

Pupil Premium Strategy 2018-19

PUPIL
PREMIUM



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Body of St Gerard's Catholic Primary & Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at St Gerard's Catholic Primary & Nursery School are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS1 and KS2.
- To narrow the gap for those pupils in receipt of EYPP (Early Years Pupil Premium)
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to our curriculum.
- Additional teaching and learning opportunities where deemed appropriate.
- Alternative support and intervention.
- Provision of extra-curricular learning.
- Provision for more-able pupils to ensure they are challenged and unlock all of their potential



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Legislative Context: Online reporting

Revised reporting of Pupil Premium strategy came into effect on 8 September 2016

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk

Our School Mission:

“Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve.”

Introduction

Each year all school must publish on line information regarding their planned expenditure of Pupil Premium Funding. Details of the specific information you need to publish can be found in DFE guidance on [what local-authority-maintained schools must publish online](#).

Funding is allocated at the rate of £1320 for pupils eligible for Free School Meals(FSM) at any point in the past 6 years. £2300 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more.

There is a requirement for all schools to publish details of their Pupil Premium Strategy on their website

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress
- Intend to address these through specific, realistic targets with appropriate time scales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key Mission of providing the very best opportunities for all our pupils

Guidance

Pupil Premium: funding and accountability for schools - Gov.uk.

Teaching Schools Council: Guidance on effective use of pupil premium funding

Education Endowment Foundation – Effective Pupil Premium



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

ST GERARD'S CATHOLIC PRIMARY & NURSERY SCHOOL
Pupil Premium Strategy - 2018/19

Summary information					
School	St Gerard's Catholic Primary & Nursery School				
Academic Year	2018/19	Total PP budget	£162,800	Date of most recent PP Review	September 2018
Total number of pupils	205	Number of pupils eligible for PP	117	Date for next internal review of this strategy	December 2018

Proposed spend of Pupil Premium – 2018-2019

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

St Gerard's Catholic Primary and Nursery School is committed to providing effective resources and ensuring support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2018-2019.

Breakdown of Pupils			
	Total of Pupils	Total of Pupil Premium Pupils	% of Total Cohort
EYFS – Reception	27	4	15%
Year 1	30	15	50%

Year 2	26	12	46%
Year 3	30	26	87%
Year 4	33	18	55%
Year 5	29	21	72%
Year 6	29	21	72%

Performance of Pupils at the end of Summer Term 2018 – Key Stage 1 (Year 2)

Phonics Data: End of Year 1

	2014	2015	2016	2017	2018
St Gerard's	79%	74%	77%	77%	80%
Halton	66%	73%	76%	78.6%	79.3%
National	74%	77%	81%	81%	TBC

Key Stage One: End of Year 2 Data

Cohort Summary information KS1 2018					
School	St Gerard's Catholic Primary & Nursery School			Number of Children	30
Number of children taken tests			30	Pupil Percentage:	3.33% per pupil
Academic Year	2017/18	Pupil Premium Children	23	Number of Boys/Girls	Boys: 15
		Pupil Premium +SEN	5(83%)		Girls: 15
New Starters KS1	4 (Below ARE)	Non Pupil Premium Children	7	Number of SEND:	6
				Number of EAL:	0

Key issues for improvement in KS1:

- To at least maintain phonics outcomes being above Local Authority and in line with National data.
- To increase percentage of attainment in 2017 towards the expected standard by the end of KS1 building upon the Year 1 attainment and progress.

- To increase attainment at a Greater Depth by the end of KS1

Performance of Pupils at the end of Summer Term 2018 – Key Stage 2 (Year 6)

End of Key Stage 2 Data 2018

Cohort Summary information – KS2 2018					
School	St Gerard's Catholic Primary & Nursery School			Number of Children	22
Number of children taken tests	21			Pupil Percentage:	4.5% per pupil
Academic Year	2017/18	Pupil Premium Children	17	Number of Boys/Girls	Boys: 13
		Pupil Premium +SEN	5 (100%)		Girls: 9
New Starters KS2	5	Non Pupil Premium Children	5	Number of SEND:	5
				Number of EAL:	2 (100% ARE+)

KS2	Reading	Writing	Maths	SPAG (GPS)	RWM Combined
All pupils					
ARE+	86%	77%	86%	82%	77%
GD	23%	27%	32%	36%	13%
Pupil Premium					
ARE+	82%	71%	82%	82%	82%
GD	30% (5)	30%	30%	35%(6)	18%(3)
Non Pupil Premium					
ARE+	100%	100%	100%	80%	80%
GD	20% (1)	20%	40%	40%(2)	0%
Boys					
ARE+	84%	70%	84%	84%	70%
GD	15%	7.5%	30%	30%	7.5%
Girls					

ARE+	88%	88%	88%	77%	77%
GD	44%	55%	33%	44%	22%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Limited life experiences that impacts negatively upon English progression throughout the school.
B.	Pupils perceptions and future aspirations.
C.	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.

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

D.	Behaviour for Learning – Social and Emotional Development
E.	Individual barriers to learning as a result of family circumstances, lack of parental support, social or emotional wellbeing difficulties.

Key Objective One: to improve the outcomes for disadvantaged pupils, including those who are eligible for Pupil Premium, in line with age-related expectations.

