

St. Wulstan's Catholic Primary School



**Pupil Premium Strategy
Spending and Impact Plan**

2019-2020

Spending Plan

2020-2021

Mission Statement

*We learn and grow with Jesus to love,
inspire and serve others.*

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 2019-20

Data as of September 2019

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	14	18	1	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	3	7	4	4	9	3

Only two thirds of overall budget spent as a result of enforced closure due to COVID 19 pandemic.

Overview of Expenditure 2019 – 2020	
Resource /Expenditure	Projected cost
Pupil Intervention	
Pupil Intervention (KS1 Writing / Maths) Extra teaching assistant time to support in class and provide interventions	£35,260
Pupil Intervention (Pupil welfare and emotional well-being)	£1310
Attendance Support (SLT release / rewards)	£250
Additional Year 6 booster sessions with HLTA afternoons	£2620
Additional reading resources including RWI	£156.85
Additional Maths teaching resources	£ 259.28
Further funding will be used to facilitate Pupil Enrichment Opportunities:	
Drumming Workshop	£303.75
Retreat Day	£645
Mobile Planetarium Visit	£205
Animal Man Visit	£200
After School Club	£60
Total cost	£41,044.88

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.

Intent	Success criteria	Cost/resource implications	Barriers	Impact	Next steps
Pupil Premium children's data given a high priority at pupil progress meetings to monitor progress and attainment in reading, writing and maths.	Progress and attainment is maximised through close monitoring and swift action taken to ensure that the attainment gap is narrowed.	SLT and staff time to have a separate discussion with staff and plan provision for disadvantaged children.	A, D, F	Separate Pupil Progress meetings held for PP children. Attainment, progress and provision is discussed in detail. Provision is planned to maximise attainment and progress. Spring 2 data:- EYFS – 100% PP at ARE KS1 - an increase of 2 children working at ARE in reading and writing, and 1 more child working at ARE in maths. KS2 - 4 more children working at ARE in reading, with 2 less working below ARE. 1 child is working above ARE in reading. 1 less child working below and 1 more child working within ARE. 1 less child working below and 1 more child working within ARE	Continue to measure the attainment and progress of disadvantaged. Monitor the effectiveness of interventions and modify as necessary.
Class teachers to highlight Pupil Premium children on attainment target sheets in	Pupil Premium children are targeted with timely interventions alongside quality first teaching, to ensure maximum	Staff time to prepare attainment target sheets / SLT time to review	D, F	All disadvantaged children are highlighted on Attainment Target sheets. Attainment Target sheets are completed each half term. Teachers use their own assessment as well as looking data. Appropriate challenge or support is put in place.	Ensure records of PP children are kept to track progress over time and to ensure effective provision is in place.

reading, writing and maths.	progress and attainment.			Improving data in 9 weeks (from previous data collection in December 2019) shows that disadvantaged learners are being challenged and higher percentages across the school are working at ARE.	
Class teachers will electronically plan short programmes of intervention. All programmes will have baseline and exit data to measure progress. Where possible, evidence based programmes will be used to maximise outcomes.	Regular intervention monitoring will show that Pupil Premium children are making better than expected progress and the attainment gap is narrowed between Pupil Premium and non Pupil Premium	Staff time to plan and record electronically their intervention programmes. PP lead time to monitor.	A,D, F	Teachers are now planning interventions using electronic Step 6 sheets. Intervention leads are now completing the sheets electronically following each intervention session. PP lead and class teachers are able to monitor the outcomes of interventions and swiftly intervene to maximise outcomes. All interventions are measured by baseline and exit data. Spring 2 2020 % of PP at ARE EYFS – R 100% W 100% M 100% Y1 – R 66% W 66% M 33% Y2 – R 57% W 57% M 57% Y3 – R 33% W 33% M 33% Y4 – R 75% W 50% M 50% Y5 – R 56% W 44% M 33% Y6 – R 0% W 0% M 0%	Monitor baseline and exit assessments to ensure they are appropriate, and measure the impact of interventions effectively.
Staff CPD delivered in house and within SNOMAC to both teachers and TAs	Teachers able to plan, deliver and review and plan interventions to meet the needs of Pupil Premium. TA's use appropriate resources and can evaluate pupil performance during interventions and record using the rag system to feedback to class teachers	Staff meeting time / TA meetings	D, F	Staff have received in house CPD on how to use the electronic Step 6 monitoring sheet. Individual staff have been supported to fully implement the strategy. TA's are confident in recording the outcomes of interventions. SLT are able to monitor the outcomes of interventions through the OneDrive. Records are able to be securely stored as they are all electronically based and not paper copies. SNOMAC CPD has not been possible due to COVID 19.	Further CPD to share strategies, discuss how pre teach / intervention sessions can be maximised.
The Discovery curriculum will give opportunities for Pupil Premium children to apply their learning in a range of contexts	Teachers ensure that Pupil Premium learners experience a range of opportunities delivered through the Discovery curriculum.	Staff time to plan with vulnerable learners in mind.	D,F	The Discovery curriculum is now embedded in all year groups. Teachers are mindful of the limited experience and knowledge that disadvantaged learners may have. Enrichment opportunities are planned to engage and provide a context for learning.	Staff to continue to explore opportunities to provide enrichment and context for learning.

