



# Pupil Premium: St Nicolas and St Mary CE Primary School

I. Summary information					
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£63,620	<b>Date of most recent PP Review</b>	Autumn 2018
<b>Total number of pupils</b>	412	<b>Number of pupils eligible for PP (Jan 18 census)</b>	43	<b>Date for next internal review of this strategy</b>	April 2019

<b>What are the main barriers to learning faced by children in receipt of Pupil Premium funding at our school?</b>	<b>Allocation of Pupil Premium</b> How are we spending the Pupil Premium (PP) funding? ➤ <i>How will this activity close the gap between PP children and others?</i>	<b>Desired outcomes and performance measures</b> How will we measure the impact of the Pupil Premium funding?
<p>Pupils require support in the early development of key skills in the Early Years (including reading, writing, number, physical development and managing feelings and emotions).</p> <p>Some pupils and parents/carers require support transitioning to school life/routines including knowing how best to support at home.</p>	<p>a) <b>TA and teacher dedicating time</b> to support and challenge disadvantaged pupils so that they make rapid progress on their next steps.</p> <p>b) <b>Home School Link Workers</b> working alongside families and staff.</p>	<p>In EYFS, 3 out of the 6 disadvantaged children achieved the Good Level of Development. This is an increase from 2018.</p> <p>For those children who have not met the GLD, barriers had been identified and are being addressed.</p> <p>Over the academic year, the HSLW and pastoral team worked closely with 3 of the 5 EYFS disadvantaged families. All parents were positive about the support provided and punctuality and attendance improved.</p>
<p>The school will target increasing the number of children who meet age related expectations in reading, writing and maths.</p> <p>Where they exist, school will target closing the gap between disadvantaged children and their non-disadvantaged peers through children making accelerated progress.</p>	<p>a) <b>TA and teacher led interventions</b> across the whole school (eg. 1<sup>st</sup> Class@Number, Success@Arithmetic, Phonics Booster, precision teaching, fine and gross motor, Upper Key Stage 2 Literacy Booster). All of these interventions are delivered in small groups or 1:1. -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.</p> <p>c) <b>Targeted support of TAs</b> in whole class teaching.</p>	<p>All disadvantaged children were in receipt of either TA or teacher led interventions or/and extra targeted support within the classroom.</p> <p><b>Year 1 Phonics Screening Check:</b> 83% (5 out of 6 disadvantaged children) passed the screening check.</p>

		<p><b>End of Key Stage 1:</b> The number of children in receipt of Free School Meals who met the expected standard in reading, writing and maths was above national (+2%).</p> <p><b>End of Key Stage 2:</b> <b>Reading:</b> 91% (10/11) disadvantaged children achieved the expected standard.</p> <p><b>Maths:</b> 60% (6/10) disadvantaged children achieved the expected standard.</p> <p><b>Writing:</b> 64% (7/11) disadvantaged children achieved the expected standard.</p> <p><b>Grammar Punctuation and Spelling:</b> 64% (7/11) disadvantaged children achieved the expected standard.</p>
<p>External barriers (eg. changing home life, welfare circumstances).</p> <p>Some pupils/families require targeted support to improve attendance.</p>	<p><b>a) Home School Link Workers (HSLW) and Attendance Monitor</b> to work alongside families to build up a supportive relationship and understand any external barriers to learning or 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  <i>The Education Endowment Foundation recognises that parental involvement will have a positive impact upon pupil outcomes which has been reinforced by school data.</i></p> <p><b>b) In certain circumstances, funding specific activities</b> that both home and school agree will benefit the child eg. funding or partly funding residential trip to Dalesdown.</p>	<p>Children were in school when they otherwise would not have been. Our Home School Link Worker and Attendance Monitor worked alongside 49 families throughout the school to support and advise.</p> <p>5 new Early Help Plans were opened to help co-ordinate and access additional support. Many families accessed the support of outside agencies, such as Enabling Families.</p> <p>School put on an evening workshop run by Your Space Therapies on how to support children who experience anxiety. This was attended by 40 parents with 100% positive feedback. School have also put on at least one parent workshop a term to explore barriers to learning and development.</p> <p>All of our disadvantaged children participated in trips and swimming lessons, including the Year 5 and 6 residential trip. These trips</p>

		enrich the curriculum and provide invaluable opportunities for children to boost their self-esteem and learn/embed new skills.
<p>Some pupils require support regarding their emotional well-being and behaviour to develop self-esteem, resilience and increase access to learning in all areas.</p>	<p>a) <b>Your Space therapies</b> support children and families across the school through:</p> <ul style="list-style-type: none"> <li>-direct therapy (including other members of the family if appropriate)</li> <li>-supervision of members of staff</li> <li>-consultations with parents/carers to give advice at difficult times</li> <li>-observations and assessments of vulnerable children.</li> </ul> <p>b) Our <b>learning mentor</b> and <b>Home School Link Workers</b> will support key children with regular 'check ups' throughout the week, as needed, and meet and greets in the mornings. They will liaise with parents/carers, the SEND Team and teachers.</p> <p>➤ <i>This group of pupils will be given help to develop social and emotional dimensions of learning. This will enable them to engage more in their learning and in the long term make progress and achieve. The Education Endowment Foundation recognises that self-regulation will have a high impact upon pupil outcomes.</i></p>	<p>Weekly therapy sessions and small groups that were run by the therapist and our pastoral team benefited the children's ability to regulate their emotions as well as increasing their emotional literacy, confidence sharing ideas, ability to reflect upon experiences and levels of empathy.</p> <p>There were no fixed term exclusions.</p> <p>Classroom observations took place with Your Space therapies and strategies were implemented to support individual children; this has increased the children's levels of engagement, progress and attainment</p> <p>5 parent consultations have also taken place with Your Space Therapies to provide guidance and support which has resulted in children making progress in the following areas: attendance, punctuality, progress and attainment.</p>
<p>Some pupils would benefit from receiving additional feedback on their learning to ensure they make accelerated progress.</p> <p>Some pupils would also benefit from pre-teaching which will enable them to tackle new concepts with confidence the next day.</p>	<p>a) <b>Daily targeted TA and teacher support</b> 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 <b>pre-teaching children</b>.</p> <p>➤ <i>Feedback studies show very high effects on learning when done effectively.</i></p>	<p>Please see end of Key Stage results and Phonics Screening results for impact of these interventions, as shown above.</p>
<p><b>REVIEWED: Sept. 2019</b></p>		