Academic year **2018/19**

How will Pupil Premium be spent in 2018/19?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
Increase the attainment of PP children across Key Stage One and Key Stage in writing.	Employment of additional teacher to enable the Senior Assistant Headteacher to be non-class based in order to focus on overcoming gaps in learning to help children to make improved progress and to raise their standards of achievement through delivering and monitoring interventions and to monitor the data and curriculum closely. Assistant Headteacher to support the children in Key Stage 2 with appropriate, measurable	Those PP children for whom writing has been identified as an issue will make good progress from their various starting points resulting in those who are currently working just below ARE being at ARE and those identified as significantly at risk	EN. RD. JMc, KL	Half termly data analysis, Pupil Progress Meetings and intervention assessment.

	intervention which is data lead from the O Track assessment summaries from End of Year 2018 data.	supported to make accelerated learning.		
Total budgeted cost				£29,306

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress will increase in all year groups.	<p>To employ TAs to provide small group tutoring/ 1 to 1 for FSM children currently working below age-related expectation in Literacy and Numeracy, implementing immediate feedback on learning.</p> <p>To employ a secondary school Mathematics and English Teacher to provide small group and 1:1 tuition to children.</p>	<p>A reduction in the attainment gap of FSM and non FSM pupils at the end of KS1 and KS2 in Reading and Writing</p> <p>Quality first teaching and an inclusive approach will help reduce barriers to learning.</p> <p>O Track online assessment tracker to be kept up to date for all children.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents.</p>	EN, JMc, KL, RD, DM, FM	<p>Half termly data analysis, Pupil Progress Meetings and intervention assessment.</p> <p>Interventions and individual strategies to enhance learning will be planned in conjunction with the SENCo.</p> <p>Monitoring through regular learning walks, and book scrutiny.</p>
Total budgeted cost				£35,761

Key Objective Two: To engage and inspire academic achievement for dis-advantaged Pupils (Pupil Premium) through a creative curriculum.	
Academic year	2018/19

How will Pupil Premium be spent in 2018/19?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
<p>To remove barriers for barriers to improve academic outcomes for PP children.</p> <p>All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.</p>	<p>A reduction in payments for school Visits and residential visits with links to the National Curriculum. This will be actioned and evident in the payments that are paid by parents towards the total cost.</p> <p>To provide children with enriched opportunities to extend their understanding of the curriculum, this includes additional sports coaches, Spanish Teacher and Music Lessons. Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of programmes which develop skills in music performance in particular and physical education.</p> <p>Arts participation: Greater effects have been identified for learners of primary school age in terms of impact on cognitive tests; evidence supporting the academic impact of programmes which develop skills in music performance in particular.</p> <p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.</p>	<p>A reduction in the attainment gap of FSM and non FSM pupils in all years from September 2018-March 2019 in Reading, Writing, and Maths.</p>	<p>KL. EN, JMc JG,</p>	<p>Monitor trips, purpose, outcomes, follow up work, progress.</p> <p>Monitor impact of Physical education activities, music and the additional enrichment of the curriculum. Pupil feedback provides evidence of impact. Pupil progress meetings.</p> <p>Close monitoring of the pupil's attainment will be carried out to measure the impact of the resources on the children.</p> <p>Monitoring the attendance of those that are eligible to PP.</p> <p>Provision will be mapped termly on a costed provision map. There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>
Total budgeted cost				£30,000

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
To remove barriers for barriers to improve academic outcomes for PP children.	To purchase additional resources, when required relevant to meet individual FSM needs and to support their learning within the curriculum. Use concrete maths resources and interventions – where deemed appropriate to accelerate the learning of the children.	A reduction in the attainment gap of FSM and non FSM pupils in all years from April 2017-March 2018 in Reading Writing and Mathematics.	KL, JMc, EN	Progress meetings will highlight specific needs of individuals in order to aid progress. Close monitoring of the pupil's attainment will be carried out to measure the impact of the resources on the children. meetings.
Total budgeted cost				£20,000

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	Employment of a Family Support Worker to provide care and promote the welfare of all of our vulnerable pupils. FSW to work closely with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.	Increased emotional and social support for disadvantaged children to narrow attainment gaps with peers.	EN, PW, KL, JMc	Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW and Safeguarding Lead.
Total budgeted cost				£31,733

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	Monitoring and Evaluation
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<p>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including breakfast/after-school clubs, music tuition and sports coaching.</p>	<p>Parent and pupil voice will be used to inform the program of enrichment events and activities.</p>	<p>EN, TW, KL, JMc</p>	<p>Monitor the attendance at breakfast club. Tracking and monitoring data of FSM cohort. Timetable of sessions. Evaluation and reviews by parents. Evaluations by children. My Views completed with FSW. Review meetings with FSW, Family Learning and Safeguarding Lead.</p>
Total budgeted cost				<p>£16,000</p>

Measure of impact for Pupil Premium expenditure in 2018/19:

- ✓ We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.
- ✓ Data analysis will show and improvement in outcomes for disadvantaged children.
- ✓ Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress.
- ✓ Significant improvement in attendance will be evident with PP children and their disposition and attitude to learning will be greater as documented by the work of the Family Support Worker.

