



## St Gildas' Catholic Junior School

### Pupil Premium Strategy 2018/19

1. Summary information					
<b>School</b>	St Gildas' Catholic Junior School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£ 51,480	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	39 [17.97%]	<b>Date for next internal review of this strategy</b>	July 2019

2. Attainment Y6 PP pupils 2017-2018		
	<i>Y6 Pupils eligible for PP</i>	<i>National Average %</i>
	<i>Results %</i>	
<b>% of PP pupils at expected standard or above in reading, writing &amp; maths</b>	56	70
<b>% of PP pupils at expected standard or above in reading</b>	63	63
<b>% of PP pupils at expected standard or above in writing</b>	69	67

<b>% of PP pupils at expected standard or above in maths</b>		69	63
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A.</b>	Many pupils have multi-disadvantage, i.e. are PP, SEND and EAL		
<b>B.</b>	Often, PP pupils have additional emotional/social issues that require input from external agencies		
<b>C.</b>	Occasionally the work set for the most able pupils is not challenging enough to enable them to reach the highest standards		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	In some cases parents feel they are unable to support with the more challenging curriculum		
<b>E.</b>	Reduced access to additional services, cuts have impacted on the support available to pupils, school often having to think creatively and meet needs in different ways than previously		
<b>4. Desired outcomes</b> – linked to School Improvement Plan ( <i>Desired outcomes and how they will be measured</i> )			<b>Success criteria</b>
<b>A.</b>	Continued accelerated progress across the school, with end of key stage attainment data showing a continuing diminishing of differences with national averages		<p>Attainment at least in line with national figures</p> <p>Monitor closely those pupils who experience multi-disadvantage and ensure needs are met</p>

<b>B.</b>	Improved achievement of those receiving support for social/emotional difficulties with Pupil Premium funding used to best effect	<p>Attainment at least in line with national figures</p> <p>Interventions specifically targeting PP children with social/emotional needs to be used to diminish the difference.</p>
<b>C.</b>	All teaching across school consistently good and frequently outstanding with appropriate challenge for all pupils	<p>Challenge observed in lesson observations and 'drop-ins'</p> <p>Challenge evident in books and planning</p> <p>Survey pupils to ensure they agree that they are challenged in all lessons</p>
<b>D.</b>	Information evenings, e.g. curriculum meetings, year group meetings, maths evenings, etc... to support parents with specific invitations to PP parents	PP parents attend events and feel more confident in supporting their children at home
<b>E.</b>	Additional needs met	Additional needs identified, addressed and appropriate support provided.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Further enhance ongoing teacher professional development through strategies such as in school peer lesson observations, peer modelling and team teaching and bespoke training	DfE (2015), <u>Supporting the Attainment of Disadvantaged Pupils</u> , highlight's sharing best practice amongst teaching staff as a key strategy for supporting disadvantaged pupils.	<ul style="list-style-type: none"> <li>• DH(A) Performance management</li> <li>• Direct work with Maths specialist, book scrutinies, learning walks and CPD.</li> <li>• Professional discussions with teachers</li> <li>• Support from literacy leaders in reading and writing</li> <li>• Specialist INSET in school</li> </ul>	HT(A),DH(A) AHT Literacy Leaders	As part of performance management systems and structures  Approx. cost £4000
A + B + C	Implement additional teaching groups in form of boosters and 1-1 tuition in year 6 literacy and maths to ensure progress is accelerated for all children, especially those with multiple disadvantage	Ofsted (2013), <u>The Pupil Premium</u> , states that successful schools ' <i>allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising</i>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book scrutinies</li> <li>• Pupil Progress Reviews</li> <li>• AHTs' performance management</li> <li>• Booster Groups led by class teachers beyond school day</li> </ul>	AHT Inclusion, DH(A) Class teachers	Termly (PPR) and annually (performance management systems and structures)  Approx. cost £6000

