



Pupil Premium: St Nicolas and St Mary CE Primary School

I. Summary information					
Academic Year	2019/20	Total forecast PP budget (at Oct 19 Census)	£69,880	Date of most recent PP Review	Autumn 2019
Total number of pupils	416	Number of pupils eligible for PP (at Oct 19 Census)	46 (11%)	Date for next internal review of this strategy	April 2020

Rationale for allocation of Pupil Premium funding:

The Education Endowment Foundation (EEF) has researched how schools can most effectively allocate the Pupil Premium funding to maximise the benefit for their pupils. A three tiered approach is recommended:

1. **Teaching:** Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. **Targeted Academic Support:** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.
3. **Wider strategies:** Relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

St Nicolas and St Mary's School have identified the main barriers to learning faced by children in receipt of the funding and have adopted the three tiered approach for their Pupil Premium strategy.

St Nicolas and St Mary's CE School have identified the following as barriers for some children in receipt of Pupil Premium funding:	
A	Some pupils require support regarding their emotional well-being and the social aspects of school life. For example, low self-esteem, difficulties with emotional regulation and poor emotional literacy can prove to be a significant barrier to learning in all areas.
B	Some pupils and parents/carers require support with separation anxiety and how to embed positive routines at home eg. bed times and home learning.
C	Some pupils have low attendance and they require a holistic approach to help this increase eg. School Nurse, Home School Link Worker.
D	Some pupils require extra support in the development of key skills in the Early Years (including reading, writing, number and managing feelings and emotions). School recognise that children arrive in EYFS with different experiences from others, in their learning and play, and that all learners must be given the knowledge and cultural capital they need to succeed in life.
E	Some children have poor literacy and numeracy skills with some having additional needs.
F	Some pupils would benefit from receiving additional feedback on their learning to ensure they make accelerated progress. Some pupils would also benefit from pre-teaching which will enable them to tackle new concepts with confidence the next day.
G	Some pupils who have experienced early trauma may have specific attachment needs or needs that must be met before they can access learning.

I) Teaching:

Investing in continuing professional development for teachers and TAs across the school will result in better teaching and learning for all, including for disadvantaged children.

Barrier to learning to be addressed:	Allocation of Pupil Premium How are we spending the Pupil Premium (PP) funding? ➤ <i>How will this activity close the gap between PP children and others?</i>	Desired outcomes and performance measures How will we measure the impact of the Pupil Premium funding?
A	a) Our therapy service has been commissioned to deliver bespoke training to our TAs and teachers on 'Understanding children's behaviour' which includes strategies on how to support children's social and emotional well-being, self-regulation including separation anxiety. b) Our therapy service will be providing consultation with staff and conducting class observations to offer advice and guidance on how to support children to feel more regulated in the classroom and to help them to begin to learn how to self-regulate. c) Our therapy service will work alongside key members of staff to support the running of groups that provide support for children's social and emotional development; our staff will then feel confident running these groups independently of the therapy service. d) The SENCO and Inclusion Team will be delivering staff training on the Zones of Regulation which will be incorporated into school life to support children's emotional literacy and self-regulation. e) The Inclusion Team (including Home School Link Worker) will be supporting staff to implement strategies that support children's social and emotional well-being. ➤ <i>All staff will follow the Zones of Regulation curriculum and have a good understanding of the theory behind emotional regulation; they will have a tool box of strategies and activities that will support pupils. The Education Endowment Foundation research has found that self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i>	<ul style="list-style-type: none"> • Staff voice – feeling more confident identifying strategies to support learners and implementing them. • Learning walks • Teacher and TA observations Impact upon the children: <ul style="list-style-type: none"> • Improved attendance • Improved progress (social/emotional/academic) and attainment. • Pupil voice • Parent/carer voice • Strength and difficulties questionnaire • Boxall profile
D and E	a) All staff will be trained in Read Write Inc. Phonics so all staff can confidently and effectively support children in their reading and writing. b) The SENCO and Inclusion Team and Subject Leaders will be providing continuing professional development to all staff delivering interventions to ensure they are having an impact.	<ul style="list-style-type: none"> • Learning walks • Progress and attainment data • Teacher and TA observations • Intervention Impact Forms

G	<p>a) Our therapy service has been commissioned to deliver bespoke training to our TAs and teachers on attachment theory and strategies that can be implemented to support those children who have suffered early trauma.</p> <p>b) The Inclusion Team (including Home School Link Worker) will be supporting staff to implement strategies recommended.</p> <p>➤ <i>Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence: regulate, relate and then reason. Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.</i></p>	<ul style="list-style-type: none"> • Improved attendance • Improved progress (social/emotional/academic) and attainment. • Pupil and parent/carer voice • Strength and difficulties questionnaire • Boxall profile • Learning walks • Teacher and TA observations
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2) Targeted academic support:		
Barrier to learning to be addressed:	Allocation of Pupil Premium How are we spending the Pupil Premium (PP) funding? ➤ <i>How will this activity close the gap between PP children and others?</i>	Desired outcomes and performance measures How will we measure the impact of the Pupil Premium funding?
D	<p>a) TA and teacher dedicated time to support and challenge disadvantaged pupils so that they make rapid progress on their next steps.</p> <p>b) Bespoke activities set up to help children experience 'awe and wonder' in the setting and for them to engage with their key adult to enable them to make rapid progress. Activities sent home, as appropriate.</p> <p>c) Intervention programmes will be followed, as appropriate.</p> <p>➤ <i>Education Endowment Foundation Research: Overall, the evidence suggests that early years interventions have a positive impact, delivering an average of around 5 additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i></p>	<ul style="list-style-type: none"> • Early Years data, tracking and observations • Standardised assessments
E	<p>a) TA and teacher led interventions across the whole school (eg. 1st Class@Number, Success@Arithmetic, precision teaching, fine and gross motor, Upper Key Stage 2 Literacy Booster). All of these interventions are delivered in small groups or 1:1.</p> <p>➤ <i>The Education Endowment Foundation Toolkit (EEF) recognises that small group interventions targeted to children's needs, including those delivered one to one, can be effective; this has been reinforced by school data.</i></p>	<p>Improved progress and attainment</p> <ul style="list-style-type: none"> • Whole school data • Standardised assessments • Intervention impact forms • Work scrutiny

