

Pupil Premium Action Plan 2019-2020

We want everyone who is part of St Katharine's to know that they are unique, and that they can flourish and make a difference in God's World through living out the values of Grace, Integrity and Aspiration, now and in the future.

Pupil Premium at St Katharine's CE VA Primary School

At St Katharine's we are committed to continually reflecting on our provision and improving it in order to ensure the best outcomes for all children. We believe that with hard work, effort and the relevant support, all children are capable of exceeding expectations. As a school we recognise the positive impact that a broad curriculum can provide and through our SEASIDE curriculum (spirituality, environment, arts, sport and wellbeing, inspirational people and places, diversity, enterprise and technology) alongside our School Values and Powerful Learning attributes that we ensure that children are able to achieve their best. This report will outline what the pupil premium grant is, how it is spent and the impact it has had on outcomes for children at St Katharine's.

What is Pupil Premium and why do schools receive it?

- The Department for Education implemented Pupil Premium Grant (PPG) in April 2011 in order to close the learning gap between disadvantaged and non-disadvantaged pupils.
- Disadvantaged is defined as children registered to receive free school meals (FSM) at any point in the last 6 years (also known as 'ever 6'). A provision is also made for children who have a parent in the armed services.
- Pupil Premium Plus Grant was introduced in 2013 as additional funding for looked after children (LAC), including children looked after for a day or more or those adopted from care. Unlike pupil premium, it is not specifically focused on children's attainment and is intended to enable schools to support children emotionally, socially and academically and to address their wider needs.
- Schools have the autonomy to decide how best to use the PPG. Government guidance is clear that the aim of the PPG is to increase social mobility for the long term health of our society but that individual schools decide how best to utilise the funding. Schools are held to account by OFSTED to show the impact of the spending.

Our Key Priorities

At St Katharine's our main priority continues to be to seek excellence in the quality of teaching and learning for all our pupils. We have developed a Powerful Learning culture through our eight learning attributes which has enabled our pupils to engage with their learning inside and outside the classroom. Teachers are responsive to individual's needs and, through the PPG funding, continue to share best practice in order to reduce in-school variance in attainment and progress. At St. Katharine's we believe in the development of the whole child and that Wellbeing is equally important to enable our pupils to reach success. Approximately 40% of pupils eligible for PPG in our school have social and emotional needs which could hinder their progress in the classroom as a learner. We have therefore increased the funding for Pastoral provision in our school to ensure that pupils are supported and nurtured in order for them to feel more confident and ready to take on the challenges of learning within the classroom.

Total number of pupils on roll	500
Total number of pupils eligible for PPG	35
Total amount of PPG	£58,765

Our use of the funding 2019-2020 is as follows:

	Desired Outcome	Summary of intervention or action.	What is the evidence and rationale for this choice?	Cost (£)	How will this activity or action be monitored and by whom?
Powerful Learning	Develop a positive reading culture and oral literacy.	<ul style="list-style-type: none"> English Team lead a review of reading across the school. Teachers to identify off track readers and their barriers. English Team to lead staff training on reading fluency and expression. Develop teaching strategies to improve this skill. Regular planned activities to promote reading and authors. Copies of whole class reading texts given to children to re-read at home with parents. Whole Class reading sessions focus on reading aloud and unpicking the meaning of new words. 1:1 reading with teacher/TA at least three times a week. Ensure children have an appropriate book that allows them to build fluency. Parent helpers support with 1:1 reading – DBS costs 	<p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; <p>Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. This is managed through book studies and cross curricular projects.</p>	£1420	<p>Who</p> <ul style="list-style-type: none"> English Team AHT/Phase leaders PP champion <p>How</p> <ul style="list-style-type: none"> Pupil progress meetings Lesson drop ins Book Looks
	Accelerate attainment and progress in reading, writing and maths	<ul style="list-style-type: none"> Teachers to use additional adults in the classroom for dynamic interventions i.e. following up gaps in learning next day or previous day taking special note of pp pupils. Teachers to use additional adults to allow time for evidence based interventions where progress can be measured over time. Eg Number Box, IDL literacy/numeracy, precision teaching, etc. Teachers and Teaching Assistants both lead interventions and communicate regularly to ensure that the child can make maximum progress. Use information from MITA training to maximise impact of adults. 	<p>EEf 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.</p>	£1600	<p>Who</p> <ul style="list-style-type: none"> SENCo PP champion <p>How</p> <ul style="list-style-type: none"> Pupil progress meetings Lesson drop ins Book Looks Learning Plans Know Thy Impact record sheets Interventions provision spreadsheet