A + B + C + D	Further develop middle leadership across school through improvements in self-evaluation and action planning systems, SLT mentoring and external training	It is widely accepted that the effective distribution of leadership in schools leads to improvement in pupil achievement.	<ul style="list-style-type: none"> <li>Monitoring of the School Improvement Plan</li> <li>Middle leader action plans</li> <li>Direct work with SIO on action plans and delivery/Ofsted ready actions and expectations</li> </ul>	DH(A)	Ongoing  Approx. cost £5000
D + E	Plan and deliver specific workshops to support parents in maths, reading and writing to enable them to support their children more effectively at home. Signpost parents to additional services beyond the school. School to work with professionals to support families.	EEF research indicates that parents can have a high impact on their children's educational outcomes if they understand how to support their learning at home. Planned series of parents sessions on Maths, Destination Reader, language and maths skills , IT	<ul style="list-style-type: none"> <li>Middle leader action plans</li> <li>Curriculum evenings</li> <li>Parent workshops</li> <li>Parent consultation evenings</li> <li>Signposting</li> </ul>	Middle leaders	Increased confidence from parents will have a direct impact on their children and we should see this in the progress being made. Use of parental questionnaires for feedback  Approx. cost £3000
<b>Total budgeted cost</b>					£18,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A + B	ADHT and AHT to take lead roles on work on diminishing the differences, ensuring data analysis drives targeted work across the school with children (e.g. interventions) and parents (e.g. family learning opportunities)	This increasingly important area of work, which is currently being undertaken at various levels across the school, needs a strong lead to take it forward. Ofsted (2013) <u>The Pupil Premium</u> states that the best schools: <i>'used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked.'</i>	<ul style="list-style-type: none"> <li>AHT performance management</li> <li>Termly Pupil Progress Reviews</li> </ul>	AHT	As part of performance management systems and structures  Approx. cost £500

A + B + C + E	Targeted TA-led interventions: Talk Boost, 5 Minute Boxes, Numicon Big Maths,	Progress data and previous experience in the school has shown these to be our most effective intervention strategies.	<ul style="list-style-type: none"> <li>• Training sessions</li> <li>• Observations</li> <li>• Pupil Progress Reviews</li> </ul>		On-going  Approx. cost £8000
B + E	Provide counselling and mentoring support to children with additional pastoral needs	Previous experience has shown that this intervention supports children in overcoming emotional barriers to learning Inclusion of new therapies such as Lego therapy, Play therapy and additional training for the LM to ensure that she is equipped to deal with the every growing range of needs, both mental and emotional, amongst the children in our school,	<p>Ongoing monitoring of pupil impact (e.g. through pastoral care meetings)</p> <ul style="list-style-type: none"> <li>• TA Training on the ELSA project (emotional literacy support to support those children with emotional need and especially pupil premium plus)</li> <li>• Work with specialist mentor focusing on boys across the school who are disadvantaged and may fall into multiple categories</li> </ul>	ADHT Teaching Assistants Learning mentor	Attendance data, information from CAMHS, intervention data, class teacher data and information  Approx. cost £10,000
A	Third Space 1:1 maths tuition	As above	Targeted children in year 5 & 6 to receive tailored teaching once a week to close the gaps in their understanding and application. Qualified teachers will deliver the sessions to work through misconceptions.	As above	Gaps will be closed, progress will be evident and confidence will increase Data will show progress in R, W and M  Approx. cost £5000
A + C	Beanstalk Readers	One to One reading support for PP children delivered by high quality staff Consistently good progress made by the children.	Twice weekly sessions delivered in school	ADHT to oversee	Progress in reading will be marked.  Cost £1000
B+E	Bespoke Teaching Assistant Training	Direct work with all teaching assistants on role of TA, how to support disadvantaged pupils, how to engage disadvantaged pupils.	Half day sessions each half term to include key note speakers, intervention sessions and emotional support for disadvantaged pupils	ADHT to lead and facilitate.	Teaching assistants will effectively support disadvantaged pupils ensuring they are able to access learning  Cost £1500
A+B	Opportunities for enrichment activities including residential trips and school visits and afterschool clubs	School to facilitate residential trips such as Pendarren for disadvantaged pupils as well as schools trips and visits throughout the year. PP children to be prioritised for visits and enrichment activities and afterschool clubs	School to approach parents with regard to ASCs and visits to ensure children can attend.	ADHT to facilitate	Children will be regularly attending afterschool clubs including sport and art and will be able to go on all trips and visits including residential.  Cost £6000
<b>Total budgeted cost</b>					<b>£26,000</b>

	£51,000
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