

Pupil Premium funding plan 2019/20

1. Summary information					
School	St Vincent's Catholic Primary				
Academic Year	2019/20	Total PP budget	£21,120	Date of most recent PP Review	July 2019
Total number of pupils	201	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Dec 2019
		Proportion of disadvantaged pupils	6%		

2. Disadvantaged attainment for academic year 2018/19		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	25%	57%
% making expected+ in reading	25%	61%
% making expected+ in writing	50%	78%
% making expected+ in mathematics	50%	74%

3. Disadvantaged pupil progress scores for academic year 2018/19	
Measure	Score
Reading	1.2
Writing	-4.9
Maths	-0.8
Ave score reading and maths	0.2

4. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor oracy skills
B.	Written language skills are lower in PPG children across the school
C.	Behaviour: having a readiness to learning with good 'behaviour for learning' in school

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Low attendance
E.	Poor home learning environments

5. Planned expenditure

Academic year **2019/20**

The three headings demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Academic barriers

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Small group intervention delivered through 'reading fluency' programme.</p> <p>Use of HfL step sentences for Maths</p>	<p>Evidence of narrowing the gap in pupil's speaking and reading skills.</p> <p>Pupils use mathematical vocabulary with understanding</p>	<p>Pupils reading at expected level is low across the school.</p>	<p>Pupils are assessed during sessions and level of text is focused and steps up challenge weekly.</p> <p>Lesson observations of guided reading and maths lessons.</p>	<p>English Lead</p>	<p>Termly</p>
<p>B. Additional TA hours have been allocated to provide further support to PPG pupils with specific reading and writing difficulties.</p> <p>Let's Think in English strategies</p>	<p>Evidence of narrowing the gap in pupil's reading and writing</p>	<p>PPG pupil's spelling and ability to write in a range of genres is lower than non PPG.</p>	<p>PPG pupil's books are assessed daily and TA with teacher support provides targeted intervention.</p>	<p>AHT/SENDco English Lead</p>	<p>Termly</p>

C. Increased participation in extra-curricular clubs over the year. 121 Therapy sessions Small group sunshine circles therapy	Pupils are ready to learn and life experiences increase.	Many children at school have limited opportunities to broaden life experiences and develop personal interests.	Drop in observations/ learning walks Pupil conversations	SLT	Termly
Total budgeted cost					11000
ii. Additional Barriers					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. We give a termly trophy to the class with the highest attendance. Individual weekly 100% attendance stickers.	Target of 95% attendance in PPG pupils	Attendance amongst PPG pupils is lower than other groups in 2018/19 academic year.	Attendance is tracked fortnightly and PPG pupils are closely monitored. Display to promote and celebrate attendance.	SLT	
E. Offer workshops and support parents – Weekly ‘stay and learn’ sessions to run in the 2 nd half of each term.	Parental engagement increases the understanding and ability to support their child.	Parent forum raised school’s awareness of lack of understanding with set homework.	Participation and attendance at ‘stay and learn’ is reviewed. Personal invites used to encourage those identified parent/s families.	SLT/ Class teachers	
Total budgeted cost					3000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Reading books purchased for PP pupils based on their personal interests.</p> <p>Weekly on-line reading – First News</p> <p>Subscription to Nessy, an online reading resource which supports phonics and spelling.</p>	<p>Identified pupils' reading skills are improved. Pupils' outcomes in reading improve.</p>	<p>To encourage pupils to read more challenging texts and to enjoy the experience. To allow children to access a range of reading texts.</p>	<p>Pupil conversions with pupils and feedback from reading walks.</p>	<p>HT</p>	
<p>School trips/ workshops and residential trips are subsidised to ensure access for all pupils.</p>	<p>Pupils' offered a range of experiences and therefore opportunities and pupil's knowledge is widened.</p>	<p>Disadvantaged pupils have access to a full range of extra-curricular activities.</p>		<p>HT</p>	

Total budgeted cost 4000

2. Review of expenditure

i. Academic barriers

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost