

# Pupil premium strategy statement 2018-19

1. Summary information							
<b>School</b>	St Vincent de Paul Catholic Primary						
<b>Academic Year</b>	2018-19	<b>Total PP budget</b> (based on number of <b>current</b> pupils)	£51,480	<b>Date of most recent PP Review</b>	March 19		
<b>Total number of pupils</b>	440	<b>Current pupils eligible for PP</b>	38	<b>Date for next internal review of this strategy</b>	July 2019		
2a Attainment							
<b>Y2 2017-18</b>			<i>7 Pupils eligible for PP (this school)</i>	<i>Pupils not eligible for PP (national average)</i>			
% achieving in reading, writing and maths (7 pupils)			42.9 %	76.9 %			
Progress measure - reading			100%	83%			
Progress measure - writing			42.9%	78.8%			
Progress measure - maths			71.4%	86.5%			
<b>Y6 2017-18 (3 pupils only)</b>			<i>Pupils eligible for PP (this school)</i>	<i>Pupils not eligible for PP (national average – to add Dec 18)</i>			
% achieving in reading, writing and maths (3 pupils)			57.1	62% this school (64% National 2018)			
Progress measure - reading			-2.02	-2.12			
Progress measure - writing			-0.58	-3.60			
Progress measure - maths			-6.21	-3.98			
<b>2b PUPILS YEARS 1-5 2017-18</b>			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP in school</i>			
% achieving in reading, writing and maths			70 %	75.4%			
% making progress in reading ( good progress in brackets)			64.5%	72.7%			
% making progress in writing			61.3%	60.0%			
% making progress in maths			48.4%	63.8%			
2. Barriers to future attainment (for pupils eligible for PP, including high ability)							
Informed by ASP, AM7 (in-school tracking data)							
In-school barriers (issues to be addressed in school, such as poor oral language skills)							

A.	<b>Learning challenges</b> which may impact upon individual's attainment, progress and learning behaviours: specific learning needs, subject related "barriers", difficulties with home learning.,
B.	<b>Mental health and wellbeing</b> of pupils can be impaired for various reasons at different stages in their schooling and if issues are not addressed with appropriate support their learning and progress will suffer
C.	Difficulties in <b>language and communication skills</b> e.g. identified speech and language needs; communication needs (e.g. ASD),
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	<p><b>Welfare and social issues</b></p> <p>Many families have circumstances which create barriers to learning. If these can be reduced, this will positively impact pupils' learning (Maslow). Families may need support in a number of ways including attendance and punctuality, accessing extra-curricular opportunities and complex family situations that prevent children from flourishing.</p>

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To overcome learning challenges which may impact upon individual's attainment, progress and learning behaviours: specific learning needs, subject related "barriers", difficulties with home learning.</p> <p><i>Progress data will be used to measure the impact on learning and baseline measures will be used in interventions and other areas; pupil voice and self-assessments</i></p>	<ul style="list-style-type: none"> <li>• progress of all PPG children is enhanced when taught in smaller groups or with additional adult support available in the classroom, including targeted interventions</li> <li>• Specialist teachers and learning mentors provide a high quality curriculum and wider opportunities</li> <li>• Quality resources are on offer to support learning e.g, high quality reading materials both fiction and non-fiction</li> </ul>
B.	<p>To enhance pupils' wellbeing, self-esteem and resilience</p> <p><i>Measured through self-reporting – verbal and baseline/ outcome questionnaires; feedback from pupils, families and staff</i></p>	<ul style="list-style-type: none"> <li>• More staff trained with the expertise and time to nurture and support a variety of emotional needs</li> <li>• Mentoring of individual pupils</li> <li>• Pupil wellbeing and engagement enhanced</li> </ul>
C.	<p>Early identification of needs and intervention to minimise disadvantage</p> <p>Targeted support for language development</p> <p><i>Progress is measured via numbers below age related expectations for communication and numbers requiring language support</i></p>	<ul style="list-style-type: none"> <li>• Identification of pupils via Welcom screening</li> <li>• Speech and Language Support Groups close gaps identified in the baseline screening</li> <li>• Gaps in language development close and fewer pupils in each year group require specific language support</li> </ul>
D.	Children and parents are supported to deal with	<ul style="list-style-type: none"> <li>• Improving standards of behaviour, attendance and parental engagement.</li> </ul>

