

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's CE Primary School

Pupil Premium Spend Strategy

Total fund generated via Pupil Premium for 2012/2013	£32 396
Total fund generated via Pupil Premium for 2013/2014	£53 209
Total fund generated via Pupil Premium for 2014/2015	£82 623
Total fund generated via Pupil Premium for 2015/2016	£81 181
Total fund generated via Pupil Premium for 2016/2017	£81 660
Total fund generated via Pupil Premium for 2017/2018	£76 240

Where are the gaps?

What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps?

Comment

2016-2017

- EY reading and writing strands – 75% of disadvantaged pupils attained ELG compared to 20% previous year (above national)
- KS1 – of disadvantaged pupils 71% attained Expected standards in Reading and Writing with 28% Exceeding
- KS2- 86% of disadvantaged pupils attained Expected + in Reading and Writing
- 60% of disadvantaged pupils reached the Expected standard. (3/5).

Additional focus for 2017-2018

- Continue to ensure PP children are identified, in particular PP children who, with acceleration, could achieve at higher levels
- Explore pre and post teaching strategies during teacher 'intervention' time to accelerate progress

Presenting issue Main Barriers	Action	Cost	Actual Impact (Reviews) Jan 2018, April 2018, July 2018
<p>Some children in school are showing SEMH concerns (namely in Y2, Y4, Y5) - low self-esteem, barriers to learning, lack of engagement.</p>	<ul style="list-style-type: none"> • Lego therapy to be delivered by teachers and TAs to develop social and emotional skills • Speech and Language therapist to continue to deliver social skills group with the support of a TA • Retain X2 half a allocations with RENEW (play therapists) – sessions for individuals focussed on raising self-confidence and self esteem • Pet therapy sessions from September 2017 to improve children’s confidence in reading 	<p>£150 for purchase of Lego to support the intervention £5331 for traded SALT x1 day every fortnight</p> <p>£5000 for play therapist x1 a week</p> <p>£120 per half term (annually £720)</p>	<p>Number of children who have benefitted from RENEW sessions x14 (x10 of these children are classed as disadvantaged. 8 of these children have achieved ARE)</p> <p>:</p> <p><u>Y2</u> 6 out of 7 disadvantaged children achieved ARE in reading and maths (86%), with 1 exceeding maths 4 out of the 7 disadvantaged children achieved ARE in writing (57%).with ongoing measures in place to support progress. X3 of the children have an identified SEND need.</p> <p><u>Y4</u> 7 out of the 9 disadvantaged children made the expected progress in reading (78%) 6 out of the 9 disadvantaged children made the expected progress in writing (67%) 7 out of the 9 disadvantaged children made expected progress in maths (78%)</p> <p><u>Y5</u> All disadvantaged children made expected progress in this cohort for reading, with 4 children making more than expected progress (100%)</p> <p>6 out of the 7 disadvantaged children made expected progress in writing, with 3 children exceeding (86%)</p>

