

2019-20

St Paul's CE Primary School

Headteacher: Miss W Budsworth



ST PAUL'S PUPIL PREMIUM SPENDING PLAN 2019-20

PUPIL PREMIUM STRATEGY STATEMENT 2019-20

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.

Written on: September 2019

Review on: May 2020

Summary Information

St Paul's CE Primary School, Cross Lane – based on PPG allocations for 2019-20 – January 2019 census.	
Total number of pupils on roll	237
Total number of pupils eligible for Pupil Premium Grant	115
Pupil Premium Grant allocated	£158,400
Early Years Pupil Premium Grant allocated	£3,834
Total Pupil Premium Grant allocated	£162,234
Amount of Pupil Premium Grant received per pupil	£1377

Absence Rate of Disadvantaged Pupils (2018-19)

	All Pupils	Disadvantaged Pupils	National
% of sessions missed due to overall absence	93.7%	93.05%	
% of persistent absentees – absent for 10% or more of sessions			

Summary of main barriers to achievement

St Paul's is a smaller than average sized primary school with 237 pupils on role. The school has an IDACI rating of 0.50 (national – 0.21). The ACORN data shows that 85% of pupils live in urban adversity (LA – 43%) The proportion of pupils currently eligible for the pupil premium grant is 49% well above national average of 13.7% There are 28% of pupils who have EAL which is above the national average (21%). 18% of pupils have special educational needs compared with 14% nationally. The vast majority of pupils enter the Early Years within the low ability range, especially for language and communication. The current Y6 cohort have 60% PPG; the Y5 cohort have 56% PPG and 33% SEN and the Y4 cohort have 73% PPG. Current attendance is 93.75%. Progress and attainment at the end of each Key Stage is not sufficient.

Previous Performance of Disadvantaged Pupils (2018-19)

Early Years	School Data		National Data
	All Pupils - 30	Disadvantaged Pupils - 12	National - all
% of pupils achieving a Good Level of Development (GLD)	76%	67%	79%
% of pupils achieving at least expected in reading	76%	58%	77%
% of pupils achieving at least expected in writing	76%	58%	74%
% of pupils achieving at least expected in number	80%	75%	80%
% of pupils achieving at least expected in shape, space & measure	77%	75%	82%

Key Stage 1	School Data		National Data
	All Pupils - 28	Disadvantaged Pupils - 15	National - all
% of pupils achieving the expected standard in reading, writing and maths combined	44%	50%	
% of pupils achieving expected standard in reading	43%	47%	75%
% of pupils achieving greater depth in reading	21%	27%	23%
% of pupils achieving expected standard in writing	43%	47%	69%
% of pupils achieving greater depth in writing	0%	0%	14%
% of pupils achieving expected standard in maths	54%	60%	75%
% of pupils achieving greater depth in maths	0%	0%	20%
% of pupils achieving the required level in Phonics	63%	60%	70%

Key Stage 2	School Data		National Data
	All Pupils	Disadvantaged Pupils	National - all
% of pupils achieving the expected standard in reading, writing and maths combined	37%	29%	65%
% of pupils achieving expected standard in reading	53%	43%	73%
% of pupils achieving greater depth in reading			
% of pupils achieving expected standard in writing	37%	29%	78%
% of pupils achieving greater depth in writing			
% of pupils achieving expected standard in maths	53%	43%	79%
% of pupils achieving greater depth in maths			
% of pupils achieving expected standard in grammar, punctuation and spelling	50%	43%	78%
Average scaled score in reading (100 is expected standard)	101	100	
Average scaled score in maths (100 is expected standard)	99	98	

Objectives in spending PPG funding:

- To target underachievement compared to potential outcomes
- To ensure the learning and teaching opportunities meet the needs of all disadvantaged pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that high achieving pupils achieve their full potential.
- To improve the attendance and punctuality of all pupils.
- To ensure that additional adult support is specifically supporting disadvantaged pupils.
- To support language and communication development.
- To provide activities and experiences to further enrich the pupils' learning.

Desired Impact of Intended Spend

- Attainment of disadvantaged pupils will be in line with or above the attainment of their peers at the end of KS2.
- Increased % of disadvantaged pupils attaining the higher standard in reading, writing and maths.
- Increased % of disadvantaged pupils working at ARE in all year groups.
- All disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- The % of disadvantaged pupils achieving the expected standard and greater depth in writing at the end of KS1 is in line with the national picture
- The % of disadvantaged pupils achieving EXS and GDS at the end of KS2 are at least in line with the national picture and progress reflects a positive picture.
- Attendance at the end of the academic year 2019/20 is at least in line with national figures.
- Learning is enriched by providing pupils with opportunities to explore the wider curriculum.
- All disadvantaged pupils have aspirations and understand the options open to them.

Impact of Intended Spend to be Monitored Through:

- Regular Pupil Progress meetings (termly and interim half termly) between class teachers, SLT and SENDCO.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Robust monitoring of interventions and their impact.
- Robust monitoring of teaching and learning through lesson studies and book scrutiny.
- Pupil discussions and questionnaires.
- Parental discussions and questionnaires.
- Subject Leader analysis of the curriculum.

