



St. Winefride's Catholic Primary Pupil Premium Strategy Statement – 2018/9

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium Gap (PPG) was introduced by the government in April 2011 in order to help schools close the gap. Pupil premium is paid to schools by means of a specific grant based on each school's January census figures for pupils registered as eligible for Free School Meals (FSM) in reception to Year 6 and those who were eligible in any of the previous 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual pupils within their responsibility. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers,
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium,
- the annual reports for parents that schools are required to publish on line.

| Summary | |
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| Total Pupil Premium budget | £63 620 |
| Number of pupils eligible for Pupil Premium | 39 |
| Review Date - September 2019 | |

1. Barriers to future attainment

In-school barriers

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| a. | Low levels on entry of DP pupils particularly in communication, literacy and language |
| b. | Reading and Comprehension Skills |
| c. | Poor basic Mathematical ability |
| d. | Confidence in own ability |
| e. | A large majority of DP pupils are also on the SEN register |

External barriers

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| e. | Poor oral language skills – some of the home learning environments lack support for pupils' communication |
| f. | Attendance Rate for some DP pupils is lower than their peers |
| g. | Parental Engagement |
| h. | Some pupil premium children do not have access to ICT, including access to internet resources at home |

| Outcomes (Desired outcomes) | | Success criteria (How the impact of Pupil Premium will be measured) |
|-----------------------------|--|---|
| a. | PP children have made the same progress as their peers in Reading, particularly comprehension. | All PP children, who are not on the SEN register, will make the same amount of progress as their peers. (PP children with SEN will make progress as appropriate to their ability) |
| b. | Targeted PP children will have mastered basic mathematical skills | All PP children, who are not on the SEN register, will make the same amount of progress as their peers. (PP children with SEN will make progress as appropriate to their ability) |
| c. | Children with poor oral language skills will be identified and receive appropriate support or be referred to SALT (The school aims for early identification) | All children with poor oral language skills will be identified and will be receiving support to overcome their difficulties. |
| d. | All PP children will make progress in line with their peers | All children will make the same level of progress as their peers in Reading, Writing and Maths. |

Action plan

| Desired outcome | Chosen action/approach | Evidence and rationale for this choice | How will school ensure that it is implemented well and measure impact |
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| That the pupils in EYFS will have the best start in their education and early intervention will have been implemented. | TA support weekly to provide Oral Language Intervention through the Wellcomm programme. £1 300 | Early Years Intervention, including Oral Language Intervention - to ensure children have a good start by providing them greater adult support. To enable EYFS staff to emphasise the importance of spoken language/verbal interaction | Through termly reports on pupil progress Through assessment through Wellcomm programme. |

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|---|--|--|--|
| <p>The majority of disadvantaged children in years 1 – 5 are on track to achieve potential and, where possible, meet ARE.</p> <p>The majority of Year 6 pupils make a successful transition to high school.</p> | <p>Additional Teaching Assistant Support £25 720</p> <ul style="list-style-type: none"> • Provide disadvantaged children in each class with more targeted intervention to ensure that they are on track to achieve potential and, where possible, meet ARE. • Disadvantaged Year 6 will have received more targeted support in preparation for SATS and for transition to high school. | <p>Teaching Assistants can have a positive impact upon achievement teaching, particularly when they provide 1-1 or small group support.</p> <p>Small group Tuition – TA to focus exclusively upon small groups to ensure that disadvantaged pupils can make effective progress and reach ARE. (This will also result in class teacher working with a smaller class, enabling them to reach ARE).</p> <p>Reducing class size As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupil.</p> <p>Individualising instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners are different and have different needs, and that therefore a personally tailored approach. Individualised instruction has a positive effect, on average, for learners .</p> <p>Reading Comprehension strategies - Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> | <p>Through termly reports on pupil progress.</p> |
| <p>To diminish the difference between DP and non-DP children.</p> | <p>To take part in the Ignite TSA Curriculum Zoo Project (£6,000) Staff to work together with other schools to develop a creative and cross curricular approach to teaching and learning.</p> | <p>Arts participation including dance, drama, music, or art. The benefits to learning and well-being have also consistently been reported through this approach.</p> <p>Collaborative or cooperative learning enabling pupils to carry out learning tasks or activities, together as a group.</p> | <p>Class teachers will ensure that DP children are fully involved. One of sessions is directed specifically towards DP children. At exhibition at end of project, parents of DP children will be targeted to attend.</p> |
| <p>To encourage disadvantaged children, particularly boys, to read high quality fiction.</p> | <ul style="list-style-type: none"> • Purchase 100 identified books to read before pupils leave primary school X 2 (£3 000) • Develop the library into a space where pupils want to read (£3 000) • Through Reading comprehension improve reading focus on pupils' understanding of text. | <p>Reading comprehension - Techniques enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves</p> | <p>Pupils will be encouraged to read and rewards will be given.</p> <p>Numbers of pupils wanting to use library.</p> |
| <p>Ensure that the majority of disadvantage children are emotionally resilient and ready to face SATs</p> | <p>By providing Booster sessions to improve literacy and numeracy skills of targeted year 6 pupils TAS (£1050)</p> | <p>Extending School Time - Providing additional time for targeted groups of pupils either before or after school. Some of this will be used to ensure that a Homework Club is continued throughout the year.</p> | <p>Through termly reports on pupil progress</p> |

