

ST. CHAD'S RC PRIMARY SCHOOL, MANCHESTER.

Pupil Premium Strategy Statement 2018-19 REVIEWED.

1. Summary Information					
School	St Chad's RC Primary School				
Academic Year	2018-19	Total PP budget	£ Pupil Premium or LAC nursery = TBC PP /LAC Y1-6 =£83,864	Date of most recent PP Review	January 2018
Total number of pupils	243	Number of pupils eligible for PP	EYFS-6 = 58 Nursery= TBC	Date for next Strategy Review	17th July 19

Rationale

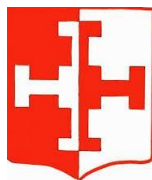
Based on data taken from Department of Communities Local Government Indices of deprivation IMD scores 2015.

89% of the children in St. Chads fall in the bottom 30% most deprived households compared to Manchester LA of 70%. In fact the majority of our children fall in to the bottom 40% of the indices of deprivation.

In the administration of our Pupil Premium Strategy, in terms of teaching, Specific children are targeted in every class to ensure that children are represented at both EXP and GD. However, for other aspects a 'broad brush' approach is adopted to include those children who are asylum seekers, or have no recourse to funding.

Many children live in homes with no outdoor space and children have few opportunities to explore the wider cultural environment because of parents' lack of finances. The school seeks to provide the children with these experiences through the following strategy.

Key **SUCCESS**
SOME SUCCESS



2. Barriers to educational achievement	
A	Oral language skills
B	Children new to Reception year group
C	Attendance for some pupils
D	Lack of involvement in school/support
E	Limited experiences of areas
F	Individual difficulties managing emotional responses and subsequent behaviour
G	Issues outside of school which do not give the child the best conditions for learning when in school
H	Specific learning support based on individual criteria

3. Outcomes		Success criteria
A.	Improve oral language skills particularly pupils with English as an additional language make good progress from their starting points on entry in reading, writing and mathematics.	Accreditation for ELKLAN Friendly Communication school. Adopt consistent visual symbols and timetables across the school. Pupils make good progress by the end of the year
B.	High proportion of Children new to Reception year group show good progress.	New pupils make rapid and good progress from starting points to the end of the year including EAL pupils
C.	Improved attendance for targeted children; supported by Educational Welfare Officer	Specific pp children attendance increased

E.	Improve progress for identified PP pupils especially in maths.	<p>Parents' attendance at workshops/ parents' evenings Pupils' involvement in homework clubs and booster lessons.</p> <p>Children identified as high ability in reading writing and maths make as much progress as those not eligible for PP. Measured by teacher assessment and tests. And moderation.</p> <p>Targeted PP pupils in key stages 1 and 2 make better than good progress.</p>
F.	Increase experiences of places and activities.	Pupils using information from visits to extend/inspire writing. All PP pupils to attend residential unless parents refuse permission
G	Support Individuals with difficulties managing emotional responses and subsequent behaviour.	<p>Pupils report improvement in own ability to manage emotional response</p> <p>Fewer incidences of behavioural problems for specific pupils</p>
H	Issues outside of school which do not give the child the best conditions for learning when in school e.g. lack of basics such as uniform, breakfast, place to do homework, engagement of parents. Standards in KS2 are challenged due to lack of support from home, lack of life skills and opportunities.	<p>SEN and SLT supports families when needed which will positively impact on children's progress when in school as seen in progress and attainment.</p> <p>Children supported with uniform etc when need identified.</p>
J	PP pupils and LAC pupils to have specific needs supported through access to a personalised curriculum	SEN and SLT supports families when needed where the pupils has specific needs which affect their learning

4. Plan including actions, expenditure and review dates 218-19

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Jan 19 March 19 July 19 review
<p>A.1-2-1 and small group provision for targeted children in phonics Training for staff. Additional TA support. Introduction, resourcing and training for use of RWI/letters and sounds initially in Reception class</p>	<p>PP targeted phonic support to bridge the gap. (TA)</p> <p>Issue in KS2 with PP children needing reinforcement in phonic understanding and use.</p> <p>From EYFS PP children esp EAL & SEN struggled with language skills.</p>	<p>RWi Phonics training for all staff. New resources purchased to support the RWi Phonics programme.</p> <p>In house training by English lead to up skill LSA's</p> <p>ELKLAN Programme and training of key staff and purchase of bespoke materials Staff trained</p> <p>Cost of Level 3 Elklan Training for LSA's & cost for Level 4 for lead practitioners</p>	<p>English Lead</p>	<p>£5000</p> <p>£1,000-£2000 Release time costs for English lead/Elklan LSA's and supply cover £500-£1,000 Cost of materials & resources including, 'Visual Signage' to be worn and used by all staff</p> <p>£2,000</p>	<p>All staff have now had the benefit of quality provision and are using Elklan symbols in all classes which means a uniformed approach to the teaching</p> <p>The introduction of phonic streaming in EYFS & KS1 has improved progress and impacted positively on the Phonics Test results in Year 1.</p>
<p>A and B. Children new to Reception identified and</p>	<p>Inconsistency in starting points for new pupils</p>	<p>Termly tracking and half-termly pupil progress</p>	<p>EYFS</p>	<p>In house and working with</p>	

