

*St. Wulstan's Catholic Primary School*



**Pupil Premium Spending  
and  
Action Plan  
2017-2018**

## **Mission Statement**

*As a Catholic school, St Wulstan's seeks to enable each child to walk in faith with Christ, loving Him and each other. With the help of our families, our parish and our local community, we will do our best to use the gifts that God has given us to make our world a richer place.*

### **Pupil Premium**

The Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families.

Funding is based on children registered for a free school meal and children that have been in care for more than six months.

### **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 underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish online information about how we have used the Premium.

### **Who is eligible?**

Information is currently available at [www.gov.uk/apply-free-school-meals](http://www.gov.uk/apply-free-school-meals) or contact the school office.

**St Wulstan's Catholic Primary School**  
**Pupil Premium Action Plan 2018-19**

| 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 |
|---------------------------------------------------|-------------------------|--------------------------|------------------------------------------------------------|---------------|--------------------------|
| 22<br>To be updated Sept 2018                     | 8                       | 14                       | 22                                                         | 0             | 0                        |

| Number of pupils in each year group (not including LAC) |        |        |        |        |        |        |
|---------------------------------------------------------|--------|--------|--------|--------|--------|--------|
| Reception                                               | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Unknown Update Sept 2017                                | 4      | 3      | 1      | 5      | 4      | 5      |

| Pupil Premium Objectives 2018 - 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Indicative Pupil Premium allocation for 2018-2019<br>£34,000 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. To reduce the gap in attainment and progress between PP and non PP pupils in core subjects through targeted teaching and interventions.</li> <li>2. To closely monitor pupil premium interventions to ensure children are making good or better progress.</li> <li>3. To enable pupil premium children to access extracurricular activities, ensuring equal access to educational opportunities in school and leading to positive attitudes to learning.</li> <li>4. To provide for all vulnerable pupil premium children through focused emotional wellbeing support.</li> <li>5. To ensure attendance of pupil premium children is in line with national: 95% +.</li> <li>6. To offer personalised support for pupil premium children and their families as identified depending on individual need.</li> </ol> |                                                              |

| <b>Pupil Premium Grant Breakdown for 2017-2018 at St Wulstan's Catholic Primary School</b> |                |
|--------------------------------------------------------------------------------------------|----------------|
| Pupil Premium Grant (PPG) received                                                         | £29 040        |
| Total number of pupils on roll                                                             | 184            |
| Total number of pupils eligible for PPG                                                    | 22             |
| Amount of PPG received per pupil                                                           | £1320          |
| <b>Total amount of PPG received</b>                                                        | <b>£34,320</b> |

| <b>Overview of Expenditure 2017 – 2018</b>                                                                           |                |
|----------------------------------------------------------------------------------------------------------------------|----------------|
| Resource /Expenditure                                                                                                | Projected cost |
| <b>Pupil Intervention</b>                                                                                            |                |
| Pupil Intervention (KS1 Writing / Maths) Extra teaching assistant time to support in class and provide interventions | £18 000        |
| Pupil Intervention (Pupil welfare and emotional well-being)                                                          | £6 000         |
| Attendance Support ( SLT release / rewards)                                                                          | £600           |
| Additional Year 6 booster sessions with HLTA afternoons                                                              | £5000          |
| Additional teaching resources                                                                                        | £1000          |
| Additional teaching resources to provide challenge to HA                                                             | £ 500          |
| Further funding will be used to facilitate Pupil Enrichment Opportunities:                                           |                |
| Residential Educational Visits Subsidised costs for educational visits and extracurricular activities                | £1500          |
| School Trips                                                                                                         |                |
| Club provision                                                                                                       | £1000          |
| Massage in Schools programme – including transition programme for Year 6- emotional well being                       | £ 500          |
| <b>Total cost</b>                                                                                                    | <b>£34 000</b> |

| 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.                               |

