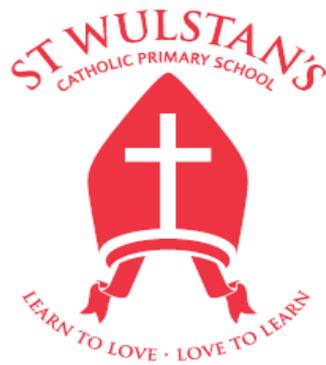


St. Wulstan's Catholic Primary School



**Pupil Premium Strategy
Spending and Impact Plan
2018-2019**

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 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
32	12	20	3	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

Overview of Expenditure 2018 – 2019	
Resource /Expenditure	Projected cost
Pupil Intervention	
Pupil Intervention (KS1 Writing / Maths) Extra teaching assistant time to support in class and provide interventions	£20,000
Pupil Intervention (Pupil welfare and emotional well-being)	£8000
Attendance Support (SLT release / rewards)	£600
Additional Year 6 booster sessions with HLTA afternoons	£6000
Additional teaching resources	£2000
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	£2000
School Trips	
Club provision	£2000
Massage in Schools programme – including transition programme for Year 6- emotional well being	£ 500
Total cost	£41600

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.				
Intent	Success criteria	Cost/resource implications	Barriers	Impact	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	Pupil Premium Improvement Partner Time	A, D, F	Review completed successfully. A PP Impact and Spending Report 2017-18 was produced. A detailed Spending and Action Plan 2018-19 produced. A PP monitoring cycle was produced.	Ensure PP Impact and Spending Report 2018-19 to be produced A Spending and Action plan 2019-20 to be produced.
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.	Monitoring time	D, F	Book trawls always include a PP child from every year group. Link AC rep has conducted a PP book trawl. Class Teachers meet separately with PP lead to discuss progress and barriers to PP children narrowing the gap. Attainment Target sheets completed by class teachers every half term with PP children highlighted and targeted intervention documented. Attainment target sheets shared with TA's.	Monitoring needs to be more closely triangulated. PP lead needs to ensure that PP monitoring cycle is implemented and the outcomes are documented.
Target the pupil premium children who are working below and towards age related expectations in reading, writing and maths. Plan	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.	Proportion of TA time to provide interventions and in class support and to provide extra support and	A,D, F	Points progress: Reading PP - 3 Non PP - 3 Writing PP - 3.2 Non PP - 2.8 Maths PP- 2.6 Non PP – 2.8	Tighter intervention analysis will ensure that support and challenge is in place for Pupil

interventions to back fill objectives from previous years.	At least 60% PP pupils (not SEN) to attain ARE in RWM	challenge for PP children			Premium children.
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.	Time to complete Attainment Target sheets and to plan interventions Monitoring time	D, F	Attainment Target sheets are completed each half term. Teachers use their own assessment as well as looking data. All PP children are highlighted on the sheets and appropriate challenge or support is put in place.	Include monitoring of the attainment target sheets as part of the monitoring triangulation
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.	Time for SLT and English and Maths leads to analyse data and make comparisons.	D,F	KS2 SATS 2019 (6 PP) Reading PP Exp 67% non PP Exp 71% Writing PP Exp 83% non PP Exp 81% Maths PP Exp 83% non PP Exp 81% KS1 SATS 2019 (3 PP) Reading PP Exp 33% non PP Exp 78% Writing PP Exp 33% non PP Exp 74% Maths PP Exp 33% non PP Exp 78% Phonics (5 PP) PP pass 40% non PP pass 100% EYFS (3 PP) PP GLD 33% non PP GLD 85%	Continue to monitor data to ensure the best possible outcomes for PP children
Monitor the attendance of the disadvantaged and low achievers	All PP children to have 95%+ attendance. PP 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	Time to monitor attendance.	A, C	Attendance of vulnerable learners including PP children is monitored regularly. Concerns are raised during pupil progress meetings. Parents are sent a letter if attendance falls below 95%. Attendance is then ragged and tracked. If an improvement is not seen then parents are invited in to discuss attendance with the Principal. Attendance improved in all PP children.	Monitoring needs to be extended to include lateness. Parents need to be made aware that children are missing pre teach sessions when they arrive late.
Objective 2					
Intent	Success criteria	Cost/resource implications	Barriers	Impact	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	Monitoring time	A, D, F	Step 6 monitoring sheets show the frequency of interventions. All year groups are planning intervention for PP children throughout the year.	Develop electronic versions of step 6 records to allow more frequent monitoring.

