

Pupil Premium 2018-2019

1. Summary Information					
School	St Monica's Catholic Primary School				
Academic Year	2018-2019	Total PP Budget	£63,773	Date of most recent PP Review	September 2018
Financial Year	April 2018-2019				
Total number of pupils	420	Number of pupils eligible for PP (April 2018)	48	Date for next internal review	January 2019

2. Outcomes for Year 6 – July 2018 (Data taken from ASP/ HfL)		
	<i>Pupils eligible for PP (17) National Benchmark</i>	<i>Pupils not eligible for PP (42)</i>
% achieving expected and above in reading	95% 80%	83%
% achieving expected and above in writing	88% 83%	90%
% achieving expected and above in Maths	75% 81%	91%
% achieving expected and above in GPS	94%	90%

3. Barriers to future attainment (for pupils eligible for PP)	
In School barriers (<i>issues to be addressed in school</i>)	
A.	Speech and Language development (including EAL)
B.	Application of Maths Skills through reasoning and problem solving.
C	Enjoyment of Reading and Writing.

D.	Fine Motor/ Gross Motor Skills	
External Barriers		
E.	Attendance and Early Help	
Desired Outcomes		Success Criteria
1.	Pupil Premium children starting school achieve as well as others	Pupils eligible for PP starting in Reception make rapid progress and achieve GLD.
2.	Pupil Premium leave St Monica's with age appropriate English and Maths skills so that they can succeed at secondary school	The gap between the achievement of Pupil Premium children and non-pupil premium is narrowing at Key Stage Two. The percentage of Pupil Premium children achieving the expected standard or above is increasing across the school.
3.	Pupil Premium Children's learning will not be affected by low attendance and families will be offered Early Help.	Each Pupil Premium child's attendance to be above 90%. Family needs identified and support in school or externally to ensure children are able to focus on their learning.

4. Planned Expenditure					
Academic Year					
<i>The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
i. Quality of teaching for all					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Development of Quality First	SLT to lead training following	Pupil's needs should be met where possible in the	Lesson Observations Book Scrutinies	SLT	Termly

<p>Teaching across the school, focusing on the individual needs of pupils.</p>	<p>the identification of individual needs. Pupil Premium children identified on planning.</p>	<p>classroom. Effective inclusion for all pupils. Developing teaching styles to facilitate all learning styles. Pupil Premium children's work marked and assessed first. Pupil Premium monitoring records to be kept in each year group.</p>	<p>Pupil Progress Meetings Monitoring books</p>		
<p>Develop reading and encourage all children to enjoy reading</p>	<p>Revamp the home reading books so children have a wider selection to choose from. (Particularly free-readers)</p>	<p>Ensure that all children have access to books which are suitable for their interests as all research shows that attitudes to reading need to be developed in order for long-lasting impact on reading attainment to be established.</p>	<p>Literacy Lead and HLTA to introduce new book scheme and develop incentives to encourage children to use the library e.g. Summer Reading Challenge, Reading Breakfast Club etc...</p>	<p>Literacy Lead SLT</p>	

			Literacy lead to develop classroom practice through lesson planning and resources. Particularly inference.		
Children are able to use basic Maths skills to reason and problem solve.	<p>New scheme of work to be monitored</p> <p>Training led by Maths Lead on the importance of modelling and building Success Criteria to develop skills.</p> <p>New Termly tests across the school linked to the scheme of work.</p>	Prior monitoring (lesson observations, book scrutinies etc...) highlighted that there was an uneven weighting between the three aims of the National Curriculum. The focus has been on fluency rather than developing reasoning and problem solving skills.	<p>Lesson Observations</p> <p>Learning walks</p> <p>Book Scrutinies</p> <p>Pupil Progress Meetings</p>	<p>Maths lead</p> <p>SLT</p>	Termly
Total budgeted costs to cover:					
<ul style="list-style-type: none"> Maths Lead to deliver training and support teaching and monitoring 					£4000

<ul style="list-style-type: none"> • SLT to lead teacher training • Maths resources to develop new scheme of work • HLTA for library and reading • New books for reading and Reading Cloud 					<p>£3500 £1000 £7302 £3000+ £400</p> <p>Total: £19,202</p>
ii. Targeted Support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
HLTA to provide support for Speech and Language	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development has been identified as below average on entry to St Monica's.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review	SENCO SLT Class teachers	Planned Review points (six-twelve weekly cycle)
TA's trained to run the Rainbow Road intervention across the school particularly in EYs and KS1	Individual needs identified and support provided as necessary focusing on Early Years and KS1.	Language development and fine and gross motor skills have been identified as below average in Early Years and KS1.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review	SENCO SLT Class teachers	Planned Review points (six-twelve weekly cycle)
Specialist TA used to support progress in Year	Identify pupil premium children who did not make	Pupil Premium children in Year 4 did not make expected progress in Year 3.	Provision Mapping Tool	Key Stage Leader	Pupil Progress Meetings

