

“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
Total fund generated via Pupil Premium for 2018/2019	£73 920

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

2017-2018

EY's outcomes:

- 4/6 disadvantaged pupils achieved GLD - reading, writing and math strands

Outcomes of Key Stage 1

- 6 out of the 7 disadvantaged pupils (86%) attained the expected standard in reading.
- 4 out of the 7 disadvantaged pupils attained the expected standard in writing.
- 6 out of the 7 disadvantaged pupils (86%) attained the expected standard in mathematics, with 1 child exceeding

Outcomes for Key Stage 2

	<ul style="list-style-type: none"> • 8 out of the 11 disadvantaged pupils attained Expected + in reading, maths and EGPS. 7 out of the 11 disadvantaged children made strong progress in maths from their initial starting point – evidence is available in school • 7 out of the 11 disadvantaged pupils attained Expected + writing. 8 out of the 11 disadvantaged children made significant progress in writing from their initial starting point – evidence available in school
<u>Additional focus for 2018-2019</u>	<ul style="list-style-type: none"> • Continue to ensure that disadvantaged pupils are given every opportunity to reach their full potential academically, socially and emotionally and close gaps in learning, particularly across the core subjects of reading, writing and maths • Continue to ensure systems to monitor the attendance of disadvantaged children are embedded, leading to a reduction in persistent absenteeism and resulting in the gap between them and their Non-disadvantaged peers further diminishing

Presenting issue Main Barriers	Action	Cost	Actual Impact (Reviews) Jan 2019, April 2019, July 2019
<p>Attendance – ensure that systems to monitor attendance of PP children are embedded and lead to a reduction in persistent absenteeism (with a particular focus on vulnerable cohorts)</p> <p>Continue to work with outside agencies to monitor attendance and persistent absenteeism of identified cohorts</p>	<ul style="list-style-type: none"> • Work with the cluster (On-Street) to support vulnerable families to eliminate barriers to attendance • Pastoral worker to work with/support vulnerable families/children • Continue to use CPOMs to monitor and track the progress/patterns of PP attendance • Attendance officer to continue to monitor attendance on a daily basis 	<p>£1700 (FOS) £8410 cluster funding</p> <p>£9000</p> <p>£2000</p>	
<p>Some children in school are showing SEMH concerns (namely in Y3, Y5, Y6) - low self-esteem,</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 	<p>£150 for purchase of Lego to support the intervention</p> <p>£5330 for traded SALT</p>	

<p>barriers to learning, lack of engagement.</p>	<p>continue to deliver social skills group with the support of a TA</p> <ul style="list-style-type: none"> • Retain X2 half a day allocations with RENEW (play therapists) – sessions for individuals focussed on raising self-confidence and self esteem 	<p>x1 day every fortnight</p> <p>£5000 for play therapist x1 a week</p>	
<p>Children who failed/just passed Y1 and Y2 phonics screening tests not achieving the expected standards as they move forward</p>	<ul style="list-style-type: none"> • A robust transition to ensure that all staff are aware of the needs of the children • Parent workshops related to the teaching of phonics • Provide targeted support/intervention and booster sessions to address any potential underachievement 	<p>£500</p> <p>£500</p>	
<p>To increase number of disadvantaged children in Early Years achieving a Good Level of Development</p>	<ul style="list-style-type: none"> • Interventions/pre/post teaching to be delivered by teachers and TAs • Targeted intervention and group work to address any potential underachievement • Effective deployment of TAs by phase leaders • Screening by the Speech and Language Therapist to take place in the Autumn term to ensure that children with immature speech/speech sounds difficulties are identified • Robust teaching and monitoring of phonics (with internal and external verification) 	<p>£340</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 in place from members of staff where there is a need • Reduce cost of breakfast club held in Nursery for PP children • Pastoral support in place for vulnerable families and children with SEMH needs 	<p>£1700 (FOS)</p> <p>£2000</p> <p>£200 for resources £1400 x 2 TAs for 2.5 hours per week all year.</p>	
<p>Some children would struggle to have breakfast every day before school. All Pupil Premium children will be able to attend breakfast club for free</p>	<ul style="list-style-type: none"> • Continue to offer the breakfast club free of charge to pupils classes as disadvantaged 	<p>As above</p>	
<p>Some disadvantaged 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 disadvantaged pupils to attend after school clubs and lunch time clubs at a reduced cost • Continue to employ Sports coach to deliver aspects of the PE curriculum, supporting staff with their own CPD in this area • Widen pupils sporting experiences/knowledge by providing sessions from coaches, themed sports days (Leeds Rhinos take over day) – effective role models • Continue to offer sports/games clubs free of charge to the disadvantaged pupils 	<p>£240 per annum</p> <p>£2000</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 • Ukulele lessons to be offered to PP children for free 	<p>£1000</p>	
<p>Some families cannot afford the full cost of school residential in Y4, Y5 and Y6.</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 residential for FSM children • School contributes 25% towards the cost of educational day trips across the whole school for FSM children. 	<p>£250</p> <p>£400</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 • Early screening by Speech and Language therapist – to identify pupils with speech sounds difficulties • 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>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 • TA to be deployed by need in agreement with Phase Leader • 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 to ensure robust and accurate assessment 	<p>£14000</p>	
<p>Total costing</p>		<p>£73,920</p>	