| Desired outcome | Chosen action/approach | Evidence and rational for this choice | How will school ensure that it is implemented well and measure impact |
|---|--|--|--|
| To diminish the gap in English + Maths ensuring that the majority of disadvantaged pupils' make progress in reading, comprehension and Maths skills equal to that of their peers. | Teaching Assistants to be given list of targeted children £7 950 | Personalised support – providing support which is personally tailored to a pupil is felt to be more effective. Mastery Learning - Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. | Through termly reports on pupil progress. Through termly analysis of pupil progress. |
| The majority of disadvantaged pupils have the social and emotional skills to enable them to succeed | Gardening/social activities such as 'Time to Talk'. Directly additional support at disadvantaged pupils who require it. £1 700 (identified 8 children) | Outdoor Learning Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions have been proven to have a significant impact upon attitudes to learning, social relationships and attainment. | That any barriers to learning caused by a child's lack of oral language or social skills is being reduced. Through termly reports on pupil progress |
| The majority of disadvantaged pupils' attendance is in line with that of their peers. | Appointment of EWO - target the attendance and punctuality of specific DP children and work upon improving it. (£2000) | To ensure that DP children are attending school regularly will ensure that they are able to make at least the same progress as their peers and reach the same level of attainment. | Fortnightly meeting with EWO Termly attendance reports to Governors |
| The majority of disadvantaged children, regardless of background, play a full part in the life of the school/ taking part in full curriculum. Through this, their confidence has grown. | Through: <ul style="list-style-type: none"> • Sports participation – after school clubs such as S4YC and swimming • Arts intervention – payment for artists to come into school and work with pupils or to pay for materials • Musical instrument tuition – Y3 + 4 whole class ukulele lessons • Education visits and visitors throughout the school year • Residential Visits to Beeston in Year 4 and Conway in Year 6 • Some the premium will be used to fund whole class or school events (38 children /whole school - £8 300) | To build up children's self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through: <ul style="list-style-type: none"> • Sports participation • Collaborative learning • Arts intervention Outdoor adventure learning typically involves outdoor experiences, such as climbing, survival, ropes or assault courses; or outdoor sports, such as orienteering and canoeing. | All children are taking part in full curriculum and this is enhancing their learning. Pupils are healthy and developing appropriate physical/music skills and self-confidence. |

| Desired outcome | Chosen action/approach | Evidence and rational for this choice | How will school ensure that it is implemented well and measure impact |
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| All disadvantaged pupils, regardless of background, are healthy and help to develop any sporting skills and their self- confidence. | Through: <ul style="list-style-type: none"> Participation in sporting activities including after school events and clubs Music tuition (peripatetic lessons) 38 children - £2 000 | Ensuring that all pupils are healthy and developing appropriate physical/music skills and self-confidence. That they are safe, in unfamiliar situations such as in water, through: <ul style="list-style-type: none"> Sports participation Collaborative learning Arts intervention | Feedback from TA and class teacher. Sports Clubs TafelMusik Through Pupil Voice Evidenced in growing self-confidence and self-esteem. |
| All disadvantaged children are healthy and help to develop any sporting skills and their self- confidence. | Swimming - the majority of disadvantaged children can either or will be able to swim 25m by the end of KS2. £1 600 | Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment | Pupils are confident and safe in water |

5. Review of expenditure – Previous Academic Year 2017-8

a. Quality of teaching for all

| Desired outcome | Chosen action/approach | Estimated impact | Lesson learned | Cost |
|--|---|--|----------------|--------|
| For the children in Reception to have a good start in their education | Providing greater adult support to enable pupils to reach the expected level for their age. | Targeted and small group interventions ensured that pupil attainment at the end of EYFS in 2018 was generally in line with national and local averages. EYFS staff identified pupils with poor early language and communication skills, putting in interventions or referring pupils to outside agencies to help remove these barriers to their learning. | | £6 500 |
| For disadvantaged children to achieve their full potential and, where they are able, achieve the age related expectations for end of KS1 pupils. | Providing additional teacher support for 1 day a week to enable pupils to work in smaller English and Maths groups in the morning and providing DP children with targeted support in the afternoon. | Results are all broadly in line with local and national data at both EXS and GDS. Attainment - Refer to results above. Progress - DP pupils' progress was better than their peers in reading, helping to diminish the difference. The progress of DP children was roughly in line with their peers in writing and Maths and in line with average progress across the school. | | £3 230 |
| That disadvantaged Yr 6 pupils are fully prepared for SATS and for transition to high school. | Providing additional TA support working with small groups to ensure that disadvantaged pupils can make effective progress and reach ARE. (Also allowing CT to work with a smaller class, enabling them to reach ARE). | If required, DP pupils received additional support to prepare them for transition to high school. This included additional TA support and visits to receiving high schools. These were successful for pupils, helping them to settle better. (Reports from high schools.) | | £3 435 |