baseline to gain a clear picture of starting points. Areas of weakness identified and plans put in place to diminish the difference.	compared to existing pupils starting points.	meeting outcomes. Children make good progress from their starting points.		other schools	
C. 1-2-1 and small group provision for targeted children with English as an additional language. Target class, group and individual writing skills and development.	Some children need further support to accelerate progress. PP issue that reading and writing levels do not collate	LSA timetabled to deliver targeted support. Ensure TA continues to access quality training. Termly tracking and half-termly pupil progress meeting outcomes.	Class teachers Whole school approach to Talk 4 Writing continues Guided reading and writing led by class teachers and monitored by Reading Lead Teacher and SLT.	£3,000 + any training updates £3,000	<i>The investment in Talk 4 Writing has enabled school to deliver a consistent approach to teaching writing, but it will be reviewed in September 19</i>
D Regular contact with parents. Involvement of school Attendance monitor.. Children with poor attendance to be offered access to before and after school /sports clubs to encourage attendance.	Children need to attend school to make good progress.	Regular checks on targeted pupils' attendance. First day response to follow up absence. Involvement of Attendance monitor, to contact the family. Extending the day for PP pupils through access to extra curriculum sessions which are funded by the school Attendance trips rewarding good attendance and	Headteacher/Consultant External agents Consultant	+ TA time £500 £2,000 £2,000	<i>Taxi costs, and equipment have meant a spent in excess of £2,000</i> <i>Trips to ice rink, cinemas, parks etc</i>

		incentives for parents.			have cost over £3,000
E. Small group interventions and support for all PP children (and others) focused and targeted in maths, reading, spelling. led by teacher and teaching assistants	<p>Using small groups and focused teachings allows targeted children to make accelerated progress.</p> <p>PP pupils not achieving at in Maths ARE in end of KS2 SATs.</p> <p>KS2 PP from 3-6 need greater support in developing their knowledge, understanding and key skills in maths</p>	<p>Pupil progress half termly. Use of assessment to monitor. Monitoring of learning. Discuss concerns /progress with parents.</p> <p>Weekly Assessments of Year 6 PP pupils in Maths Tracking systems across the school for maths,(PUMA)</p>	<p>SLT Maths and ECAR Lead Teacher, Better Reading Partner Lead and TA.</p> <p>Investment in Acting Deputy Head/Assistant Head on a temporary basis to within their job description to provide PP pupils with quality provision in maths including boosters before and after school and maths intervention in small groups during the school day</p>	<p>Additional teacher and TA Release of Reading lead £ 15,000 £12,599</p> <p>£10,000</p>	<p>Use of an ECAR/English specialist teacher one day a week and to be reviewed in September.</p> <p>Non Teaching Teaching with a specific role to work with classes, small groups, especially PP to raise standards in maths. Cost increase to beyond £10,000 and results in KS2 Maths reflect the success.</p>
F. Provide learning opportunities for targeted children outside of school i.e. trips, residential and clubs in school	<p>PP not having experiences of the area beyond school and home.</p> <p>Children's lack of experiences within and outside locality is noticeable in their restricted vocabulary, and discussions</p>	PP children able to access opportunities to develop experiences outside of school.	SLT	<p>£1000</p> <p>£5,000 allocated for residential trip to PGL to subsidise cost for PP children & cover staffing costs</p>	60 pupils attended PGL and within that their was one third PP. Masses impact on social, communication and emotional development.

	Need to Increase PP pupils enthusiasm for school through access to all areas	<p>Visits to local attractions including farms, cinema, museum visits, recycling plants, ice cream parlour, and theatre</p> <p>Coaches coming in from within the community to work on Heat Mapping and Healthy lifestyles</p>		£1000	
<p>G and H. Caritas Social Worker for Counselling. Working with vulnerable PP pupils. We have doubled our quota since last year,(to allow more PP access and avoid waiting lists).</p> <p>Access to Bereavement/loss counselling/ Emotional Well-being.</p> <p>Mindfulness</p> <p>Play Therapist</p> <p>Give a child the best conditions for learning</p>	Identified pupils are more able to manage their emotions, resulting in fewer behaviour incidents. Pupil voice is important in making actions effective.	<p>Children report feeling more able to manage emotions more effectively, able to communicate their feelings, fewer behaviour incidents for them. Pupil voice reflected in school behaviour policy. Bereavement Counselling and Counselling for emotional health to be assessed and tracked termly</p> <p>Uniforms Every PP to receive a school jumper Every PP pupil to receive a sport's top Purchase of additional swimming kits</p>	Head teacher	<p>£ 5,000</p> <p>£5000</p>	<p>Actual figure of £10,00 was spent on counselling for PP pupils and therefore an excess of £5,000</p> <p>Uniform costs of in excess of £2,000</p>

when in school e.g. lack of basics such as uniform Providing uniform		Purchase of pumps, trainers and tee shirts			
J Application for EHCP. 1-1 support and where need small targeted group support.	PP pupils who are LAC, SEN or within a vulnerable group will access the curriculum more successfully if their needs are met	Monitoring PEPs, EHCP. Monitoring through use of additional staff specific targets on one page profiles	SEN Lead, LAC Lead, SLT, Subject Lead and Class Teacher	Present cost of two additional LSAs ,(approx. £20,000	<i>Has proved invaluable to support interventions and classroom teaching</i>

The current costings are higher than allocation and top up taken from main school budget for Teaching and Learning.

Headline Measure	Pupils eligible for PP pupils 11	
% achieving national standard in reading, writing & maths	4	36.4%
% achieving the higher standard in reading, writing and mathematics	1	9.1%
% achieving national standard in reading	4	36.4%
% achieving the higher standard in reading	2	18.2%
% achieving national standard in writing	7	63.6%
% achieving the higher standard in writing	1	9.1%
% achieving national standard in maths	5	45.5%
% achieving the higher standard in maths	1	9.1%

