

# St. Wilfrid's Catholic (VA) Primary School and Nursery



The Government launched Pupil Premium funding in April 2011.

Pupil Premium is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers.

The Pupil Premium is primarily aimed at Reception to Year 11 pupils who are from low income families and are eligible for Free School Meals (FSM).

This category also includes any child that has been registered for FSM in the past 6 years (known as Ever 6 FSM).

The funding also covers children in care aged 4-15 who have been looked after continuously for more than 6 months.

A service premium has also been introduced for children whose parents are serving in the armed forces.

In 2018-19 the Pupil Premium allocation is £1320 per child

Our governor who supports Pupil Premium

*It is for schools to decide on how the pupil premium, allocated to schools per free schools meal pupil, is spent since they are best placed to assess what additional provision should be made for the individual pupil within their responsibility*

DfE Website

| 1. Summary information        |                                      |   |          |   |          |
|-------------------------------|--------------------------------------|---|----------|---|----------|
| <b>School</b>                 | St Wilfrid's Catholic Primary School |   |          |   |          |
| <b>Academic Year</b>          | 2018-19                              | <b>Total PP budget</b>                  | £ 23,760 | <b>Date of most recent PP Review</b>                  | Sept 18  |
| <b>Total number of pupils</b> | 184                                  | <b>Number of pupils eligible for PP</b> | 18       | <b>Date for next internal review of this strategy</b> | April 19 |

|           |  |  |
|-----------|--|--|
| <b>A.</b> | In school attainment and progress gap is closing between disadvantaged children and other pupils in every year group | Every year group shows the in school gap is closing                            |
| <b>B.</b> | Improved speech and language acquisition in the Foundation Stage   | Good progress is showing improvement from starting point.                      |
| <b>C.</b> | Wide range of activities provided for all children to enhance the curriculum.  | Increase levels of aspiration and engagement. Improved attainment and progress |
| <b>D.</b> | Increased levels of resilience and perseverance  | Measured improvement in Pupil Attitude – Pupil Voice                           |
| <b>E.</b> | Improve attendance of focused pupil premium pupils   | Attendance percentages will improve for all PP children                        |

## 2. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the 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        | When will you review implementation?              |
|---|--|--|---|-------------------|---|
| Increase the percentage of pupil premium pupils who are working at the expected levels in Reading, Writing and Maths at KS1 and KS2 | Progress meetings to focus on PP children and monitor their progress through school tracking system or B squared   | There is a low percentage of Pupil Premium within the school. Maintain emphasis on standards for PP children in progress meetings  | Staff to report to SLT and HT during PP meetings.<br><br>HT to discuss with governors on spending and its effectiveness.  | G.O'B<br>LM<br>PH | April 2019<br>July/Sept 2019<br><br>Cost: £18,500 |
| Quality first teaching will identify gaps and staff will differentiate lessons to ensure there is the correct support.              | Ensure there is a balanced curriculum to allow all children but especially the pupil premium children to progress. | Most vulnerable children to be taught by targeted teaching and interventions from trained staff each day.<br>Use of formative assessment and quality feedback proven to aid progress | Termly progress meetings. HT and DHT to track progress of PP children specifically. Continue to use the Schools Provision map for each class to identify gaps and how the children will be supported. Subject leaders to develop quality assessments for foundation subjects through Lesson observations, work scrutiny and pupil discussion. | G.O'B<br>LM<br>PH | July 2019   |

|  |  |  |  |                            |                                  |
|--|--|--|--|----------------------------|----------------------------------|
| <p>Improve writing attainment of PP children across school</p>   | <p>New scheme of work for writing to be embedded throughout the school. Ensure that quality texts are being use and dedicated Grammar sessions are being increased. Writing opportunities are available in school and external moderation to standardise expectations (Consortia) Guided writing sessions daily Quality phonics sessions daily in KS 1</p> | <p>Use Focus Education<br/>Cross curricular writing allows children to apply skills learned in English lessons in other areas – lead to improvements in all areas, not just writing.</p> | <p>Class teachers to assess effectively and use information to inform planning.<br/>SLT to analyse data termly- monitoring progress of PP children specifically<br/>Provision map for each class to identify clear plan to improve writing for vulnerable children- B Squared.<br/>Class teachers to monitor via team work scrutiny<br/>Pupil progress meetings to include work scrutiny</p> | <p>G.O'B<br/>LM<br/>PH</p> | <p>July 2019<br/>Cost: £1000</p> |
| <p>(Forecasted to over spend slightly – To take from the main school budget £764)</p> <p style="text-align: right;"><b>Total budgeted cost</b></p> |  |  |  |                            | <p><b>£19,500</b></p>            |

