

Pupil Premium Funding Action Plan 2017/2018
St Vincent's Catholic Primary School

The purpose of this funding is to ensure that the **disadvantaged pupils** in our school are effectively supported to overcome any barriers to learning and achieve their full potential. The funding will ensure that as a group, those in receipt of Pupil Premium (PP) funding, achieve at least in line with the average for non-disadvantaged pupils nationally or that any differences in their achievement are decreasing.

Strategies put into effect in this plan were agreed following consideration of:

- ☐ The specific barriers to the individual child's learning (identified and noted by teaching staff)
- ☐ Research into effective strategies for improving PP outcomes (see especially The Sutton Trust)
- ☐ The school's own analysis of strategies we have used with positive impact on achievement

We believe the main barriers to learning in our school for disadvantaged pupils are:

- ☐ Academic
- ☐ SEND
- ☐ Well being/ Behaviour
- ☐ Attendance
- ☐ Parental Engagement
- ☐ Enrichment and pupil engagement

Total number of all pupils on roll in school	211
Total number of LAC pupils + adopted pupils previously LAC	0
Total number of pupils eligible for Pupil Premium Funding	19
Funding allocation for 2016-17 (spend by 31st August 2018)	£24,060

Main Barriers to Learning	Strategies to overcome barriers/ improve achievement	Rationale	By When?	Cost:	Intended Impact	Final evaluation July 2018
Academic – Reading	Class Teachers to implement specific strategies as identified through appraisal.	To encourage pupils to read more challenging texts and to enjoy the experience.		£900	Improved reading comprehension in all year groups	Teacher led Guided Reading has taken place throughout the year and there is evidence, through Learning Walks and monitoring, that this is impacting on the quality of reading. However, it was evident that other planned reading activities are not always meeting the needs of pupils. Books were not purchased but the intention is to do so next term. IT provision did not allow us to run the reading club. TAs were diverted from ERR intervention to meet the needs of individual pupils and so training could not take place.
	Reading books purchased for PP pupils based on their personal interests.			£250	Pupils enjoy reading.	
	Weekly on-line reading club lunch session				Providing access to online reading for PP pupils who do not have internet.	
	ERR intervention – trained TA to use adapted strategies to support identified pupils.					
Academic – Writing	Class Teachers to implement specific strategies as identified through appraisal.	To provided more opportunities for extended writing.		£900	More PP pupils writing at expected standard.	The school has implemented a Big Write strategy to encourage extended writing. Monitoring indicates this has been a success and all PP pupil are making expected progress. TAs were diverted from precision teaching to meet the needs of individual pupils and so training could not take place.
	More able writers’ workshops for years 3 to 6.			£500	% of disadvantaged achieving expected standard in writing.	
	Utilise support staff who are trained to deliver precision teaching.					
Academic – maths	Class Teachers to implement specific strategies as identified through appraisal.	Smaller groups to ensure PP children receive focused support and high quality teaching.		£900	Improved maths scores in all year groups	All children have accessed a mastery maths curriculum through the maths hub. Expected progress for PP pupils in Maths is 100%. All have access to MyMaths.
	Create a focus group for Maths for two hours per week.				All PP pupils fully access their learning and make at least expected progress.	
	Queensbury Academy Maths Roadshow for Years 5 and 6 More able pupils.				Increase % of MA disadvantaged achieving ‘greater depth’ in Maths	
	Access to MyMaths online at school.			£280	Enables all pupils to complete my maths homework.	

	Utilise support staff who are trained to deliver precision teaching.					
SEND A proportion of our pupils eligible for FSM also have additional educational needs	Link up with Chiltern and Weatherfield schools in terms of strategies and resources.	To ensure the curriculum is accessible to all SEND pupils.			Increased progress for pupils, closing of achievement gap.	Resources have been utilised for particular children in Y1 and Y5. Training has been provided for all staff in regard to ASD. We recognise the need to plan more learning focused activities.
Well Being/behaviour	RE Lead work with families and children to provide pastoral care.	To remove barriers to learning and alleviate anxiety around transition to high school		£7,500	Pupils with additional needs supported through EHA. Increased pupil confidence. Pupils happier at home and school, more able to access learning.	There is good close communication between the RE Lead and specific families. This has led to bespoke support and the involvement of multi-agencies. The well-being of children is a strength of the school. Pupils' surveys support this and was commented on in the recent Section 48 Inspection.
	Transition school visits arranged for Year 6 PP pupils				Pupils better prepared for transition to high school.	
	All disadvantaged pupils achieving below the expected, or less than 5 steps progress, to take part in the '50 Things To Do' well-being initiative.			£3,000	Improved behaviour for learning.	
	Additional Lunchtime activities. To work with pupils during lunchtimes to reduce behaviour issues and increase self esteem.			£3,000	Increased confidence and self esteem. Pupils are happier at school and more able to access learning.	
	Position of responsibility – monitors taking on various roles and responsibilities.				Pupils self esteem is raised.	
Attendance	Half Term certificates for pupils	Ensure all			Sustained attendance	Attendance of PP pupils is slightly above

	achieving 100% attendance.	disadvantaged pupils access a full range of activities in school and to provide wrap around care by the end of this year.			Improve attendance of FSM pupils, attendance gap closed. Pupils in school and learning	attendance for other pupils in the school. The child care provision is to start in September and allowances will be made for PP pupil.
	Yearly attendance trip			£500	Sustained attendance	
	Free places for those in most need to breakfast club and after school care.			£2,000	Increased attendance	
Parental Engagement	Termly Parent workshops.	Facilitate parental support for our disadvantaged pupils.		£500 (crèche)	Increased confidence	Reading workshop in the Advent term was poorly attended. Attendance at the recent SRE workshop was significantly better but still not at the levels we aspire to. However, attendance for both Reception and Year 1 information sessions was close to 100%.
	Signposting parents to external courses and programmes.				Parents more involved in their child's learning. Parents develop their own skills.	
	Meet and greet at the beginning of the year.				Dads more involved in their child's learning.	
	Ready for starting school and Year 6 information and support sessions.			£500 (crèche)	Empower the parents and pupils so they are ready for year 1. To enable the children to become more independent and resilient.	
Enrichment and engagement	School trips and residential trips are subsidised to ensure access for all pupils.	Disadvantaged pupils have access to a full range of extra-curricular activities.		£2,000	Raise aspiration, motivation and engagement. Improve behaviour. Give a purpose/meaning to learning. Teach life skills.	Trips have been subsidised for a number of PP pupils. Free music tuition has been provided for some. Planned music sessions have taken place.
	PP pupils to receive free music tuition for an instrument of their choice.			£500		
	Pupils in Year 4 have the opportunity to learn the clarinet for a year.			£2,500	Increase self esteem, improve fine motor skills.	

	Throughout the year 6 weekly music courses provided through school budget.					
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Total spend: £25,730
