

St Wulstan's Catholic Primary School

To raise the progress and attainment for disadvantaged and low achievers

Action Plan 2018-2019

Key Outcomes

To raise the progress and attainment of disadvantaged and low achievers through:				
In depth data analysis involving key drivers	Challenging and aspirational target setting	Staff development and awareness	High quality and timely interventions	Improving and monitoring the attendance of learners

Number of pupils eligible for Pupil Premium grant	Number of eligible boys	Number of eligible girls	Number of pupils eligible for FSM in last 6 years (Ever 6)	Number of LAC	Number of service pupils
32	12	20	31	1	0

Number of pupils in each year group (not including LAC)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3	6	3	3	7	4	6

Barriers to learning	
A	Attendance and punctuality- pupils who have a greater attendance at school have greater opportunities to access the required learning to achieve higher attainment
B	Socio and economic factors -life experience EAL and ability of families to support children. Finances should not be a barrier to the achievement of children and their ability to fully access and participate in school life
C	Safeguarding and emotional barriers to learning – challenging home circumstances, low self - esteem and confidence can lead to shy away from specific areas of the curriculum. Consequently children may disengage academically and socially.
D	Higher attaining children- more able pupils often require individual input to accelerate and achieve greater depth across the curriculum
E	Social and emotional difficulties-pupils with social and emotional difficulties receive extra support and provision to ensure they are able to manage their emotions and fully access all aspects of school life and achieve their full potential
F	SEND or learning difficulties- pupils with identified learning needs will receive extra support and intervention to ensure they are able to access the curriculum and make good progress from their starting point.

Pupil Premium Objectives 2018 - 2019	Indicative Pupil Premium allocation for 2018-2019 £26,600
<ol style="list-style-type: none"> 1. To reduce the gap in attainment and progress between PP and non PP pupils in core subjects through targeted teaching and interventions as well as ensure the gap is closed between PP girls and boys. 2. To closely monitor pupil premium interventions to ensure children are making good or better progress. 3. To provide for all vulnerable pupil premium children through focused wellbeing support and extend it to their families depending on the need. 4. To ensure attendance of pupil premium children is in line with national: 95% +. 	

Over view of Predicted Spending September 2018 – July 2019	
Resource / Expenditure	Cost
Pupil Intervention	
Class based TA's (16.25 hours in KS1 / 15 hours in KS2 per week)	£16,500
Intervention Leads (22.5 hours per week)	£6,000
Additional Year 6 booster sessions with HLTA	£2,400
Additional Year 6 booster sessions with a Teacher (3 hours per week for 1 term)	£1,500
Pupil Welfare and emotional wellbeing (7 hours per week)	£3,000
Other Resources	
Attendance Analysis (SLT release time / rewards)	£600
Total Annual Expenditure (predicted)	£30,000

Objective 1	To reduce the gap in attainment and progress between PP and non PP pupils in core subjects through targeted teaching and interventions.					
Actions	Success Criteria	Monitoring Arrangements	Cost / Resource Implications	Improvement Driver	Timeline	Next Steps
To hold a Pupil Premium Review with an external partner to identify ways of improving the provision and impact across all year groups.	Progress and attainment will improve as well as systems and provision having increased efficiency.	SLT to monitor progress and attainment. Staff and SLT evaluation of systems.	Pupil Premium Improvement Partner	SE/ KES	Termly Review	
Ensure Quality First Teaching in classes through lesson observations, book trawls, pupil Progress meetings, Attainment Target Sheets	To have 50%+ at ARE in R, W & M Rigorous monitoring cycle in place.	SLT discussion and staff feedback	Time Training and support given to teachers Staff Meeting time	SE / KES/ LW	Half Termly	
Target the Pupil Premium children who are working below ARE in R, W, & M. Plan in interventions to back fill objectives from previous year.	% of PP children at ARE to increase and gap between PP and non PP attainment to be narrowed.	SLT discussion and staff feedback	Time	SE / KES/ LW	Half Termly pupil progress meetings	
Class teachers to highlight disadvantaged and low achievers on attainment target sheets in reading, writing and maths.	Disadvantaged and low achievers are targeted with timely interventions alongside quality first teaching, to ensure maximum progress and attainment.	SLT to monitor attainment target sheets and provide staff with feedback	Time	SE/ KES /LW	Half Termly pupil progress meetings	
SLT and English and Maths leaders to analyse data for disadvantaged pupils comparing it to non disadvantaged pupils and the attainment of disadvantaged pupils nationally	Data will show that disadvantaged pupils are progressing rapidly and the gap is narrowing between non disadvantaged pupils. Disadvantaged pupils at St Wulstan's make better progress and have attainment than those nationally.	SLT to check school data against national using validated data in ASP	Time	SE / KES / LW	Annually when data is released (Oct 18)	
Monitor the attendance of the disadvantaged and low achievers	All PP children to have 95%+ attendance. PP attendance data to be analysed weekly.	Half termly discussion with SLT about attendance of disadvantaged and low achievers.	Time	SE / KES	Weekly attendance check Half termly analysis	

