

2018-19

St Paul's CE Primary School

Headteacher: Ms W Budsworth



# PUPIL PREMIUM SPENDING PLAN

# PUPIL PREMIUM STRATEGY 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 1<sup>st</sup> 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.

Written on: September 2018

Review on: May 2019

## Summary Information

|                                                                         |           |
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| <b>St Paul's CE Primary School, Cross Lane</b>                          |           |
| Total number of pupils on roll                                          | 229       |
| Total number of pupils eligible for Pupil Premium Grant (December 2017) | 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

|                                                            | Pupils eligible for Pupil Premium |                         |                         | Pupils not eligible for PP          |
|------------------------------------------------------------|-----------------------------------|-------------------------|-------------------------|-------------------------------------|
|                                                            | Y6 2016-17<br>SATs                | Y6 2017-18<br>End of Y5 | Y2 2017-18<br>End of Y1 | End of KS2<br>national average 2017 |
| % expected standard or above in reading, writing and maths | 41%                               |                         |                         | 67%                                 |
| % greater depth in reading, writing and maths              | 0%                                |                         |                         | 11%                                 |
| % expected standard or above in reading                    | 76%                               | 58%                     | 64%                     | 77%                                 |
| % greater depth in reading                                 | 18%                               | 8%                      | 18%                     | 29%                                 |
| % expected standard or above in writing                    | 53%                               | 36%                     | 52%                     | 81%                                 |
| % greater depth in writing                                 | 0%                                | 27%                     | 24%                     | 21%                                 |
| % expected standard or above in maths                      | 65%                               | 67%                     | 68%                     | 80%                                 |
| % greater depth in maths                                   | 18%                               | 25%                     | 5%                      | 27%                                 |
| % expected standard or above in GAPS                       | 82%                               |                         |                         | 82%                                 |
| % greater depth in GAPS                                    | 24%                               |                         |                         | 35%                                 |

## Barriers to Future Attainment for Pupils Eligible for Pupil Premium

| <b>In-school Barriers to Learning</b> (those which can be addressed in school)   |                                                                                                                                                                                                                                                                 |
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| 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. Disadvantage 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.                                                                                                                     |
| <b>External Barriers to Learning</b> (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.<br>Number of SALT referrals reduced in KS1.<br>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.<br>Parents' evenings will be well attended.<br>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

| <b>A. Improve oral skills of pupils in EYFS to impact on KS1</b>                                                                   |                                                                                                                                                                                      |                                                                                                     |                                        |                                             |                                                                                   |
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| <b>Chosen Action /Approach</b>                                                                                                     | <b>What is the evidence &amp; rationale for this choice?</b>                                                                                                                         | <b>How will you ensure it is implemented well?</b>                                                  | <b>Staff Lead</b>                      | <b>When will you review implementation?</b> | <b>Projected Cost</b>                                                             |
| 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.<br>Termly tracking and pupil progress meetings. | KH – teaching assistant<br>CW - SENDCO | May 2019                                    | £3,100 for Speech Bubbles training<br><br>Contribution to total salary of £21,731 |

| <b>B. Children eligible for PP make better progress.</b>                                                                                             |                                                                                                                                                      |                                                                                                  |                               |                                             |                                            |
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| <b>Chosen Action /Approach</b>                                                                                                                       | <b>What is the evidence &amp; rationale for this choice?</b>                                                                                         | <b>How will you ensure it is implemented well?</b>                                               | <b>Staff Lead</b>             | <b>When will you review implementation?</b> | <b>Projected Cost</b>                      |
| Targeted interventions for identified pupils – use of BRP, Maths Catch Up, etc.<br>Additional support in lessons for those who need it, delivered by | Some children need more time to reinforce new concepts. Gaps in learning need to be identified in order to support learning – targeted interventions | Regular monitoring of delivery of interventions.<br>Termly tracking and pupil progress meetings. | CW – SENDCO<br>Class teachers | Termly                                      | Contribution to total salaries of £147,361 |

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| teaching assistants.                                                                    | address these gaps.                                                                                                                                                 |                                                                                                         |                                      |        |        |
| 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.<br>Termly tracking and pupil progress meetings.        | WB – headteacher<br>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.<br>Termly tracking and pupil progress meetings. | CW – SENDCO<br>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.<br>Termly tracking and pupil progress meetings.   | PC – Y6 teacher<br>WB - headteacher  | Termly | £1,260 |

| <b>C. Children eligible for PP will have increased resilience and readiness for learning and this will impact on attainment.</b> |                                                                                                                                |                                                                                                  |                                  |                                             |                       |
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| <b>Chosen Action /Approach</b>                                                                                                   | <b>What is the evidence &amp; rationale for this choice?</b>                                                                   | <b>How will you ensure it is implemented well?</b>                                               | <b>Staff Lead</b>                | <b>When will you review implementation?</b> | <b>Projected Cost</b> |
| 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 | Regular monitoring of delivery of interventions.<br>Termly tracking and pupil progress meetings. | SMW - Nurture teaching assistant | December 2018                               | £20,709               |

|                                                                                                                                                                             |                                                                                                                                                               |                                                                           |                                                            |               |        |
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|                                                                                                                                                                             | able to do this and to deal with the effects of failure positively.                                                                                           |                                                                           |                                                            |               |        |
| 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.<br>Termly tracking and pupil progress meetings. | SMW- Nurture teaching assistant<br>JC – teaching assistant | December 2018 | £2,200 |

| <b>D. Attendance of PP pupils improves.</b>                                                                                                                                                   |                                                                                                                                                 |                                                                                               |                      |                                             |                       |
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| <b>Chosen Action /Approach</b>                                                                                                                                                                | <b>What is the evidence &amp; rationale for this choice?</b>                                                                                    | <b>How will you ensure it is implemented well?</b>                                            | <b>Staff Lead</b>    | <b>When will you review implementation?</b> | <b>Projected Cost</b> |
| Appointment of a Learning Mentor to monitor and improve attendance.<br>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.<br>Children who are persistently absent or late miss out on a large amount of learning time. | Regular monitoring of registers and absences.<br>Termly tracking and pupil progress meetings. | CR – Learning Mentor | December 2018                               | £11,250               |
| Free nurture breakfast.                                                                                                                                                                       | Research shows that disadvantaged children often miss                                                                                           | Termly tracking and pupil progress meetings.                                                  | CR – Learning Mentor | December 2018                               | £800                  |

|  |                                                     |  |  |  |  |
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|  | out on a breakfast and this can impact on learning. |  |  |  |  |
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| <b>E. Improved parental engagement and knowledge of curriculum as well as extra support for learning in school.</b>    |                                                                                                                      |                                                                                                  |                      |                                             |                       |
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| <b>Chosen Action /Approach</b>                                                                                         | <b>What is the evidence &amp; rationale for this choice?</b>                                                         | <b>How will you ensure it is implemented well?</b>                                               | <b>Staff Lead</b>    | <b>When will you review implementation?</b> | <b>Projected Cost</b> |
| 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                  |

| <b>F. Opportunities for extra-curricular and enrichment activities for all children eligible for PP.</b>                       |                                                                                                                                               |                                                                                                   |                                          |                                             |                                         |
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| <b>Chosen Action /Approach</b>                                                                                                 | <b>What is the evidence &amp; rationale for this choice?</b>                                                                                  | <b>How will you ensure it is implemented well?</b>                                                | <b>Staff Lead</b>                        | <b>When will you review implementation?</b> | <b>Projected Cost</b>                   |
| 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<br>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  |
|                                                                                                           |                                              |                                                                           |           | TOTAL                     | £154,374 |