



Pupil Premium Action Plan 2018/2019

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child 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 children who have a parent in the armed services.

Rationale

St.James' CofE Primary is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential.

We believe the benefits provided by the extra funding should be available to all our children within school who could be considered to be vulnerable irrespective of whether they receive Pupil Premium funding. It should be noted that the children identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding. There is no expectation that all Pupil Premium children will receive identical support; indeed the allocation of budget for each child feeds into the schools budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group.

The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Headteacher and the SENCO leading the development plan, and a coordinated wider disseminated leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors Resources sub-committee, ensuring that the school is held to account for the impact of spending. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

Review of Previous Year's Pupil Premium Spending

Pupil Premium 2017/2018 : **£44,500**

Action Plan for use of Pupil Premium 2017 - 2018						
Action: Pupil Premium used for...	Amount allocated (£)	New or Continued action	Targeted Group	Intended Outcomes How the actions will impact on achievement	Monitored by	Impact
Purchase additional educational psychologist time for targeted individuals.	£2500	continued	Targeted children based on SEND analysis	Barriers to learning identified by specialist and strategies put in place to overcome them.	SENCO	
<p>Evaluation</p> <p><i>Time purchased for EP time, which has allowed us to gather evidence required to move towards formal assessment for specified individuals. EP support has provided clarity of guidance for supporting children with SEND, which has improved the quality of our IEP content. Specialist training for staff, SENCO and TAs has contributed to better provision for children in intervention groups and those of the SEND register.</i></p> <p>Future decision:</p> <p><i>As an academy, all sessions will be paid by the school. There is a clear need to continue investing in this service to meet the needs of our most vulnerable children.</i></p> <p>Continue additional funding in 2018/2019</p>						
TA intervention specialist to work across school with targeted children managing the pastoral welfare of identified children	£15,000	Continued	Children with EYFS – Y6 age range	Improve social skills through lego therapy. Improve pupil outcomes through targeted intervention around learning disposition	SLT Governors Pupil outcome Committee	

<p>TA to oversee development of pupil behaviour and attitude through coaching/ mentoring staff</p> <p>Support disadvantaged children via the TAF process</p>		<p>New</p>		<p>Provide pastoral support for those children identified with emotional barriers.</p> <p>Provide support to families in identified areas of need that will promote better outcomes for children</p>		
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Evaluation

As a result of the targeted support, children accessing this provision made at least 'good' progress across the academic year. 3 points progress is deemed 'good' progress.

	<i>Progress in Reading</i>	<i>Progress in Writing</i>	<i>Progress in Maths</i>	<i>Progress in Emotional Health</i>
<i>CP</i>	<i>3pts</i>	<i>3pts</i>	<i>3pts</i>	
<i>CIN</i>				
<i>Early Help</i>	<i>3.5pts</i>	<i>3.0pts</i>	<i>3.0pts</i>	
<i>Earlier Help</i>	<i>3.1pts</i>	<i>3.2pts</i>	<i>3.3pts</i>	
<i>Pastoral Support</i>	<i>3.2pts</i>	<i>2.8pts</i>	<i>3.0pts</i>	

As result of this evaluation, it has been decided that this should continue in the next academic year.

Additional TA allocation in KS1 to support early development and provide pastoral support where required.	£15000	Continued	Y1-2	Support the early academic development of targeted children so that they do not fall behind requiring later interventions.	SLT	
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Evaluation

Children in KS1 benefitting from this intervention made better than expected (good) progress.

Reading : 3.5 points per year progress

Writing: 3.5 points per year progress

Maths : 3.2 points per year progress.

As a result of this evaluation, the decision is to continue this strategy next year.

Additional Teaching Assistant to support vulnerable children in Y4 and Y5 with higher number of PP children.	£10,000	continued	Year 3	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils	SLT Governors Teaching & Learning Committee	
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Children benefitting from this intervention made better than expected (good) progress.

Reading : 3.4 points per year progress

Writing: 3.2 points per year progress

Maths : 3.1 points per year progress.

As a result of this evaluation, the decision is to continue with this increased support in 2018/2019

Subsidising breakfast club, music tuition, swimming, educational trips and visitors.	£2,000	continued	Targeted PP children across school (not all children)	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	SENCO, SLT Governors Pupil outcomes Committee	
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Evaluation

As a result of this targeted support, ALL pupil Premium children accessed the residential visit to Eskdale. **It is essential that this is continued into the next year.**

Action Plan for Pupil Premium 2018/2019 (£47 895)

Action: Pupil Premium used for...	Amount allocated (£)	New or Continued action	Targeted Group	Intended Outcomes How the actions will impact on achievement	Monitored by	Impact
Purchase additional educational psychologist time for targeted individuals.	£2500	continued	Targeted children based on SEND analysis	Barriers to learning identified by specialist and strategies put in place to overcome them.	SENCO	
Evaluation						
TA intervention specialist to work across school with targeted children managing the pastoral welfare of identified children	£15,000	Continued	Children with EYFS - Y6 age range	Improve social skills through lego therapy. Improve pupil outcomes through targeted intervention around learning disposition	SLT Governors Pupil outcome Committee	

TA to oversee development of pupil behaviour and attitude through coaching/ mentoring staff Support disadvantaged children via the TAF process		New		Provide pastoral support for those children identified with emotional barriers. Provide support to families in identified areas of need that will promote better outcomes for children		
<i>Evaluation</i>						
Additional TA allocation in KS1 to support early development and provide pastoral support where required.	£15000	Continued	Y1-2	Support the early academic development of targeted children so that they do not fall behind requiring later interventions.	SLT	
<i>Evaluation</i>						
Additional Teaching Assistant to support vulnerable children in Y4 and Y5	£10,000	continued	Year 3	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils	SLT Governors Teaching & Learning Committee	
<i>Evaluation</i>						
Additional Teaching Assistant to support vulnerable children in Y6	(£5000)	New	Year 6 PP children	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils Increase % of PP children reaching the expected standard in reading, writing.	Deputy Head (Y6 teacher) SLT	

Evaluation						
Subsidising breakfast club, music tuition, swimming, educational trips and visitors.	£2,000	continued	<i>Targeted PP children across school (not all children)</i>	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	SENCO, SLT Governors Pupil outcomes Committee	
<i>Evaluation</i>						