Pupil Premium 2018-2019- Reviewed June 2019

1. Summary Information					
School	St Monica's Catholic Primary School				
Academic Year Financial Year	2018-2019 April 2018-2019	Total PP Budget	£63,773	Date of most recent PP Review	September 2018
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)		
	Pupils eligible for PP (17) *National Benchmark*	*Pupils not eligible for PP (42)*
% 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 *(issues to be addressed in school)*	
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					
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. 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

Development of Quality First Teaching across the school, focusing on the individual needs of pupils.	SLT to lead training following the identification of individual needs. Pupil Premium children identified on planning.	Pupil's needs should be met where possible in the 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.	Lesson Observations Book Scrutinies Pupil Progress Meetings Monitoring books	SLT	Termly Planning checked. Discussion of PP children during progress meetings. PP books looked at during book looks. Teachers and TA's know PP children in class/ year group.
Develop reading and encourage all children to enjoy reading	Revamp the home reading books so children have a wider selection to choose from. (Particularly free-readers)	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	Literacy Lead and HLTA to introduce new book scheme and develop incentives to encourage children to use the library e.g. Summer Reading	Literacy Lead SLT	TA's using blue books to record/ monitor PP reading. All classes have allocated time in library to change reading books. Good turn out in reading breakfast club, book fair,

		reading attainment to be established.	Challenge, Reading Breakfast Club etc… Literacy lead to develop classroom practice through lesson planning and resources. Particularly inference.		summer reading challenges. Focus on reading across the school which has helped to encourage PP to read. New reading banded books have continued to be successful. New classroom books. To be continued- introducing accelerated reader next year.
Children are able to use basic Maths skills to reason and problem solve.	New scheme of work to be monitored Training led by Maths Lead on the importance of modelling and building Success Criteria to develop skills. New Termly tests across the school	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.	Lesson Observations Learning walks Book Scrutinies Pupil Progress Meetings	Maths lead SLT	Termly Monitoring of new scheme of work- all staff using WRH. Termly testing has continued from last year. Lead worked with individual teachers. Modelling to be continued

	linked to the scheme of work.				

Total budgeted costs to cover:		
• **Maths Lead to deliver training and support teaching and monitoring** • **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**		**£4000** **£3500** **£1000** **£7302** **£3000+£400** **Total: £19,202**

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**
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) On-going with particular children. Provision mapping used to track progress of children involved. TBC

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) On-going with particular children. Provision mapping used to track progress of children involved. Rainbow Road used in KS1. EYFS using write start. TBC
Specialist TA used to support progress in Year 4.	Identify pupil premium children who did not make expected progress and support through intervention	Pupil Premium children in Year 4 did not make expected progress in Year 3. Targeted work and personalised plans in place.	Provision Mapping Tool Pupil Progress Meetings	Key Stage Leader PP Leader SLT	Pupil Progress Meetings Specialist TA being used well in year 4- will be continued to work with them next year. Moderation showed that children were reported higher than they were in

					year 3 so have had to 'backtrack'. Pupil progress meetings have discussed PP children. TBC
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) Successful use of Maths specialists and HLTA's to support PP children. PP children and teachers have benefited from this support. Literacy specialist no longer being used. Dyslexia specialist working with particular children. TBC
To continue to use Beanstalk Reading	Join Beanstalk and pay for 6 children to take part in a Specific	To enhance the enjoyment of reading for identified children.	Children identified based on assessment data.	Literacy lead PP lead	Termly On-going. Due to a member of the Beanstalk team leaving only

Programme for identified children	reading intervention carried out by a charity.	To build confidence, fluency and comprehension in reading	Termly assessment monitoring Feedback from children	Class teachers	3 children taking part in programme. TBC
Total budgeted costs to cover: • **Rainbow Road** • **TA costs** • **HLTA costs** • **Specialist teachers** • **Beanstalk**					**£500** **£8803** **£18,360** **£4000** **£1280** **Total: £32,943**
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**

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. Identify children who have persistent absences and work with families to improved attendance.	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 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.	SENCO DSL SLT Teachers	Half-termly On-going. Learning mentor has supported particular PP children and families when needed. Deputy regular meetings with learning mentor to discuss the impact of support.

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 Has been effective with providing a calm start to the day for particular PP children. TBC
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 Term to assess individual need	PP Lead Office Staff SLT	Half-termly Support for particular children depending on the need. Support provided is recorded in the office. TBC
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 Homework packs have been distributed when children joined register. TBC

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 Team developing over the year. Wellbeing day for children and staff. Use of check-in circles to help check how children enter the school.
Total budgeted costs to cover: **HLTA- Learning Mentor** **Breakfast Club** **Financial Support** **Homework Packs** **Healthy Minds Team**				**£5476** **£250** **£3000** **£1000** **£1902** **Total: £11,628**	

Assessment July 2016, July 2017 and July 2018

1. Outcomes for Year 6	JULY 16	JULY 17	July 18
	Pupils eligible for PP (16) *National Benchmark (ASP)*	*Pupils eligible for PP (15)* *National Benchmark (ASP)*	*Pupils eligible for PP (17)* *National Benchmark (ASP)*

% 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.