

Pupil premium Action Plan 2018-2019 for St Bartholomew's Primary School

Summary information					
School	St Bartholomew's Primary School				
Academic Year	2018-2019	Total PP budget 7/12 5/12	101382 65,940 35442	Date of most recent PP Review	L McMillan 24/4/18 L McMillan 28/1/19
Total number of pupils @Sept 2018	164	Number of pupils eligible for PP Sept 2018 PP+	64 1	Date for next review	Jan 2019 May 2019

Current attainment				
<u>Results of Assessments Summer 2018</u>	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>National Average Disadvantaged pupils</i>	<i>Difference School v national</i>
% achieving the expected standard in reading at end of KSI 29	69(13/29)	72	63	+6
% achieving the expected standard in writing at end of KSI 29	62(13/29)	66	55	+7
% achieving the expected standard in maths at end of KSI 29	62(13/29)	69	63	-1
% of Year 1 pupils achieving the expected standard in the phonics screening check 25	50 (5/10)	72(18/25)		
% of Year 2 retakes achieving the expected standard in the phonics screening check 7	14(1/7)	14(1/7)		
% achieving the expected standard in reading at end of KS2 22	90(10/22)	73	75	+15
% achieving the expected standard in writing at end of KS2 22	60(10/22)	68	78	-18
% achieving the expected standard in maths at end of KS2 22	70(10/22)	82	76	-6
% achieving ARE in reading, writing & maths (or equivalent) 22	50(10/22)	50	64	-14
Reading progress	1.2	0.9	-0.6	+1.8
Writing Progress	-1.9	-0.2	-0.5	-1.4
Maths Progress	-0.7	1.7	-0.6	-0.7

Barriers to future attainment (for pupils eligible for PP)

- Poverty- Children at physical and material disadvantage including in some instances poor housing and severe poverty IDACI Jan 2018 shows 62.2% of pupils living in 30% most deprived and 41.5% living in the lowest 20% most deprived
- Poor housing – some families move to the area into emergency temporary accommodation in our catchment before they are rehoused out of area.
- Pupils have low aspirations and expectations from home.
- Some children having multiple characteristics e.g. Pupil Premium, SEN, LAC, etc.
- Limited exposure to an enriched language environment at home .
- Reduced emotional wellbeing.

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

A.	Vocabulary- Less developed Language skills
B.	Behaviour- Higher numbers of PP pupils present with less developed social skills and emotional regulation which are a barrier to developing secure and resilient learning behaviours. . For pupils at risk of exclusion to be supported in school to minimise these and prevent permanent exclusion. The families have is reduced emotional wellbeing.

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

C.	Attendance- To improve attendance and punctuality for pupils identified with PP -2018-92.8%. Some children have a history of persistent poor attendance , multiple school/house moves.
D.	Poor parent support/Knowledge- Parental involvement in the education of their children increased attendance at parents meetings, support groups, workshops and celebrating children's learning across the curriculum

Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	For Reading Writing and phonics , ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP. To maximise exposure and engagement in writing across the curriculum. In order to diminish the difference some of these pupils will need to make above expected progress	Higher % of PP children at ARE/ARE in Reading/Writing and pass Phonics screen
B.	Pupils are presenting with less developed social skills and emotional regulation and feel secure and are developing resilience .	Less exclusions and Pupils are ready to learn and feel calm and secure
C.	To improve attendance and punctuality for pupils identified with PP . Reduce number of persistent absentees for disadvantaged families Whole school attendance is 95% and families value coming to school	Parents understand need for good attendance Attendance of PP children improved
D.	Parent / carer support and engagement improved	Improved % attendance at meetings /workshops of targeted families

Planned expenditure					
Academic year	2018-2019				
i. Quality first teaching for all					
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
For Reading Writing and phonics , ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP.	All staff aware of and take responsibility of achievement of disadvantaged pupils. -Regular analysis of class data -Follow up with teachers matters of concern relating to progress data for PP children -Agree actions with teachers to accelerate the progress -Teachers use feedback and marking to challenge all pupils -Teacher employ a range of strategies for differentiation	Pupil progress meetings SLT observation SPA visits Inclusion lead Track PP pupil engagement Data analysis	£32000	All class teachers	Oct 18 March 19 July 19
Improve outcomes for the current year 1 and 2 in phonics.	-Class TA directed to work with pp pupils -Language /text rich classroom environment throughout school -MB to deliver phonics support and training to identified teachers and TAs and model phonics lessons in year 1 and 2. -TAs to receive training from Jo Duke LSS to teach phonics program individually -Investigate and choose a phonics scheme -Train staff to use specific phonics scheme -TAs to attend phonics training.	Regular updates with MB Meeting with JD monthly		FK/MB	
	-CPD in reading/ writing/ Phonics for teachers/TA	CPD records /minutes		FK	
Total Budgeted cost for Quality first teaching (estimated)			£32500		