	<p>challenges related to behaviour, finance and attendance at school.</p> <p><i>Progress will be measured on an individual case basis</i></p>	<ul style="list-style-type: none"> <li>• Support is accessed by vulnerable families through engagement with senior leaders, trained pastoral staff and a trained family support worker</li> <li>• Families are signposted to external sources of support, including courses, and encouraged and supported to make use of services that are available</li> <li>• Financial barriers to attendance and inclusion are overcome including trips, visits, clubs and Breakfast and After school provision</li> </ul>
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<b>4. Planned expenditure</b>										
<b>Academic year</b>	<b>2018-19</b>									
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.										
<b>i. Quality of teaching for all</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>					
Improved progress and attainment for all groups of children via improved feedback, in class intervention	<p>Additional TAs in Year Groups to support writing, maths and language development</p> <p>Additional teacher within year six to enable smaller groups and targeted teaching for Maths, particularly for the more able and those at risk of not achieving the Expected Standard.</p>	<p>The provision of additional adults serves to support a more personalised learning approach whereby individual learning challenges can be more easily identified, addressed and resolved.</p> <p>Professional reflection between staff involved with a class serves to give a wider view of how / where learning is happening in the class and provides access for pupils to alternative expertise</p> <p>Pupils are more able to access additional support or resources as they encounter challenges in their learning when there is additional adult support</p>	Observations  Work scrutinies  Assessment data  Increased proportion in each key stage attaining Age related expectations	JW - HT RS - DHT	July 2019					

Enhanced learning opportunities through the provision of additional equipment and resources	Subscriptions to library services ( SLS Essex) and online teaching and home learning resources  Specialist teachers and workshops to broaden experiences and enhance the opportunities for personal development	Pupils are able to accelerate their learning when they are motivated  The provision of high quality, attractive resources is motivating for pupils  Additional resources means more pupils can access information at the same time  Pupils enjoy and respond well to online resources when working as a class, group or independently	Monitoring of resource usage  Staff feedback  Learning walks  Pupil voice	JW - HT RS - DHT  AHTs	July 2019
<b>Total budgeted cost</b>					£35,0000
<b>ii. Targeted support</b>					
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?
To support individual pupils to address the gaps in their learning, including those related to early language learning, literacy and Mathematics	Provision of booster groups and 1:1 tuition opportunities throughout all key stages in the afternoons and after school  Targeted tuition in Y6 to address individual barriers in Mathematics by additional teacher	Early intervention is the most effective support as gaps in learning are addressed as they are identified so that they do not increase over time and pupils become demotivated and disengaged from their learning.  Pupils are empowered to become more independent in their learning and to seek and use support and resources appropriately  Self-esteem is key to successful learning and the mentoring provided in smaller groups as well as the intervention itself serve to enhance pupil confidence, resilience and resourcefulness	Pupil progress meetings  Provision planning meetings with teachers, TAs, parents and pupils  Progress from Baseline measures  The value of a particular intervention for a child will be assessed in relation to its impact on their progress and amended as necessary	MC-SENDco	July 2019

To provide wider curricular opportunities for disadvantaged pupils	Funding for music tuition and swimming  Funding for extra-curricular clubs and resources on a personal basis  Funding for trips	Pupils should be enabled to develop themselves in all areas and have the opportunity to discover and develop interests and talents that may not be within their immediate daily experience Disadvantaged families may not be able to access wider opportunities enjoyed by other families for a number of reasons including financial and practical barriers.	Feedback from pupils and families  Discussions about wider opportunities and interests with pupils and parents  Feedback from tutors and coaches	<b>RS DHT</b>	July 2019
<b>Total budgeted cost</b>					£ 15,025
<b>iii. Other approaches</b>					
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?
Pupils are supported in managing their emotional reactions	Drawing and Talking therapy; Protective Behaviours	Pupils are not in an optimal state for learning when their mental wellbeing is undermined	Baseline measures and outcomes recorded; feedback from the pupil, parents and teachers re the pupil's engagement and happiness	<b>RS DHT</b>	July 2019
Families are supported in challenges faced by parenting their children and providing for the family	Family Support Worker from Stevenage Educational Trust	The FSW provides access to a wider range of support, courses and services across the town. Her independence from the school can be a useful and confidential source of support for families who engage in short term work with her.	Feedback from families  Feedback from staff working with the pupil  Reports from the FSW re outcomes and additional services accessed	<b>RS DHT</b>	
<b>Total budgeted cost</b>					£ 3,240