	When child attendance drops below 96% swift action taken in the form of a letter to parents and a meeting between SLT and parents arranged. EWO to be contacted if attendance doesn't improve					
Objective 2	To closely monitor pupil premium interventions to ensure children are making good or better progress.					
Actions	Success Criteria	Monitoring Arrangements	Cost / Resources Implications	Improvement Driver	Timeline	Next Steps
Monitor class timetables to ensure interventions are happening regularly across all year groups in school.	PP children are receiving regular intervention - evidenced in intervention folders. Interventions are targeted at children not ARE in R,W & M including combined as well as PP challenged to gain GD	Weekly learning walk to ensure intervention are following the set timetable. Regular monitoring of intervention n folders to ensure planned interventions are appropriate and progress is being made. Baseline and exit assessments are completed for every intervention.	Time for monitoring and staff discussion. Skilled TA'S Quality resources to support reading, writing and maths teaching	SE	3 week cycle of learning walk, book trawl and intervention data analysis	
Monitor and analyse pupil premium data	50%+ PP children will be at ARE in R, W & M.	Half termly data and intervention analyse. Termly Pupil Progress meeting with staff to challenge and support provision for PP.	Time for monitoring and staff discussion.			
Staff CPD delivered in house to both teachers and TAs	Teachers able to analyse data and plan appropriate interventions to meet the needs of disadvantaged and low achieving pupils, TA's use appropriate resources and can evaluate pupil performance during interventions and record using the rag system to feedback to class teachers	Monitoring of attainment target sheets and class intervention folders containing step 6's Book trawls with Disadvantaged and low achievers	Time	SE	Half termly TA meeting Termly staff meeting	

Objective 3						
To provide for all vulnerable pupil premium children through focused wellbeing support and extend it to their families depending on the need.						
Actions	Success Criteria	Monitoring Arrangements	Cost/ Resources Implications	Improvement Driver	Timeline	Next Steps
To have a dedicated TA to support children in their emotional wellbeing.	Children will be able to learn more effectively if their emotional wellbeing is positive. Any issues which may become a bigger barrier to children's learning will be addressed.	Emotional wellbeing questionnaires for PP children. Regular discussion with TA with responsibility for emotional wellbeing	Time	SE	Ongoing	
To have an open door policy for all families. Invite disadvantaged families in as issues arise. Ensure PP parents sign up for parents evening and SEND meetings	School will be able to identify and address any home issues that may impact on a child's emotional wellbeing.	Questionnaire results Check for up take for parents evening and SEND meetings.	Time	SE	Ongoing	
Objective 4						
To ensure attendance of pupil premium children is in line with national: 95% +.						
Actions	Impact on objective	Monitoring Arrangements	Resources	Improvement Driver	Timeline	Next Steps
Monitor the attendance of the disadvantaged and low achievers	Weekly disadvantaged and low achievers attendance data to be analysed weekly. When child attendance drops below 96% swift action taken in the form of a letter to parents and a meeting between SLT and parents arranged. EWO to be contacted if attendance doesn't improve	Half termly discussion with SLT about attendance of disadvantaged and low achievers.	Time	SE / KES	Weekly attendance check Half termly analysis	
To ensure that children are in school on time	Children will be ready to start their learning at the beginning of the day to maximise learning time and avoid missing the start of a session.	Check the attendance record for all PP children	Time	SE	Weekly attendance check.	

Next Strategy Review date: - September 2019