| Desired outcome | Chosen action/approach | Estimated impact | Lesson learned | Cost |
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| That Yr 5 disadvantaged pupils are on track to achieve potential and, where possible, meet ARE. | Providing additional TA support working with small groups to ensure that disadvantaged pupils can make effective progress and reach ARE. (Also allowing CT to work with a smaller class, enabling them to reach ARE). | DP pupils' progress was better than their peers in reading and writing, helping to diminish the difference. The progress of DP children was in line with their peers in Maths. | | £5 822 |

b. Targeted Support

| Desired outcome | Chosen action/approach | Estimated impact | Lesson learned | Cost |
|---|---|--|----------------|-----------------------|
| That all DP children make progress in line with their peers in English and Maths (dependent upon child's individual needs). | Targeted support in Reading, Writing or Maths, through using personalised support provided by TA | Across the school the progress of DP children was generally in line with their peers, in some cases better. | | £7 580 |
| That targeted PP children will have mastered basic mathematical skills. | Maths sessions are delivered using IT programme which had been designed specifically for them, developing basic skills. Some of these sessions will be provided outside school day. | This program was particularly successful. It was evident in the year group it was implemented. All progress was above average but the progress of the DP pupils was higher than their peers; helping to diminish the difference. | | £4 700 4 pupils |
| That targeted PP children will have mastered basic mathematical skills. | Additional individual/small group Maths sessions, developing basic skills. Some of these sessions will be provided outside school day. | All cohorts made progress at least in line with their peers, thus helping to diminish the difference in Maths attainment. | | (£3,516 – 6 pupils) |
| That the oral language and social skills of DP children have improved or any barriers to learning caused by a child's lack of oral language or social skills are being reduced. | Through pupils working collaboratively in a group situation or individually, according to need. Through activities that aim to improve pupils' social and emotional Learning, building up and further develop their social skills, through interaction and language development. | Through accessing the Wellcomm programme, Time to Talk or receiving SALT, pupils' language skills are improving and confidence is growing. Those pupils who are skill experiencing difficulties have been referred for external Speech and Language support. The social skills groups have helped to improve pupils' confidence and social skills. | | (£3750 – 10 children) |

| c. Other approaches | | | | |
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| Desired outcome | Chosen action/approach | Estimated impact | Lesson learned | Cost |
| That all pupils, regardless of their background, have the opportunity to play a full part in the life of the school/ taking part in full curriculum. Thus building up their confidence and enhance their learning. | To build up children's self-confidence and self-esteem. To ensure that they are healthy and take a full part in the life of the school, through: <ul style="list-style-type: none"> Sports participation Collaborative learning Arts intervention | All pupils took part in all the educational visits, visitors to school and activities provided by the school, including residential visits to Beeston and Conway. This ensured that all pupils could access the curriculum fully and enhance their learning but, more importantly, boosting their confidence and providing some pupils with more life experiences, including adventurous ones. | | <ul style="list-style-type: none"> events (40 children /whole school - £6 000) |
| That all pupils, regardless of their background, are healthy and are developing their sporting skills and self-confidence. | Through: <ul style="list-style-type: none"> Participation in sporting activities including after school events and clubs Music tuition (peripatetic lessons) | All DP children were encouraged to take part in any sporting activities or clubs or any musical events, including instrument tuition. A number of whom did. This helped pupils to encourage an interest, which school will seek to develop further. Some of the children took part in end of year concert and this helped develop their confidence and self-esteem. | Where school finances allow, continue to extend offer to other children. | (40 children - £3,900) |
| All pupils are healthy and developing any sporting skills, especially confidence in water. | Swimming Sports participation | All DP children took part in the swimming programme. Generally, pupils' confidence in water is growing. Most of the older children leave the school feeling at least safe in the water and, hopefully, this experience will encourage them to continue swimming. | | Swimming (£2 200) |
| Provide a place where children with behavioural/ concentration difficulties can go when they need some quiet/peace and to improve the low self-esteem of some disadvantaged pupils be being involved in its upkeep. | Through the building of a sensory garden | Due to difficulty finding a company who would begin building the sensory garden, this project will take place during academic year 2018-9. A company has given quote and this is currently with governing body. | | To put money towards the creation of a sensory garden (£4500) |
| All DP children are making progress in line with their peers. | Stimulating pupils' interest through digital technology. Allowing pupils to access activities appropriate to their ability. | All classes have laptops for pupils to use for research purposes or to help them write. Quality of writing has improved across the school. | | Purchase laptops/iPads (3) (£3000) |