ii. Targeted support					
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Cost	Staff lead	When will you review
For Reading Writing and phonics , ensure PP pupils have the opportunity to achieve their full potential by reaching Age Related Expectations or above in line with pupils identified without PP.	<ul style="list-style-type: none"> -Narrative groups in y1 and S&L programmes -School start groups in EY - Other interventions with class team which address the language gap with Disadvantaged children in each year group -Extra phonics sessions from specialist teacher -booster groups of children are identified to support disadvantaged children's accelerated phonics skills -Parents workshops in Reception/ Y1 Phonics parent and carer workshops to target the parents and carers of disadvantaged learners -INA support for most vulnerable pupils awaiting EHCPs A contribution towards the cost of an INA for PPG children who have additional needs without an EHCP whose behaviour/needs means they cannot manage in class with a one to one adult support -Literacy support for PP children LSS 	<ul style="list-style-type: none"> Regular monitoring of interventions Interventions discussed at Pupil progress meetings Phonics in y1/2 screened regularly – analysed SLT observation SPA visits Inclusion lead Track PP pupil engagement 	<ul style="list-style-type: none"> £2000 £430 £3500 £4500 £100 £5000 £2000 	<ul style="list-style-type: none"> JE Class teacher DHT/HT MB 	<ul style="list-style-type: none"> Feb 2019 Oct 18 March 19 July 19 Jan 19 March 19
Total Budgeted cost for Targeted support (estimated)			£17,530		

iii. Inclusion, Wellbeing, Behaviour and Attendance					
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Cost	Staff lead	When will you review ?
<p>Pupils are presenting with less developed social skills and emotional regulation and feel secure and are developing resilience.</p> <p>Children's levels of engagement in learning will increase</p> <p>All staff, pupils and parents are Attachment Aware with a particular focus on Pupil Premium Pupils.</p>	<p>Inclusion Mentors provide highly personalised behaviour and emotional health and well-being support to pupils across the school from R to Year 6.</p> <p>They work with teaching and support staff, parents/carers and other professionals to ensure vulnerable pupils and pupils at risk of exclusion are attending well, able to access learning and build social skills. All mentors work 1:1 with targeted pupils, run groups, support in class or on the playground, meet parents, run lunchtime club, support breakfast club</p> <p>Mentors to plan/deliver/ review interventions to:</p> <ul style="list-style-type: none"> • develop emotional regulation • improved self esteem • improve social skills • improve attitude to learning <p>A focus of the learning mentors' work will continue to include mentoring activities within the classroom to promote progress in school work.</p> <p>This will be with a particular focus on the underachieving pupil premium children who may not present with specific emotional/behavioural needs</p> <p>-Counselling – priority given to PP pupils and up to 16 week interventions</p> <p>-Family counselling offered to disadvantaged families as priority</p> <p>-School staff begin to develop a more attachment aware approach through inset training day Whole school CPD to improve Attachment Awareness</p> <p>-Provide food/ milk as needed for children to ensure they are ready to learn in morning</p>	<p>Class teacher track interventions impact and report at Pupil progress meetings.</p> <p>Mentor support/ action plans is regularly reviewed / monitored</p> <p>CPD records</p>	<p>£35000</p> <p>£5000</p> <p>£1200</p> <p>£3000</p> <p>£150</p>	<p>JE Inclusion Lead</p>	<p>Half termly reviews with HT/Inco</p> <p>Termly reviews of counselling</p>

Attendance is above 95% and families value coming to school	<ul style="list-style-type: none"> -Targeted workshops -Regular meetings with parents -Continue with attendance rewards/prizes -joined up work with Early help/CIN meetings to address concerns -Offer Breakfast club places if needed to support attendance 	Monthly with AC Attendance coordinator Alan Meadows involved All staff aware of importance	£3000 £600	Katie Blood	On-going On SIP
Parent / carer support and engagement improved	<ul style="list-style-type: none"> -Support PTFA to become effective by allocating staff -More engaging website - events in wider community celebrated -coffee mornings <p><u>% of Inclusion Lead work with vulnerable families</u></p> <p>Release time to enhance and support provision of high need PPG pupils including liaising with outside agencies and parents, completing paperwork, delivering interventions. Leads on Welfare and safeguarding and Early Help, CP and CIN and supporting PPG, PPG+ and disadvantaged families.</p> <p><u>Targeted workshops for parents</u></p> <ul style="list-style-type: none"> -Targeted workshops run by Family Workers /EMAS / School Nurse -Phonics parent and carer workshops to target the parents and carers of disadvantaged learners 	Attendance monitored Non-attendance logged on Cpoms	£7500	Inco KB DK BH	On-going
Total Budgeted cost for Wellbeing, Behaviour and Attendance (estimated)			£52,450		
Overall Total Cost of intervention groups and Additional Support (Note that overall total cost will have included support for all vulnerable and disadvantaged pupils, some of whom might not be eligible for FSM nor Pupil Premium)			£102,480		