		<ul style="list-style-type: none"> Teachers meet with PP Champion once a term to discuss the progress of PP children in their class and identify strategies to accelerate progress. A target/goal focused on Reading, Writing or Maths will be set and progress will be measured over time. PP Champion to observe learning of PP children in classroom setting and monitor provision given. Class teachers liaise with PP parents regularly to discuss learning and how to support at home. 	Improvements and strategies will be more effective if teachers are collaborating together. By having a Pupil Premium Champion there is a designated member of staff to regularly monitor attainment and progress. They will be responsible for gathering information and data for this group of pupils and following up on any concerns. This makes the monitoring processes in school stronger.	£1850	<p>Who</p> <ul style="list-style-type: none"> DHT PP champion <p>How</p> <ul style="list-style-type: none"> Pupil progress meetings Lesson drop ins Book Looks Target/goal reviews
Wellbeing	Children are able to self-regulate emotions and behaviour.	<ul style="list-style-type: none"> 1:1 ELSA sessions (eg draw and talk) Group therapy sessions (eg Lego therapy, theraplay) Nurture sessions for groups of children Parenting courses run each term to support parents with helping their child self regulate their emotions. 	EEF Toolkit shows that SEL can add an extra 4 months of progress each academic year. Improving SEL skills will have a positive effect on cognitive learning and engagement in learning. Vulnerable pupils are quickly identified by staff and we believe in early SEL intervention in order to give our pupils the best life chances possible.	£42,848	<p>Who</p> <ul style="list-style-type: none"> SENCo Pastoral Team Superstars Lunch team PP champion <p>How</p> <ul style="list-style-type: none"> Boxall Classroom observations Playtime observations Feedback from children Feedback from Teachers/TAs
		<ul style="list-style-type: none"> Teaching Assistants run a daily lunch club to support children with social skills and interaction with their peers. 		£6187	
		<ul style="list-style-type: none"> Adoptive Parent Forum meets once a half term; barriers and strategies are explored. Adoption Champion feeds back to staff with relevant information to impact on classroom teaching and learning. Class teachers meet with adoptive parents at the start of the year to identify barriers and effective strategies. These are frequently reviewed. 		£360	<p>Who</p> <ul style="list-style-type: none"> HT Pastoral Team Adoption Champion PP champion <p>How</p> <ul style="list-style-type: none"> Feedback from parents

	Equality of access to educational visits, sporting events, music lessons	<ul style="list-style-type: none"> Pupil Premium funding to pay for.... Residential trips and educational visits enabling access to all. Swimming lessons for year 3 and 4 pupils Music tuition for pupils in year 3, 4, 5 	Pupils to be included in all aspects of the curriculum which enhance life skills, social skills and learning.	£4000	Who <ul style="list-style-type: none"> DHT PP champion TP (admin office) CS (music lead) How <ul style="list-style-type: none"> PP provision map
Leadership and Management	Improved practice and provision in Nurture/ELSA/ Pastoral Sessions	<ul style="list-style-type: none"> Funding for staff to receive training to ensure best practice and provision for emotionally vulnerable pupils. 	Staff are using best practice to ensure high achievement and outcomes for all pupils.	£500	Who <ul style="list-style-type: none"> Pastoral Team PP champion How <ul style="list-style-type: none"> Appraisal
				£58,765	

A free jumper, tie and PE t-shirt are available for children from low income families eligible for FSM/Ever 6 (see necessitous clothing policy).

Where appropriate, there is funding for musical tuition, places in breakfast and/ or after school club, extra-curricular school clubs for children from low income families.