	<p>b) Targeted support of TAs in whole class teaching.</p> <p>c) Introduction of Read Write Inc. Phonics across the school and the Fresh Start Phonics intervention for older children.</p> <p>➤ <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Recent evaluations on Fresh Start showed that the programme had an average impact of three additional months' progress (EEF).</i></p>	
F	<p>a) Daily targeted TA and teacher support focussed on providing in-depth feedback to learners about their performance relative to learning goals.</p> <p>b) As appropriate, some of this dedicated teacher and TA support will be spent pre-teaching children.</p> <p>➤ <i>The Education Endowment Foundation Toolkit (EEF) recognises that delivered effectively, feedback can add an additional 8 months' progress.</i></p>	<p>Improved progress and attainment.</p> <ul style="list-style-type: none"> • Data • Work scrutiny
E	<p>Some pupils have specific learning differences and, at times, the school needs to access support from outside agencies.</p> <p>Specialists may be enlisted to inform provision to enable the children to make progress in all areas of learning (eg. academic, social and emotional).</p> <p>➤ <i>Specific barriers to learning and the needs of children can be further identified.</i></p>	<p>Improved progress (academic/social/emotional) and attainment for specific individuals in receipt of this support.</p> <ul style="list-style-type: none"> • Standardised assessments • Intervention impact forms • Work scrutiny

Wider strategies:

Barrier to learning to be addressed	Allocation of Pupil Premium How are we spending the Pupil Premium (PP) funding? ➤ <i>How will this activity close the gap between PP children and others?</i>	Desired outcomes and performance measures How will we measure the impact of the Pupil Premium funding?
A and G	<p>Funding for support from therapy service.</p> <p>The therapy service will:</p> <ol style="list-style-type: none"> deliver direct therapy to children. provide consultations with parents/carers to give advice at difficult times. deliver parent/carer workshops on supporting and understanding children's behaviour. support the running of groups to support children's social and emotional development. 	<p>Improved attendance</p> <p>Improved progress (social/emotional/academic) and attainment.</p> <ul style="list-style-type: none"> • Therapy reports • Pupil voice • Parent/carer voice • Strength and difficulties questionnaire • Boxall profile • Learning walks

	<p>Funding for learning mentor and Home School Link Worker: Staff will support key children with regular 'check ins' throughout the week, as needed, and meet and greets in the mornings.</p> <p>a) They will liaise with parents/carers, the SEND Team and teachers. b) Groups will be set up to provide nurture and support in key areas.</p> <p>➤ <i>According to the EEF, on average, social and emotional interventions have an identifiable and valuable impact upon attitudes to learning and social relationships in school. They have an average overall impact of 4 months' additional progress on attainment.</i></p> <p>➤ <i>The EEF also recognises that self-regulation will have a high impact upon pupil outcomes.</i></p>	<ul style="list-style-type: none"> • Teacher and TA observations
B and C	<p>a) Home School Link Workers (HSLW) to work alongside families to build up a supportive relationship and understand any external barriers to attendance.</p> <p>Support to include: -starting Early Help Plans to help co-ordinate and access additional support -providing strategies to support behaviour and daily routines -contacting outside agencies for extra support -workshops for parents/carers run by our therapy service that targets separation anxiety.</p> <p>➤ <i>The Education Endowment Foundation recognises that parental engagement will have a positive impact upon pupil outcomes (on average an additional 3 months' progress) which has been reinforced by school data.</i></p>	<p>Improved levels of engagement with families. Parents Evenings and other events attended. Improved attendance Improved progress (social/emotional/academic) and attainment.</p> <ul style="list-style-type: none"> • Pupil voice • Parent/carer voice • Strength and difficulties questionnaire
A	<p>In certain circumstances, funding specific activities that both home and school agree will benefit the child eg. partly funding residential trip to Dalesdown. School acknowledge the beneficial impact these trips have upon the whole child.</p> <p>➤ <i>A range of skills will be developed when children partake in these activities. For some children, this will be an opportunity to experience activities they have never had an opportunity to participate in before.</i></p>	<p>Improved attendance Improved progress (social/emotional/academic) and attainment.</p> <ul style="list-style-type: none"> • Pupil voice • Parent/carer voice • Strength and difficulties questionnaire • Boxall profile

REVIEW DATE: April 2019

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