Planned Expenditure

YEAR GROUP	ITEM/PROJECT	COST	OBJECTIVE	OUTCOME
Whole School	Continue to provide appropriate deployment of teaching assistants across all year groups to ensure that all children achieve their full potential through quality support in lessons and additional interventions.	% of contribution of £98,000 from staffing	To ensure that all pupils make expected progress and receive targeted interventions where needed – same day, 1:1, additional.	
	Continue to employ a learning mentor to increase attendance levels and provide support for target families.	£25,971	To ensure attendance is in line with or above the national percentage. To improve the punctuality of identified pupils.	
	Continue to provide a teaching assistant & learning mentor to support children with particular emotional and social needs	% of contribution of £98,000 from staffing	To ensure that children with additional barriers to learning are making expected progress with their learning, attendance, behaviour and social skills.	
	Ensure that all children are fully aware of their targets and next steps through 1:1 mentoring	£1,200	To improve pupils' engagement in their learning and ensure they know their next steps in learning. Most pupils are able to discuss what they need to do in order to	

			improve their own learning.	
	Fund attendance rewards	£1000	To recognise and reward 100% attendance each half term throughout the academic year	
	Fund reward trips for Half Term Heroes	£500	To recognise and reward pupils who have shown outstanding achievement, progress or attitudes each half term.	
	Fund end of year rewards	8 x 3 awards from Trophies2schools = £117.53	To recognise and reward pupils who have shown commitment to the school values, outstanding effort or always doing what they should.	
	Provide access to Forest Schools	% of contribution of £98,000 from staffing	To enable pupils to develop team building and resilience skills.	
	Provide a free Breakfast Club (staffing costs and food)	% of contribution of £98,000 from staffing	To ensure that all pupils have breakfast before school and are ready for learning. To improve attendance of specific pupils and reduce the number of persistent lates.	
	Subsidise After School Clubs (staffing costs)	% of contribution of £98,000 from staffing	To ensure that all children can access a wide range of clubs.	
	Provide new school uniform to those families in need	£150	To ensure all pupils have a school uniform and reading	

			bag on entry to school.	
	Develop the curriculum	£8600	To enhance learning across the curriculum through purchase of appropriate resources e.g. Literacy and Language, Power Maths.	
	Purchase online learning resources	Spelling Shed yearly subscription - £180 TTRockstars yearly subscription - £60	To improve spelling skills of pupils so that a higher percentage reach EXS To improve times table skills so that at least 65% of Y4 pass the Multiplication Check	
	Provide learning experiences to enrich and enhance the curriculum	£3200	To enhance learning across the curriculum through provision of a range of hands on experiences.	
	World of Work Week – visiting speakers, etc.	£500	To prepare children for the future and develop resilience by raising awareness of careers and other opportunities.	
	Purchase eAware for Y1-6	£450 (£900 for 2 years)	To ensure pupils and parents understand how to stay safe online.	
	Talk Project – audit, staff training, in-class support	£3,850	To support development of appropriate speaking and listening skills	
Early Years	Continue to provide a teaching assistant to deliver SALT interventions – WellComm, Black Sheep,	% of contribution of £98,000 from staffing	To clearly identify and improve speech, language and communication needs of pupils and ensure that a	

	Identiplay, etc		high percentage of pupils meet the Communication and Language strand of the EY curriculum.	
Key Stage One	Continue to provide a teaching assistant to deliver SALT interventions for pupils in KS1	% of contribution of £98,000 from staffing	To clearly identify and improve speech, language and communication needs of pupils.	
	Speech Bubbles – intervention to support children’s communication development.	£3,100	To provide children with the opportunity to develop confidence in their communication skills.	
Key Stage Two	Provide Booster Interventions – Tutor Trust	£2,000		
	Continue to offer subsidised residential trips – 5 day trip to Lledr Hall for Y6 and weekend trip to Robinwood for Y4.	£8,000	To ensure that all pupils have access to a residential trip to enrich learning and remove the potential cost barrier.	
	Provide Booster Clubs for identified Y6 pupils – breakfast/after school.	% of contribution of £98,000 from staffing	To boost pupils’ confidence and accelerate progress of individuals to ensure that targeted pupils achieve ARE.	
	Participation in the Shakespeare Project – Y5	£1,800	To give pupils the opportunity to take part in a live performance at the Lowry. To develop confidence and self-esteem.	
	Music tuition from Front Row Music – Y5 learn the	£3,000	To give all pupils the opportunity to learn how to	

	guitars and Y5/6 can attend an After School Guitar Club		play a musical instrument.	
	G&T Maths Workshops for Y6 provided by Peter Dickinson	8 x £10 per pupil = £480	To ensure that targeted higher achieving pupils achieve GDS in KS2 tests.	
		TOTAL - £162,158		

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