2018-19 Impact - SATs results (compared to national)

Key Stage 2 Results 2018

	% of all pupils achieving Expected Standard or above	% of disadvantaged pupils achieving Expected Standard or above	% of disadvantaged pupils achieving Expected Standard or above	% of disadvantaged pupils achieving Higher Standard	% of disadvantaged pupils achieving Higher Standard
	School (63 pupils)	School (6 pupils)	National	School (6 pupils)	National
Reading	82%	100%	62%	33%	17%
Writing	92%	100%	68%	17%	11%
Maths	98%	100%	67%	17%	16%

Review of Expenditure 2018-2019

	Desired Outcome	Summary of intervention or action.	Impact
Powerful Learning	Develop a positive reading culture and oral literacy.	<ul style="list-style-type: none"> Year groups to redesign projects to include book studies which promote high quality and engaging texts and authors. Exposure to theatre and live performance. Reading aloud is part of whole class daily reading sessions with a rich diet of language and the opportunity to discuss language. Consistent use of talk partners to verbalise ideas about language and deepen thinking/understanding. 	All year groups have redesigned their curriculums with a focus on reading. Books have been specifically chosen for year groups and cohorts of children to maximise engagement with reading. This has had positive results which have been collected through pupil and parent voice. In their end of year reports, pupils expressed their enjoyment of book studies and many could explain the impact of this such as reading other books by the same author or using the language they had read to become a better writer themselves. At parents' evening parents expressed their child's engagement with the books they had studied. At the parent workshop parents were pleased to be directed to texts appropriate for their child's age.
	Develop comprehension strategies to accelerate attainment and progress in reading.	<ul style="list-style-type: none"> Year groups to redesign projects to include book studies which promote high quality and engaging texts and authors. School to participate in School Partnership Review to monitor and improve the quality of whole class reading sessions in Ks2. Identify areas to further develop. Staff training on specific reading comprehension strategies (retrieve, clarify, infer, explain) Staff to observe reading lessons within and across year groups to ensure quality first teaching in reading across the school. Monitoring of attainment and progress in reading each term through lesson observations, pupil conferencing, book looks, pupil progress meetings. Teaching Assistants listen to PP children read on a daily basis. 	Through our review of reading, the staff have collectively developed a shared approach to the teaching of reading. Across the school, whole class reading has honed the teaching of reading aloud and tracking texts. In KS2 there has been an exploration of reading strategies and skills and these have been taught explicitly. Evidence from lesson observations and book scrutiny shows that all children are receiving a consistent approach to reading comprehension strategies. It is clear that the children are able to describe and use the different skills which is enabling them to make better progress. End of KS2 attainment was 89% with 100% of Pupil Premium children reaching the expected standard in reading. There was a progress increase of +1 in reading in 2019. Please see our performance data on our website.