			6 out of the 7 disadvantaged children made expected progress in maths, with 3 children exceeding (86%)
Children who failed/just passes Y1 and Y2 phonics screening tests not achieving the expected standards	<ul style="list-style-type: none"> Teachers and TAs to be trained in the delivery of phonics across all phases SLT to carry out learning reviews to ensure teaching of phonics is consistently good Provide targeted support/intervention to address any potential underachievement 	<p>£220 for TA training</p> <p>£1000</p>	<p>Y1 – 75% of the disadvantaged children (3/4) passed phonics screening test/achieved expected standard.</p> <p>Y2 – 1/2 disadvantaged children passed the phonics screening test. There is a support plan in place and an identified SEND need for the child who didn't pass.</p>
To improve maths skills of PP children impacting upon raised progress and attainment levels	<ul style="list-style-type: none"> Interventions/pre/post teaching to be delivered by teachers and TAs Wave 2 support for PP pupils in reading writing and maths to raise progress and attainment levels Outstanding teachers to provide modelled lessons for fluency and maths across school Provide targeted support/intervention across KS2 to address any potential underachievement Acquisition/renewing subscriptions for Mathletics, Magnahigh, Timetable Rockstars etc 	<p>£240</p> <p>£240 for ALK kit to support Wave 2 intervention</p> <p>£500</p> <p>£28,500</p> <p>£1000</p> <p>£2000 for additional maths resources</p>	<p><u>KS1 outcomes for disadvantaged pupils in maths:</u> 6/7 disadvantaged children achieved ARE in maths (86%), with 1 child exceeding</p> <p><u>KS2 outcomes for disadvantaged pupils in maths:</u> 8/11 disadvantaged children achieved ARE in maths (73%)</p> <p><u>Early Years outcomes for disadvantaged children in maths:</u> 4 out of the 6 disadvantaged children achieved the maths strand (67%). The 2 pupils who did not achieve have recognised complex needs with a support plan in place</p>

<p>Increasing number of vulnerable families needing help with various issues relating to attendance, attitudes and punctuality, readiness for school</p>	<ul style="list-style-type: none"> • Attendance officer in place • Continue to use the Cluster services – on street and family support worker • Meet and Greet from different members of staff • Reduce cost of breakfast club held in Nursery for PP children 	<p>£1170 £1700 (FOS) £8407 cluster funding</p> <p>£190 for resources £1950 for TA salary</p>	<p>Attendance officer monitors attendance on a daily basis</p> <p>Cluster support/On-Street is embedded</p> <p>Meet and Greet sessions are in place for 5 children (all PP) and have led to improved attendance for the majority of these children</p> <p>Pastoral worker meets with families in response to attendance, behaviour and SEMH concerns</p> <p>Breakfast club has been available for 2 terms for vulnerable families</p> <p>In 5 out of 7 cohorts within school – the attendance for the disadvantaged pupils is above 95%. Where are concerns with persistent absenteeism, external agencies are involved - evidence available in school.</p> <p>External support from cluster/LA/social care etc is in place where appropriate</p>
<p>Substantial number of children would struggle to have breakfast every day before school. All Pupil Premium children will be able to attend breakfast club at a reduced cost</p>	<ul style="list-style-type: none"> • 5 disadvantaged children are on the breakfast club register • All of these children are PP 	<p>As above</p>	<p>Breakfast club is offered to vulnerable families and is available on a daily basis. Number of children participating has fluctuated throughout the year.</p> <p>This service ensures that groups of children are fed before school.</p>

<p>Some PP children do not participate in sports activities outside of school. They need to socialise and develop co-operation and team building skills</p>	<ul style="list-style-type: none"> • Target PP children to attend after school clubs and lunch time clubs at a reduced cost • Continue to employ Sports coach to deliver some PE sessions 	<p>£240 per annum</p> <p>£2000</p>	<p>After school club is led by an external coach. Free places are offered to disadvantaged children.</p> <p>Dance, athletics, netball clubs are offered – school meets the costs for disadvantaged pupils.</p> <p>Leeds Rhino Day took place in the summer term – offered free to the disadvantaged pupils.</p>
<p>Some children do not engage in wider learning activities/creative opportunities outside of school – need enrichment in school.</p>	<ul style="list-style-type: none"> • Purchasing of a new music scheme to be used throughout school • Themed days to support learning e.g. Viking, Egyptian days – school to contribute towards the cost 	<p>£1000</p> <p>£1000 per annum for KS2 classes</p>	<p>Sing up scheme which supports the teaching of music has been purchased by school and x2 members of staff have been trained to deliver it.</p> <p>Ukulele lessons have taken place in the Spring and Summer term. Disadvantaged children were targeted to participate and the children performed to a live audience.</p> <p>Dance festival took place in the spring term and disadvantaged children were supported with purchasing costumes (where needed)</p> <p>Themed days have taken place across various year groups – at a reduced cost to disadvantaged children</p> <p>Year 6 pupils supported with transition to high school (catching public transport, reading timetables, use of money etc)</p>
<p>Some families cannot afford the full cost of school residential in Y4, Y5 and Y6.</p>	<ul style="list-style-type: none"> • School contributes 25% towards the cost of residential for FSM children 	<p>£250</p>	<p>Residential trips have taken place in Years 4, 5 and 6.</p>

