

*St. Wulstan's Catholic Primary School*



**Pupil Premium Strategy  
Spending and Impact Plan  
2019-2020**

# 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](http://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
<b>Total cost</b>	<b>£41,044.88</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.

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 reading, writing and maths.	Pupil Premium children are targeted with timely interventions alongside quality first teaching, to ensure maximum progress and attainment.	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. Improving data in 9 weeks (from previous data	Ensure records of PP children are kept to track progress over time and to ensure effective provision is in place.

				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. Timetable interventions around Discovery sessions and	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.

	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

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

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

Date of next review: **July 2021**

# 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