	Timetable interventions around Discovery sessions and teachers plan for skills to be applied in different contexts giving purpose to leaning.				
Hold pre teach sessions for Pupil Premium children to activate and consolidate prior learning	Teachers and TAs to deliver small group pre teach sessions during assembly time. This will ensure maximum learning during RWI, English and Maths sessions.		A, C	Pre teach sessions have taken place for vulnerable learners. Children have benefited from having prior knowledge activated before a main teaching session. Children have also benefited from using these sessions to consolidate knowledge to allow for greater progress during lessons.	Ensure that pre teach sessions continue and are built into class time tables.

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

Statutory assessment has not taken place this year due to the COVID 19 pandemic.

Date of next review: **July 2021**

Pupil Premium Strategy Statement 2020-2021

Data as of September 2020

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
42	18	24	0	0	0
Total PPG 2020-2021	£49 765				

Number of pupils in each year group (not including LAC)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7	5	4	8	5	4	9

Overview of Expenditure 2020 – 2021	
Resource /Expenditure	Projected cost
Pupil Intervention	
Pupil Intervention (KS1 Writing / Maths) Extra teaching assistant time to support in class and provide interventions	£36260
Pupil Intervention (Pupil welfare and emotional well-being - HLTA)	£1500
Attendance Support / EWO SLA	£834
Additional Year 6 booster sessions with HLTA afternoons	£2620
Additional reading resources / phonics support	£1000
Additional Maths teaching resources	£1000
Contingency funds for yet unknown support required in response to COVID19 - adult support, resources, SLAs	£5000
Further funding will be used to facilitate Pupil Enrichment Opportunities:	
Presently unspecified due to COVID 19 restrictions on visitors and trips	£1000
Total	£49214

Approximate planned spend:

The majority of funding will be put towards staffing which includes:

- Interventions such as pre-teaching by class teachers and Teaching Assistants, social skills groups, speaking and listening groups, booster groups in Year 6 for English and maths, and in Year 2 for Phonics. Termly Pupil Progress Meeting time where SLT, SENDCo and class teacher discuss vulnerable groups within each class.
- Monitoring of the progress of the children in receipt of the PPG by the SENDCo contributing to the Pupil Progress meetings (using Target Tracker).
- Some children in receipt of the PPG are also more able and therefore require challenge that needs to be carefully planned and implemented. Furthermore, all staff will be held to account to ensure that challenge is provided for all children regardless of ability.
- Safe Speak support groups starting from Autumn term for one afternoon per week with a skilled Teaching Assistant. Transition groups and enhanced work relating to a smooth move to high school
- Social skills groups led by our highly skilled Teaching Assistant for specific children throughout the school in need of additional support – one afternoon per week.
- Pupil Progress meetings will specifically consider the needs and interventions implemented with regard to children in receipt of the PPG.
- Targeted interventions in English and Mathematics sessions for children who need additional support – led by teachers and teaching assistants (pre-teaching).
- Booster classes in Year 6 in Spring Term 2021
- To purchase any additional equipment and resources that may be necessary to enhance learning and self-esteem.

Further allocated funding to support enrichment

- Funding towards Educational Visits as some families will find it difficult to fund the full amounts of school trips therefore most trips are subsidised, especially a more expensive, residential trip in Year 5 and Year 6.
- Subsidising school trips (day and residential) for vulnerable children.

The progress and attainment of children in receipt of the PPG will be closely monitored and reviewed by:

- Termly Pupil Progress meetings (Principal, Vice Principal, Class teacher and SENDCo)
- The monitoring of planning by curriculum co-ordinators to ensure all children's needs are being met and challenge offered as much as possible
- Data tracking using Target Tracker. The scrutiny of books, pupil interviews , planning and data are then triangulated to ensure all three match up thereby improving the outcomes for the children. Termly monitoring will then be submitted to the SLT by staff with curriculum post holders to show that their subjects are being rigorously monitored
- Statutory testing Summer 2021

Impact Report to be published July 2021