	challenged to gain GD				
Monitor and analyse pupil premium data	50%+ PP children will be at ARE in R, W & M.	Time to analyse data	D, F	Summer 2019 % of PP at ARE EYFS – R 33% W 33% M 33% Y1 – R 40% W 40% M 40% Y2 – R 33% W 33% M 33% Y3 – R 33% W 33% M 0% Y4 – R 29% W 29% M 14% Y5 – R 0% W 0% M 0% Y6 – R 67% W 83% M 81%	Continue to monitor the gap between PP and non PP as well as making comparisons to national data.
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	CPD time allocated to staff meetings and opportunities to meet with class teachers to support with intervention planning.	D, F	Staff have received CPD on planning appropriate and closely matched interventions for all vulnerable learners. Resources have also been shared to remind staff what is available.	Regular CPD opportunities need to be built into staff meetings programme and TED as appropriate.
Objective 3	To provide for all vulnerable pupil premium children through focused wellbeing support and extend it to their families depending on the need.				
Intent	Success criteria	Cost/resource implications	Barriers	Impact	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.	TA time solely dedicated to emotion well being of PP and other vulnerable children	E	TA time is time tabled in for experienced TA to meet with PP and other vulnerable learners. Safe Speak box is also available for all children to raise their own concerns.	PP children to have emotional literacy screening to highlight any potential issues. Focused class work for all pupils can help to address issues that are uncovered.
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.	Class teachers time to meet with parents	C, E	Vulnerable families including PP are targeted to build positive relationships and trust. Meetings have taken place and are often arranged around the needs of the family in order to achieve a better attendance rate.	Continue to target vulnerable families including PP and assess needs as appropriate.

Objective 4		To ensure attendance of pupil premium children is in line with national: 95% +.			
Intent	Success criteria	Cost/resource implications	Barriers	Impact	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	Time to monitor attendance.	A ,C	Attendance of vulnerable learners including PP children is monitored regularly. Concerns are raised during pupil progress meetings. Parents are sent a letter if attendance falls below 95%. Attendance is then ragged and tracked. If an improvement is not seen then parents are invited in to discuss attendance with the Principal. Attendance improved in all PP children.	Monitoring needs to be extended to include lateness. Parents need to be made aware that children are missing pre teach sessions when they arrive late.
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.	Time to monitor lateness.	A, C	Families are approached by SLT if they are persistently late. Support is offered in respect of breakfast club sign posting and referral to WFHP for family support.	More consistent and formal monitoring of lateness needs to be in place. As with attendance, if a child is persistently late swift action needs to be taken.

The progress and attainment of PP pupils PPG will be closely monitored and reviewed by:

- Termly Pupil Progress meetings (between Principal , VP (SENCo /PP Lead), AP, Class teacher
- Regular Book trawls
- Use of targeted attainment planning sheets
- The monitoring of planning by class teachers to ensure all children's needs are being met as much as possible
- Data tracking using Target Tracker. (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

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

Year 6 SATs Results July 2019

Attainment	All pupils (27)		Pupil Premium (6)		Not Pupil Premium (21)	
Reading Scaled Score of 100+	19	70%	4	67%	15	71%
Reading Scaled Score of 110+	6	22%	1	17%	5	24%
Writing at Expected Standard	22	81%	5	83%	17	81%
Writing at Greater Depth	3	11%	0	0%	3	14%
Maths Scaled Score of 100+	22	81%	5	83%	17	81%
Maths Scaled Score of 110+	4	15%	1	17%	3	14%
Grammar, Punctuation and Spelling Scaled Score of 100+	24	89%	5	83%	19	90%
Grammar, Punctuation and Spelling Scaled Score of 110+	6	22%	1	17%	5	24%
RWM Combined at Expected Standard	18	67%	4	67%	14	67%
RWM Combined at Greater Depth	2	7%	0	0%	2	10%

Year 2 Results July 2019

Attainment	All pupils (30)		Pupil Premium (3)		Not Pupil Premium (27)	
Reading at Expected Standard +	22	73%	1	33%	21	78%
Reading at Greater Depth	7	23%	0	0%	7	26%
Writing at Expected Standard +	21	70%	1	33%	20	74%
Writing at Greater Depth	5	17%	0	0%	5	19%
Maths at Expected Standard +	22	73%	1	33%	21	78%
Maths at Greater Depth	7	23%	0	0%	7	26%
RWM Combined at Expected Standard +	21	70%	1	33%	20	74%
RWM Combined at Greater Depth	5	17%	0	0%	5	19%

Phonics Screening Results 2019

Attainment	All pupils (23)		Pupil Premium (5)		Not Pupil Premium (18)	
Year 1 Pass	20	83%	2	40%	18	100%
Attainment	All pupils (3)		Pupil Premium (1)		Not Pupil Premium (2)	
Year 2 Pass	1	33%	0	0%	1	50%

EYFS Data July 2019

Attainment	All pupils (30)		Pupil Premium (3)		Not Pupil Premium (27)	
Good Level of Development	24	80%	1	33%	23	85%

Date of next review: **July 2020**

S Edwards

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

Principal

S Edwards