| Objective 1                                                                                                                                                                                                                |                                                                                                                                                                                                              | To reduce the gap between PP and non PP pupils in core subjects through targeted teaching and interventions.                   |          |                                                                                                                                                              |                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Actions                                                                                                                                                                                                                    | Success criteria                                                                                                                                                                                             | Cost/resource implications                                                                                                     | Barriers | Evaluations                                                                                                                                                  | Next steps                                                                                                   |
| Ensure quality first teaching in classes through lesson observations, book trawls, pupil progress meetings, planning monitoring and regular assessments.                                                                   | 85% + Pupils in classes to be working at ARE and above.<br>To further reduce the gap between PP and non-PP in RWM through targeted intervention                                                              | Time<br>NQT support and training given to teachers.<br>CPD<br>Dedicated staff meeting time.                                    | A, D, F  | Staff CPD has had a high priority in staff meetings this year. Termly lesson observations and regular book trawls have taken place.                          | Further develop the skills of middle leaders for English / Maths                                             |
| Target the pupil premium children who are working below and towards age related expectations in reading, writing and maths.<br><br>Plan and implement interventions to help children catch up with gaps in their knowledge | For PP children to make at least good progress at age related expectations and narrow attainment gap between PP and non PP in identified areas.<br><br>At least 60% PP pupils (not SEN) to attain ARE in RWM | Proportion of TA time to provide interventions and in class support and to provide extra support and challenge for PP children | A,D, F   | Pupil Progress meetings have ensured that the progress and attainment of Pupil Premium children is tracked carefully, and teacher challenged as appropriate. | Tighter intervention analysis will ensure that support and challenge is in place for Pupil Premium children. |
| Target PP pupils working at ARE in RWM to challenge and achieve GD                                                                                                                                                         | For PP pupils to achieve Greater Depth                                                                                                                                                                       | Challenge groups in each year group for more able pupils                                                                       | A.D      | Pupil Premium children challenged through attainment target sheet and aspirational target setting in place.                                                  | A higher percentage of Pupil Premium children reaching Greater Depth.                                        |

| <b>Objective 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                  | <b>To closely monitor Pupil Premium provision to ensure pupils are making good or better progress</b> |                  |                                                                                                                    |                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Actions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Success criteria</b>                                                                                                                          | <b>Cost/resource implications</b>                                                                     | <b>Barriers</b>  | <b>Evaluations</b>                                                                                                 | <b>Next steps</b>                                                                               |
| To monitor intervention timetables/step 6s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Baseline /final numerical data used to evidence progress                                                                                         | Time                                                                                                  | A, B, C, D. E. F | Regular intervention monitoring is in place. All interventions have baseline and exit assessments in place.        | Tighter intervention analysis to be implemented and a cost analysis to be put in place          |
| Observe interventions and PP pupils provision across the school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | High quality intervention programmes being delivered across all year groups                                                                      | Time                                                                                                  | A, B, C, D. E. F | Some interventions have been observed. Pupil Premium children's books have been scrutinised during book trawls.    | A more rigorous programme of monitoring to be in place Sept 2018                                |
| Monitor and analyse pupil premium group data and evidence.<br><br>PP data focus in Pupil progress meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Data and evidence show interventions have had positive impact on children's learning, therefore narrowing the gap between PP and non PP children | Time                                                                                                  | A, B, C, D. E. F | Pupil Premium data is closely analysed during Pupil Progress meetings. Book trawls provide evidence of attainment. | Continue to analyse Pupil Premium data and continue to close the gap between non Pupil Premium. |
| <p>The progress and attainment of PP pupils PPG will be closely monitored and reviewed by:</p> <ul style="list-style-type: none"> <li>• Half termly Pupil Progress meetings (between Principal , VP (SENCo /PP Lead), AP, Class teacher</li> <li>• Weekly Book trawls</li> <li>• Use of targeted attainment planning sheets</li> <li>• The monitoring of planning by class teachers to ensure all children's needs are being met as much as possible</li> <li>• Data tracking using SPTO. (books, planning and data are triangulated to ensure all three match up thereby improving the outcomes for the children )Progress and attainment of Pupil Premium children are also considered during the School Improvement Partner visits</li> </ul> |                                                                                                                                                  |                                                                                                       |                  |                                                                                                                    |                                                                                                 |

**What has been the impact of identifying and funding targeted support of pupils including using Pupil Premium?**

**Year 6 SATs Results July 2018**

| <b>Attainment</b>                                      | <b>All pupils (30)</b> |     | <b>Pupil Premium (5)</b> |     | <b>Not Pupil Premium (25 )</b> |     |
|--------------------------------------------------------|------------------------|-----|--------------------------|-----|--------------------------------|-----|
| Reading Scaled Score of 100+                           | 22                     | 73% | 1                        | 20% | 21                             | 84% |
| Reading Scaled Score of 110+                           | 10                     | 33% | 0                        | 0%  | 10                             | 40% |
| Writing at Expected Standard                           | 23                     | 77% | 1                        | 20% | 22                             | 88% |
| Writing at Greater Depth                               | 7                      | 23% | 0                        | 0%  | 7                              | 28% |
| Maths Scaled Score of 100+                             | 23                     | 77  | 1                        | 20% | 22                             | 88% |
| Maths Scaled Score of 110+                             | 8                      | 27% | 0                        | 0%  | 8                              | 32% |
| Grammar, Punctuation and Spelling Scaled Score of 100+ | 22                     | 73% | 1                        | 20% | 22                             | 88% |
| Grammar, Punctuation and Spelling Scaled Score of 110+ | 9                      | 30% | 0                        | 0%  | 9                              | 36% |
| RWM Combined at Expected Standard                      | 20                     | 67% | 0                        | 0%  | 20                             | 80% |
| RWM Combined at Greater Depth                          | 5                      | 17% | 0                        | 0%  | 5                              | 20% |

