

St Mary's Catholic Primary School Worthing



Pupil Premium Action Plan 2018 – 2019

Learn, Love, Pray

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Outline of purpose of funding:

Our purpose in allocating the Pupil Premium Grant is to narrow the gap between children who are disadvantaged, including those who qualify for Free School Meals, or children who are 'looked after'.

In spending the Pupil Premium, we have 2 main objectives:

- to narrow the gap between all pupils eligible for the Pupil Premium Grant, including the more able achievers, by improving the percentage of pupils in each year group who make at least expected progress.
- to enrich the curriculum through a range of extra-curricular activities and enhance the social, emotional and cultural development of our children.

Guiding principles:

- Pupil Premium funding is spent on Pupil Premium eligible children.
- Our policy is shared with parents and is available online.
- All pupils in the Pupil Premium group must be considered for support to raise attainment or other factors which could lay the foundation for future learning.
- Consistent high quality support is monitored by the school, avoiding wastage of precious financial resources.
- Activities are evaluated for impact by the school on a regular basis.
- Success criteria are set for each child on Pupil Premium activities.
- Focussed feedback is given to pupils, through target cards showing a clear way to improve further.
- Our Pupil Premium Co-ordinator has a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils.
- All our staff are aware of pupils receiving the Pupil Premium and how funding is being spent.
- We track the attainment and progress of each Pupil Premium child on a termly basis as the Individual Assessment Summary (IAS) is produced for parents.
- There are a range of strategies available and each child is considered for each strategy.
- A Governor is responsible for feeding back to the full Governing Body about the implementation of the Pupil Premium programme.

Responsibility and actions:

- Governing Body: Our Pupil Premium Governor reports to the Governing Body.
- Pupils: Evaluation discussions/viewpoint questionnaires are set as appropriate.
- Parents: Parents informed of progress via Parent Teacher meetings and through the end of year reports.
- Staff: Pupil Premium children are discussed during Pupil Progress Meetings and performance management reviews.

How the funding impacts on the provision for learning:

- Employing a dedicated Pupil Premium Teacher to help co-ordinate the provision and to teach individual children and small groups from all classes in school.
- The employment of Educational Psychologist, Speech and Language Therapist, Play Therapist and Art Therapist.
- Providing additional tutoring for targeted children either in groups or on a 1 – 1 basis.
- Providing individual 1 – 1 support for vulnerable individuals.
- Funding children's participation in extra-curricular opportunities, in our school and beyond.
- Helping children to pay for school trips and residential experiences.
- Purchasing teaching and learning resources (including software products and online tools).
- Providing activities and experiences to enrich and extend children's learning.
- Delivery of "Numbers Count" interventions by an accredited member of staff within the school.
- Providing additional tools and resources for individuals to access the curriculum.
- Developing and encouraging curriculum enrichment including music lessons, attendance at clubs run outside the school day and attendance at the Deanery Conference for year 5 and 6 pupils

Action Plan for Pupil Premium provision 2018/2019

Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- High numbers of pupils with limited/no English
- High mobility
- Tackling Persistence Absenteelevels
- Delayed language and vocabulary skills (speaking & reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)

Desired outcomes to diminish the difference between Pupil Premium funded pupils and 'Other' pupils

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils' social, emotional and health needs through Inclusion Team
- C. Continue to support pupils and families who are new to English/ no previous schooling
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils 'on track' to exceed Expected Standard
- G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- H. Increase vocabulary, reading and phonics achievement in EYFS & KS1
- I. Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

Action Plan for Pupil Premium provision 2018/2019

Financial year April 2018 to April 2019	Amount of Pupil Premium Funding
2018 - 2019	£72,345

Total Pupils on roll EYFS to Year 6: 255 children

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
42	25	17	42	2	2	0

Action Plan for use of Pupil Premium 2018 - 2019

Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	Targeted Group(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Impact
B	Play and Art therapy support for most vulnerable children	£11,000	Selected vulnerable pupils from across the school	Increased in self-esteem and improved well-being enabling children to be able to access the curriculum back in the classroom	Inclusion team Leader, SLT	
D	Attendance support for pupils & families – led by Inclusion Manager, SENCO and Pupil Entitlement officer	£4,938	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for	Inclusion team Leader, SLT	
B	Inclusion Manager and Learning Mentors support for children and families.	£13,215	Whole school	Targeted focus work with families to enable them to support their child's learning and well-being.	Inclusion team Leader, SLT Governors	

E F	Additional HLTA 3 days a week in KS2 running small group and 1:1 maths interventions	£9,505	Key Stage 2	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	SLT Governors Resources committee	
C	Additional TAs to support EAL/New arrivals who are also PP.	£3,467	Whole School New Arrivals	Small group teaching for EAL Arrivals to ensure effective induction into school and accelerate acquisition of English.	SLT Governors - Resources committee	
E F G	Class based TA support for English and maths	£25,165	Whole School	Small group in class support to support children in making at least expected progress and work towards achieving expected standard – also support for PP HPAG to ensure challenge and opportunities to achieve GDS	SLT Governors - Standards committee	
G	Part time teacher allocated to teach small groups of vulnerable children across the school	£3,155	KS1	Small group teaching to support children with low on-entry baseline in EYFS & KS1.	SLT Governors Standards Committee	
I	Subsidising educational trips, visitors, extra-curricular clubs and peripatetic music lessons	£2,000	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	SLT Governors Standards Committee	
	Total spend:	£72,345				