<p>Support for children to engage in residential experience to increase opportunities and build self esteem</p>	<ul style="list-style-type: none"> • School contributes 25% towards the cost of educational day trips across the whole school for FSM children. 	<p>£375</p>	<p>20 pupil premium/disadvantaged children participated in the residential trips and were funded by school</p>
<p>Poor speech and language skills (FS/KS1) as a result of limited access to language e.g. quality talk with adults from an early age, reading stories with adults and/or a wide range of literature</p>	<ul style="list-style-type: none"> • Employment of a 'traded' speech and language therapist x1 day every 2 weeks – ensures early intervention – assessments and programmes of support developed and implemented • Speech and language therapist to deliver group sessions (development of speech sounds, social skills and vocabulary) TA to support in the sessions • Lego therapy – to be delivered by Teachers and TAs to develop listening and speaking skills • Enhance speaking and listening skills through use of recording/filming 	<p>As above</p> <p>£800</p> <p>As above</p>	<p>11 disadvantaged children are on the SALT caseload. These children have pupil passports in place/access targeted intervention</p> <p>When early intervention takes place e.g. when pupil are referred to/screened by the SALT for delayed speech sounds in early years – the majority of children are discharged by the end of Key Stage 1.</p>
<p>Continue to increase the expertise of the TA team</p> <p>TA deployment – all PP children are entitled to the support that will close any learning gaps.</p>	<ul style="list-style-type: none"> • TA support in all classes • TAs identified to provide specific SEND programmes such as ALK, ERS, Lego therapy etc. • Adults support the provision of targeted support needed for individual children, in order to close any learning attainment gaps • Increased teaching assistant time has been allocated across school to support the delivery of Pupil Passports/support plans • Use of B Squared materials to plan for vulnerable groups of children and 	<p>£12870</p> <p>£200 for training</p>	<p>2 out of the 3 disadvantaged children who participated on the ALK intervention programme have made accelerated progress</p> <p>13 disadvantaged pupils are assessed using B Squared which ensure that SMART targets are set and are reviewed on a termly basis</p> <p>Training has taken place for assessing children using B Squared materials and for Lego therapy</p> <p>Support has been received from the cluster to ensure that pupil passports are in line with the Code of Practice.</p>

	<p>to ensure robust and accurate assessment</p>		<p>Pastoral worker has attended a number of concerns to develop her role in supporting vulnerable children and families with SEMH needs for example, Sensory Circuits, Mindfulness, Supporting Children with SEMH needs and the use of Social Stories. This has led to, 'holistic,' support being in place for these children before school, during structured and unstructured times within the school day and after school.</p> <p>Ongoing development of the nature area has already led to an effective outdoor learning environment to ensure that a wider range of learners needs can be met. This project5 will continue to develop throughout 2018/2019</p>
<p>Speed and accuracy in calculation and development of fluency in maths across school.</p>	<ul style="list-style-type: none"> • Acquisition of ICT resources such as: • Magna high • Timetable Rockstars • Mathletics • For those children who cannot access the internet at home – regular lunchtime slots to be provided. 	<p>As above</p>	<p>Sumdog license has been purchased and school have entered the competition x2 throughout the academic year.</p> <p>KS2 outcomes for disadvantaged pupils in maths: 8 out of the 11 disadvantaged children have made expected+ progress in maths</p> <p>Lunch time and homework club ensures that those children who do not have access to the internet at home are able to have the same opportunities as other children</p>