

St Paul's C of E Primary School Pupil Premium Action Plan 2018-2019

Amount of Grant Received for 2018-2019 = £152,171

Spent on	Aim	Funding Breakdown	Impact
Specialist Wellbeing Lead Teacher, Teacher, including ELSA	To support the school in planning and delivering a wellbeing programme across the school; focusing specifically on the emotional learning needs of disadvantaged pupils. To support identified pupils' self-esteem, attitudes to learning, sense of wellbeing and enjoyment of school.	£33,657	All pupils who received support from Wellbeing Lead/ ELSA had improved self-esteem. This led to better engagement, improved learning behaviours and better outcomes for those pupils.
Focus Teaching Staff	To continue to narrow the gap in attainment for identified pupils in Maths and English throughout the school including writing, phonics and reading catch up programmes and a range of other learning and social interventions.	£82,301	All pupils who attended interventions with focused teaching staff, made at least expected progress. Many made accelerated progress.
Focussed intervention groups delivered by Teaching Assistants	To continue to develop the programme of specific intervention activities delivered by Teaching Assistants which are designed by the Inclusion Leader to narrow the gap in attainment of identified pupils.	£29,589	Pupils receiving additional support through interventions or additional support delivered by Teaching Assistants generally made at least expected progress.
Bespoke office support	Working with families to provide support and advice. Working closely with the Education Welfare Officer to improve targeted pupils' attendance and punctuality.	£1,540	Attendance has improved for some pupils in targeted families but remains a barrier for other pupils. This will need to continue to be an area of focus next year. The school have a new IO supporting the school and will be working closely with her to ensure that this barrier is minimised as far as possible.
Funding places for curriculum trips and out of hours care	To ensure that disadvantaged pupils are able to participate and to provide opportunities for them to experience new and challenging activities which support their academic or social development.	£2,975	Improvement in key pupils' self-confidence and attitudes, often resulting in more enthusiasm for learning and better outcomes.

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Amount of Grant Received for 2019-2020 = £137,280

Summary of main barriers

- Fluency of reading in KS1 and lower KS2
- Some gaps in learning identified for some PP pupils who do not have any other vulnerability e.g. SEN/EAL, especially in Maths
- Attendance
- Emotional wellbeing
- Lack of exposure to a variety of first hand experiences
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Area of Focus	Evidence of need (why we are doing it)	Aims & Action Plan	Funding Breakdown	Impact and Evidence Record
Fluency of reading	Analysis of barriers of pupils not achieving ARE demonstrated that fluency of reading was a key barrier	Reading Eggs/ Eggspress purchased and being used as a daily intervention with targeted pupils to increase pupils' fluency in reading	£504	
Closing the gap in Maths in KS2	Gap analysis identified specific gaps in Maths knowledge/understanding	Third Space Learning Maths 1:1 Online Tuition to close identified gaps	£3,980	
Targeted support focused on pupils who receive PP but do not have any other vulnerability e.g. SEN, EAL	Data has indicated that some PP pupils (who do not have any other vulnerability e.g. SEN, EAL) are not working at ARE	Targeted support to close the gap – provided through additional interventions run by both qualified teachers and LSAs	£90,396	
Improving attendance of specific pupils	Attendance records indicate there are still some key pupils with low attendance. Data and Pupil Progress Meetings indicate that this is a barrier to progress for some pupils	DSL/ SLT focus on attendance in regular meetings Dedicated time for office staff to track, analyse and take specific actions to target specific families Dedicated regular sessions with IO to address attendance issues	£1,620	
Improving engagement of hard-to-reach families	Progress data and analysis of pupils' wellbeing indicates that some pupils of hard to reach families' progress both academically and socially and emotionally is slower than that of their peers	New FSW with dedicated time to engage and work alongside hard-to-reach families through a variety of means, including Multi-Family Groups, home visits and bespoke support packages	£14,916	
Improving resilience and emotional wellbeing of targeted pupils	Progress data and analysis of pupils' wellbeing indicates that some pupils who are not performing at ARE academically also have poor emotional wellbeing/ resilience	Wellbeing Lead & ELSA to plan and deliver a wellbeing programme across the school, including a tailored wellbeing curriculum and ELSA.	£22,864	

Funding places for curriculum trips and out of hours care	Trip payment records show that some children/families find it hard to pay for curriculum trips and out of hours care	Teachers and Office staff to identify children/families that need support for paying for curriculum trips and out of hours care	£3000	
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