impact on learning.	Termly tracking and pupil progress meetings.	CR – Learning Mentor	December 2018	£800
<p>Impact</p> <p>The work of the Learning Mentor has had a significant impact on attendance and punctuality. Whole school attendance for the end of the year was up to 94.1% compared with 93.8% last year. The attendance of pupils in receipt of Pupil Premium has increased from 92.85% last year to 99.95% this year. Parents have received fines for their children’s non-attendance. Support has been offered and given to families who need it. A focus on attendance in Celebration Worship and on the display board created by the Learning Mentor has supported pupils in taking an active role in attendance.</p>					

E. Improved parental engagement and knowledge of curriculum as well as extra support for learning in school.					
Chosen Action /Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Projected Cost
Appointment of a Learning Mentor to develop positive relationships with parents and offer one to one parenting advice.	According to research, children make good progress in school when they are supported by an effective family network.	Monitor parental attendance at workshops and parents' evenings. Monitor parental questionnaires.	CR – Learning Mentor	December 2018	£11,250
Purchase ParentApp to improve communication with parents.	Research shows that positive home school partnerships enhance the quality of learning for all children.	Monitor use of ParentApp and seek feedback from parents.	WB - headteacher	December 2018	£699
<p>Impact</p> <p>The Learning Mentor has established good relationships with parents and pupils. Support is in place that it both reactive and proactive. Delivery of PSHE through the SCARF curriculum supports the whole school.</p> <p>The Learning Mentor has trained in Mental Health First Aid to support her understanding of both children and parents and she uses this knowledge on a daily basis.</p> <p>ParentApp and Twitter has enabled parents to be more informed about events and dates.</p>					

F. Opportunities for extra-curricular and enrichment activities for all children eligible for PP.					
Chosen Action /Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Projected Cost
Free Breakfast Club for all children	Children learn better when they arrive in school on time.	Monitor attendance at Breakfast Club on a regular basis.	CR – Learning Mentor	Termly	Contribution to total salary of £10,000
Free toast for all children at breaktime.	Children learn better when they have had a decent breakfast.	Termly tracking and pupil progress meetings	PC- Deputy head	Termly	£2,000
Subsidised residentials at Robinwood and Lledr Hall	All children should experience outdoor activities to build their confidence.	Staff at these venues are experts in their field and ensure that the children experience success.	WB – Headteacher BW – finance officer	After residentials	£8,000
Participation in the Shakespeare Workshops run by North West Drama Services, including a performance at the Lowry Theatre – Y5	Children experience theatre and acting at first hand and have access to Shakespeare. They develop confidence and self-esteem from performing.	Feedback from pupils and parents. Performance at the Lowry.	WB - Headteacher	Throughout the year	£1,800
Free guitar lessons for all children in Y5, including access to an after school club	Exposure to music and opportunity to learn an instrument.	Monitoring of sessions. Performance termly.	WB – Headteacher	Termly	£2, 987

Variety of trips and visitors to school – Ordsall Hall, Animals Take Over, Winter Wonderland, Pop UK, etc	Enrichment of the curriculum for all pupils.	Quality of trips and visitors will be monitored by staff who participate.	All staff	After each trip or visit.	£19,000
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Impact

Breakfast Club is well attended by 50-60 children daily. The provision of free breakfasts ensures that pupils are ready to learn. All children who could access support for residential were able to attend and enjoyed the benefits of working in the outdoors to build confidence and self esteem and learn to work in teams.

The Shakespeare Workshop culminated in a highly successful performance at The Lowry Theatre giving pupils the opportunity to experience performing on a real stage, promoting confidence and self-expression. This was well attended by parents and the work done around “The Tempest” supported learning in the classroom with some excellent writing produced.

Guitar lessons have supported children to experience learning to play a musical instrument and to read music. This has aided concentration and fine motor skills. Pupils performed for parents twice throughout the year.

Our recent Ofsted report acknowledged our engaging curriculum and this has been enriched by a number of trips and visits over the year which support learning and help the children to make connections between topics.