Accelerate attainment and progress in maths	<ul style="list-style-type: none"> Teachers to use additional adults in the classroom for dynamic interventions i.e. following up gaps in learning next day or previous day taking special note of pp pupils. Staff training on mastery strategies (bar model, part-part whole etc) to ensure quality first teaching in maths. Monitoring of attainment and progress in reading each term through lesson observations, pupil conferencing, book looks, pupil progress meetings. Use of peer tuition to help pupils catch up. 	The teaching of maths through the mastery approach is a strength. Evidence from lesson observations and book scrutiny show that exposure to visual representations, varied fluency and reasoning problems is developing a deeper understanding of concepts. Alongside this high quality teaching, children with gaps or those who are off track, are given pre teaching or catch up sessions. The adults are deployed effectively to enable these sessions to take place and through this children are making progress within lessons. End of KS2 attainment was outstanding at 98%, with 100% of Pupil Premium children reaching the expected standard in maths. Progress at the end of KS2 increased by +1.9. Please see our performance data on our website.
Accelerate attainment and progress in reading, writing and maths	<ul style="list-style-type: none"> Teachers meet with PP Champion once a term to discuss the progress of PP children in their class and identify strategies to accelerate progress. PP Champion to observe learning of PP children in classroom setting and monitor provision given. Class teachers liaise with PP parents regularly to discuss learning and how to support at home. 	A Pupil Premium champion was appointed. They have carried out a thorough analysis of the data and through teacher surveys, has identified the provision each child receives. During the summer term carried out drop ins to lessons to observe the provision for Pupil Premium children in the classroom setting. This helped to identify the school's strengths and areas to develop further. Class teachers demonstrated a deep understanding of pupils' needs, particularly around social and emotional needs. Visual timetables, brain/sensory breaks, fiddle toys, allocated safe adult, seating position were all well embedded across the school. In the classroom setting there was a variance in the amount of scaffolded support given to Pupil Premium children to maximise their progress. This is a focus area for the next academic year.
Increase self-esteem and social and emotional skills.	<ul style="list-style-type: none"> All adults given a copy of 'When the adults change, everything changes' which underpins our positive approach to behaviour. Staff training in September and in staff meetings across the year to establish whole school approach to behaviour and building positive relationships with pupils. Staff are trained to think about a pupil's 'Story' in order to tackle behaviour which builds self esteem rather than shaming. Consistent approach to positive behaviour recognition across the school (recognition boards, recognition cards, phone calls home, Over and Above treats) 	The positive approach adopted by the school has had an overwhelming impact on children's self confidence and identity. All adults have built positive relationships with the children especially those who present as highly anxious or need social and emotional support. Feedback from children and parents has been positive. Observations in lessons and at playtime reinforce that adults are using positive strategies appropriate to the age of the child which is reducing the number of behaviour incidents. The school has now written a formal behaviour policy in line with these practices which can be found on our school website.

		<ul style="list-style-type: none"> Adoptive families group to meet with PP and adopted champions regularly to open up discussion and improve communication. These are opportunities to discuss funding and share ideas. 	
	Children are able to self-regulate emotions and behaviour.	<ul style="list-style-type: none"> 1:1 ELSA sessions (eg draw and talk) Group therapy sessions (eg Lego therapy, theraplay) Nurture sessions for groups of children Parenting courses run each term to support parents with helping their child self regulate their emotions. Teaching Assistants run a daily lunch club to support children with social skills and interaction with their peers. 	The extra funding given to support pupils at lunchtime has been a successful strategy. Pupils who find it difficult to self regulate their emotions or interact with their peers have been supported by adults at lunchtime to learn social skills. The lunchtime was broken down into short chunks which allowed time for eating, outside group play and inside calming techniques. Pupils and parents commented that this helped them to feel safe at playtime and limited the amount of friendship problems. Their self esteem was higher as they were seen to be calm and friendly by their peers. The continued pastoral support for pupils and parents is a strength of the school. The provision for pupils and parents is well embedded within the school timetable. This intervention has been positive, such as the Year1 worry club which has given these young people a new sense of self confidence. Dolphin club and nurture group continue to help pupils learn the social and emotional skills needed in the classroom and their wider lives.
	Equality of access to educational visits, sporting events, music lessons	<ul style="list-style-type: none"> Pupil Premium funding to pay for... Residential trips and educational visits enabling access to all. Swimming lessons for year 3 and 4 pupils Music tuition for pupils in year 3, 4, 5 	This funding is received by some families and is enabling the pupils to learn skills, or have new experiences, the same as their peers.
	Close the gap in lateness between PP group (1.23%) and non PP (0.41%)	<ul style="list-style-type: none"> Creation of Pupil Premium group on new tracking system to closely monitor attendance and punctuality Family Support Worker follows up lateness and absence rigorously to improve attendance and punctuality. 	The new tracking system is highly effective in tracking the attainment and progress of children on the Pupil Premium register. Attendance is closely monitored through weekly data collection and discussed at SAPP meetings. 2018-2019 attendance data for whole school was 96.8%, 97.1% for Pupil Premium.
Leadership and Management	Improved practice and provision in Nurture/ELSA/ Pastoral Sessions	<ul style="list-style-type: none"> Funding for staff to receive training to ensure best practice and provision for emotionally vulnerable pupils. 	Continued funding for ELSA support allowed the pastoral team to network and learn of new strategies or interventions that could be of benefit to our pupils at St. Katharine's.