## Year 2 Results July 2018

| <b>Attainment</b>                   | <b>All pupils<br/>(15)</b> |     | <b>Pupil Premium<br/>(1)</b> |    | <b>Not Pupil Premium<br/>(14)</b> |     |
|-------------------------------------|----------------------------|-----|------------------------------|----|-----------------------------------|-----|
| Reading at Expected Standard +      | 11                         | 73% | 0                            | 0% | 11                                | 79% |
| Reading at Greater Depth            | 4                          | 27% | 0                            | 0% | 4                                 | 29% |
| Writing at Expected Standard +      | 11                         | 73% | 0                            | 0% | 11                                | 79% |
| Writing at Greater Depth            | 3                          | 20% | 0                            | 0% | 3                                 | 21% |
| Maths at Expected Standard +        | 11                         | 73% | 0                            | 0% | 11                                | 79% |
| Maths at Greater Depth              | 4                          | 27% | 0                            | 0% | 4                                 | 29% |
| RWM Combined at Expected Standard + | 10                         | 67% | 0                            | 0% | 10                                | 71% |
| RWM Combined at Greater Depth       | 3                          | 20% | 0                            | 0% | 3                                 | 21% |

## Phonics Screening Results 2018

| <b>Attainment</b> | <b>All pupils<br/>(30)</b> |     | <b>Pupil Premium<br/>(3)</b> |     | <b>Not Pupil Premium<br/>(27)</b> |     |
|-------------------|----------------------------|-----|------------------------------|-----|-----------------------------------|-----|
| Year 1 Pass       | 28                         | 93% | 2                            | 66% | 26                                | 96% |
| <b>Attainment</b> | <b>All pupils<br/>(1)</b>  |     | <b>Pupil Premium<br/>(0)</b> |     | <b>Not Pupil Premium<br/>(1)</b>  |     |
| Year 2 Pass       | 0                          | 0%  | 0                            | 0%  | 1                                 | 0%  |

## EYFS Data July 2018

| <b>Attainment</b>         | <b>All pupils<br/>(23)</b> |     | <b>Pupil Premium<br/>(3)</b> |     | <b>Not Pupil Premium<br/>(20)</b> |     |
|---------------------------|----------------------------|-----|------------------------------|-----|-----------------------------------|-----|
| Good Level of Development | 19                         | 83% | 1                            | 33% | 18                                | 90% |

Date of next review: **July 2019**

S Edwards  
July 2018



# APPENDIX 1

## Registering your child for free school meals

Dear parent/carer,

You may be aware of the Universal Infant Free School Meals programme which entitles all pupils in Reception, Year 1 and Year 2 to a free school lunch.

However, you may not be aware that children from Year 3 to Year 6 may also be eligible to receive free school meals, and unless you register your child to receive free school meals, regardless of the year group they are in, your child may miss out on the free school meal and the school may lose out on vital funding.

This extra funding is called pupil premium, and the government provides it to schools for every registered pupil meeting the specified financial criteria below. The purpose of this funding is to enhance the education of these pupils and bring their attainment in line with their peers. In previous years, we have utilised pupil premium in the following ways:

- Pupil Intervention (KS2 Writing / Maths)
- Pupil Intervention (KS1 Writing / Maths)
- Pupil Intervention (Pupil welfare and emotional well being)
- 1:1 Pupil Support
- Training and development
- Attendance Support
- Additional Year 6 booster sessions
- Enrichment activities

For each eligible pupil, the school will receive £1,320, so I am sure you can see the benefit and importance of registering your child; so that we may receive this funding and give them the best possible start in their education.

These free school meals, and therefore the pupil premium, are available to children of families in receipt of any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
  - Child Tax Credit (if not also entitled to Working Tax Credit and with an annual gross income of no more than £16,190)
  - Working Tax Credit run-on – paid for four weeks after no longer qualifying for Working Tax Credit

- Universal Credit

**Please note: even if your child is in Reception, Year 1 or Year 2,** you will still need to register your child for free school meals in order for the school to receive the funding, using the form attached, even though they may receive a free school meal through the universal free school meals programme regardless.

I would be grateful if any parent or carer with children in Reception to Year 6 would complete the form attached and return it to the school office to apply your child's eligibility for a free school meal.

Kind regards,

K E Savage

Principa