## 5. Review of expenditure

Previous Academic Year		2017-18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	

To improve immediate feedback to pupils, including provision of booster groups	Provision of additional TA support in KS2 in Literacy and Numeracy	<p>The provision of additional learning support in all classrooms for Mathematics and Literacy ensured that all pupils benefitted from increased feedback.</p> <p>In addition, the insight provided by the presence of an additional adult in each lesson was valued by teachers and informed communication about assessment for learning. In booster sessions, the pupil : staff ratio secured improved response to and addressing of misconceptions and reading comprehension.</p> <p>Additional focused reading groups after school boosted motivation and provided targeted support for specific pupils.</p>	<p>Consider training needs of additional adults to maximise their impact in promoting learning; ensure teachers all prioritise adult help in class towards ongoing feedback</p> <p>Continue to develop children's own self-help strategies – resilience, resourcefulness, growth mindset etc.</p>	£29,500
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Early identification of needs and intervention to minimise disadvantage and maximise progress	<p>Targeted support for children with speech and language difficulties</p> <p>Resources for learning</p> <p>Funding for trips, tuition, clubs etc</p>	<p>Pupil Premium pupils in EYFS generally made measurable accelerated progress and the use of afternoon interventions in all year groups ensured targeted support was focused on specific needs without detracting from the Quality First Teaching sessions in the morning. Training and deployment of TAs in specific skills ensured focused, specialised support. This also ensures continuity for pupils with the delivery of the programme in subsequent years and promotes mentoring via a relationship with another adult in addition to the general classroom personnel.</p> <p>The provision of a variety of resources to support learning and additional funding for trips and extra-curricular activities enhanced the school experience for disadvantaged pupils and widened their experiences by providing opportunities they may not have had the chance to experience.</p>	<p>Use of additional TAs to release EYFS staff in the afternoons in EYFS to deliver specific language interventions and other support in small groups will continue. This ensured interventions had maximum impact during whole class teaching in the morning as the interventions were conducted by the a.m. class TA. In KS2, the organisation of support by the new SENCo provided a wider range of interventions, training and resources which will be regularly reviewed and revised as required to secure best practice and impact.</p>	£9,500

## iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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To provide support to vulnerable families; improving standards of behaviour, attendance and parental engagement.	Targeted support from Family Support Worker, leaders, pastoral staff and external services	The Family Support Worker service is invaluable in providing a wider network of outreach services to support families and provides upskilling of parents through courses and more tailored, personal development to secure an improved home situation for a range of pupils including some who are disadvantaged. Pastoral support in school from senior leaders and support staff who have recently trained in specific counselling or wellbeing programmes has served to address issues as they are identified by staff or families in need.	Each family and issue must be considered and dealt with on an individual basis as circumstances are unique and personal to each family unit. Further training for more staff to develop expertise in enhancing the wellbeing and pastoral care of pupils, including mentoring, need to be planned in this academic year.	£3, 427
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## 6. Additional detail

Pupil Premium Funding is a valuable and flexible tool to support the progress of disadvantaged pupils at St Vincent de Paul School and has been used in a variety of ways on a personalised and needs driven basis to address academic, social and welfare issues. As we work with our disadvantaged pupils over the years, the progress of our disadvantaged pupils accelerates and gaps are minimalised. The funding over 6 years for any pupil who has ever been FSM is therefore deemed a key factor in securing long term advantage for the more vulnerable pupils in our community.