4.	expected progress and support through intervention	Targeted work and personalised plans in place.	Pupil Progress Meetings	PP Leader SLT	
To continue to use Literacy and Numeracy specialist teachers and HLTA's to support development of basic skills	Identification of children who need support particularly in Upper KS2 to achieve Age Related Expectations particularly in Writing.	Ensure that all children leave St Monica's with age appropriate skills in Literacy and Numeracy.	Identify children who have gaps in their learning and provide targeted support using Specialist Teachers and Higher Level Teaching Assistants. Dyslexia specialist teacher used to close gaps for identified children.	Key Stage Leaders Subject Leaders SLT Class teachers	Planned Review points (six-twelve weekly cycle)
To continue to use Beanstalk Reading Programme for identified children	Join Beanstalk and pay for 6 children to take part in a Specific reading intervention carried out by a charity.	To enhance the enjoyment of reading for identified children. To build confidence, fluency and comprehension in reading	Children identified based on assessment data. Termly assessment monitoring Feedback from children	Literacy lead PP lead Class teachers	Termly
Total budgeted costs to cover:					

<ul style="list-style-type: none"> • Rainbow Road • TA costs • HLTA costs • Specialist teachers • Beanstalk 					<p>£500</p> <p>£8803</p> <p>£18,360</p> <p>£4000</p> <p>£1280</p> <p>Total: £32,943</p>
iii. Other approaches					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
HLTA to train as a Learning Mentor to provide Early Help for children and families.	Identification of children and families who would benefit from pastoral support e.g. Rainbows, Protective Behaviours, Drawing and Talking etc...	Children working with outside agencies such as CFP being identified as needing specific programmes such as 'Protective Behaviours' will be supported in school with a familiar adult rather than joining an external waiting list. Develop skills through Mental Health training and Restorative Lead Practitioner training.	Provision Mapping Tool used to track intervention progress. Individual needs assessed as part of the six-weekly review. Emotional Literacy assessments will be used to monitor progress. Half-termly meetings to discuss the needs	SENCO DSL SLT Teachers	Half-termly

		Identify children who have persistent absences and work with families to improved attendance.	of the children and the impact of the support. Referral forms completed by teachers, pupils and parents and evaluation forms completed at the end of a support period.		
To continue to develop Breakfast Club for children who need a 'settled' start to the school day.	Breakfast club run by Learning Mentor and TA to provide breakfast and a 'calm' session prior to entering the classroom.	Children identified as having little or no breakfast and starting the school day unsettled.	Children identified based on individual/family need. Termly reviews of the children and the impact on their day at school.	Learning Mentor SENCO DSL SLT	Termly
Financial support for before school, after school clubs, school trips, uniform and transport.	To ensure all pupils have the opportunity to take part in extra-curricular activities and have the correct uniform.	Provide opportunities to children without families worrying about the financial costs.	Excel spreadsheet kept up to date of financial support provided for individual children. Pupil Interviews completed in Spring	PP Lead Office Staff SLT	Half-termly

			Term to assess individual need		
Homework Packs for children eligible for FSM	Provide children with a homework pack as they are identified as being eligible for FSM	To ensure children have access to the equipment they need to complete home learning.	Half-termly monitoring of the eligible for FSM list. Homework packs created for children as they become eligible.	PP Lead Office Staff	Half-termly
Development of the Healthy Minds Team across the school.	Develop procedures in school to support children's mental health	Providing support for children and families and to work closely with outside agencies,	Action plan for team Ensuring procedures in place such as well-being numbers	Healthy Minds Team	Termly
Total budgeted costs to cover:					
HLTA- Learning Mentor				£5476	
Breakfast Club				£250	
Financial Support				£3000	
Homework Packs				£1000	
Healthy Minds Team				£1902	
				Total: £11,628	

Assessment July 2016, July 2017 and July 2018

1. Outcomes for Year 6	JULY 16	JULY 17	July 18
	<i>Pupils eligible for PP (16)</i> <i>National Benchmark (ASP)</i>	<i>Pupils eligible for PP (15)</i> <i>National Benchmark (ASP)</i>	<i>Pupils eligible for PP (17)</i> <i>National Benchmark (ASP)</i>
% achieving expected and above in reading	44% 72%	73% ↑ 77%	95% ↑ 80%
% achieving expected and above in writing	69% 78%	67% ↓ 81%	88% ↑ 83%
% achieving expected and above in Maths	63% 75%	87% ↑ 80%	75% ↓ 81%
% achieving expected and above in GPS	69%	67% ↓	94% ↑

The attainment of end of KS2 Pupil Premium children has rapidly improved in Reading, Writing, Maths and GPS from July 16 to July 18.

Attainment and Progress has improved across Key Stage Two and is demonstrated in the Analysing School Performance (ASP) reports for Reading and Writing.

Although Attainment dropped from 87% to 75% in 2018, progress in Maths has continued to improve and the Year 6 Pupil Premium children made accelerated progress across the Key Stage with pupils making an average of +13 points progress (expected progress across the Key Stage is +12.0) due to our Maths HLTA, Maths Specialist Teacher and Personalised Planning tutor. Through the introduction of a whole school planning scheme and assessment tests, progress across each year group and Key Stage will be closely monitored.