| <b>Targeted support</b>                                |   |   |   |                   |   |
|--|---|---|---|-------------------|---|
| <b>Desired outcome</b>                                 | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b>             |
| Improve writing attainment                             | LJ to teach small group Y6 (Greater Depth)<br>Focus on specific children on specific objectives – linked to whole class theme | DHT and English lead to work with other teachers- sustainable CPD for staff<br>Prior small group work – removal from the class when required.   | Lesson observation<br>Work scrutiny<br>Progress meetings<br>Pupil discussion  | G.O'B             | April 2019<br>July/Sept 2019<br><br>Cost included in PP |
| Improve support and provision for children with SpLD   | IDL programme implemented for specific children<br><br>Specific literacy support – phonics                                    | Drive for Literacy – early identification and support of SpLD – early intervention proven to lead to longer term improvements<br><br>IDL – assesses each child and provides specific intervention.<br><br>Early intervention using proven programmes and approaches | Drive for Literacy – monitored by SLT<br><br>Progress meetings<br>SEN<br>TA intervention provision map  | G.O'B<br>HBC      | Cost: £150  |
| Improvements in speech and language in the early years | HTLA to lead Speech and Language programme  | Improvements in speech and language lead to improvements in participation and ability to access the curriculum.   | Early years lead to monitor<br>Included in progress meeting discussions   | LM<br>G.O'B       | Through termly progress meetings                        |
| Improvements in PP spelling across the school          | TA to be trained in Sounds Write  | Improvements in spelling lead to improvements in writing and the ability to access the curriculum.  | TA to have small groups of up to 4 children to have precision teaching in spelling<br>TESS team HC to support LB and ensure alongside the English coordinator |                   | Costing £5287   |

|  |   |   |   |                   |  |
|--|---|---|---|-------------------|--|
| Improvements in PP writing in the early years  | Purchase of Mighty Writer   | Improvements in PP children achieving ELG in writing and across Key Stage 1. (Oracy in writing) | Early years lead to monitor and discuss with SLT  | LM<br>LD<br>ET    | Through termly progress meetings<br>April 2019<br>July 2019 – data analysis<br>Cost £700 |
| Improvement in maths attainment of PP children | 1:1 maths tuition – Symphony Maths programme<br>HLTA – small group intervention | Children to achieve targets set in personal Action Plans  | Class teacher to monitor weekly progress<br>Maths Lead to monitor<br>SLT to monitor as part of termly data analysis | PH<br>G.O'B<br>LM | Weekly<br>April 2019<br>July/Sept 2019<br><br>£5287 – HLTA costing                       |

**Total budgeted cost    £11,424**

**iii. Other approaches**

| <b>Desired outcome</b>                            | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b>  |
|---|---|--|---|-------------------|--|
| Improve attendance and punctuality of PP children | Monitoring of attendance data.<br>Clear system of warning letters and parent meetings in place<br>Early Help assessment where necessary followed by referral if necessary<br>Rewards system in place<br>Penalty notice system in place via LA | Some PP children have poorer attendance than non PP children.<br>Improved attendance leads to improved attainment. | HT to work directly with families to ensure success | G.O'B             | Weekly review of individual children and half termly school analysis with Startwell. |

|  |  |  |  |  |             |
|--|--|--|--|--|-------------|
| Widen pupil experiences – raise aspiration | Golden Rules award for good attitude and achievement – outdoor experiences etc<br>Trips and visits linked to curriculum<br>Attendance awards<br>Subsidise Y5/Y6<br>PGL residential<br>Subsidise some school trips<br>Music lessons |  |  |  | Cost: £ 200 |
| <b>Total budgeted cost</b>                 |  |  |  |  | <b>£200</b> |