

Publicly funded Schools and Academies in England are given Pupil Premium as additional funding to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The focus of this funding is to improve outcomes for pupils who fit the following criteria:-

- **Pupils Looked after**
- **Pupils who are eligible for free school meals or who have been eligible for free school meals at any time in the past 6 years**
- **Children of Services Personnel**

Rigorous pupil progress meetings with leaders and teachers, ensure pupils' specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments are made to support the child's learning. Finding the "barrier to learning" and removing them with effective teaching, learning and assessment, is crucial in St Alphonsus' Catholic Primary School to enable children to reach their full potential.

Pupil Premium funding is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data regularly to check whether interventions or strategies are working and amend where needed. The school ensures all staff are aware of the pupils eligible for Pupil Premium and they then can take responsibility for their progress.

At St Alphonsus' we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged, this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

Provision The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher/specialist staff
- 1-1 or support
- Additional teaching and learning
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

Reporting It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce regular reports for the Governing Body • the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils • an outline of the provision that was made since the last meeting and the impact thereof

The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

Pupil premium strategy statement (primary)

1. Summary information					
School	St Alphonsus' Catholic Primary				
Academic Year	2018-2019	Total PP budget	£115820	Date of most recent PP Review	Sept 2018
Total number of pupils	183	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2019

2. Attainment for end of Key Stage 2 2017 - 2018			
	<i>Pupils eligible for PP (St Alphonsus' Catholic Primary School)</i>	<i>Pupils not eligible for Pupil premium (St Alphonsus' Catholic Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	38.5%	54.5%	70%
% achieving higher standard in reading, writing and maths	0%	0%	12%
% expected standard in reading	46.2%	63.6%	80%
Average Scaled Score Reading	98.8	102.7	106.1
Progress Score in Reading	-1.67	-0.83	0
% expected standard in writing	61.5%	72.7%	83%%
Progress Score in Writing	-1.11	-0.46	0
% expected standard in maths	61.5%%	81.8%	81%
Average Scaled Score in maths	101.5	103.7	105.4
Progress Score in Maths	0.21	1.03	0
% expected standard GPS	69.2%	72.7%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Levels of Literacy, Communication and Language are at a low level on entry.
B.	A significant increase in mobility.
C.	Children entering school with little or no English
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Poor attendance and punctuality.
E	Parents unable to support children with literacy and numeracy.
F	Limited life experiences.
G	Challenging home circumstances.
H	Some PP children not school ready ie very low entry levels at Nursery.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate learning for children in phonic development and reading in order to improve outcomes for pupils. Assessed termly and outcomes measured at Year 1 through Statutory Phonics Screening.	Children meeting national outcomes
B.	To have stable and settled year groups throughout school in which children's learning, progress and attainment can continue to be built on.	Settled cohorts.
C.	Pupils are assessed quickly on entry and appropriate support and resources are put in place.	Children settle quickly into school and making progress.
D.	Improve attendance for all pupils to a minimum of the national target of 96%. Measured half termly, attendance reports to parents, Reported to LMB once a term. Pupils arrive to school on time and are ready to begin lessons at the start of the school day.	Attendance will be 96% or above. Reduction on minutes lost.
E.	Increase parental engagement with their own and their child's education and with the academy – Measured by parental surveys attendance at parent's evenings, training opportunities, and attendance at offered meetings.	Improved attendance at parents evening. Increase in number of surveys completed. Parents attending meetings
F.	Improved life experiences with a broad and balanced curriculum for children by educational/residential visits and extended school opportunities. Pupil engagement and curriculum outcomes.	Children benefit from educational/residential visits half termly which enhances the curriculum and creates interest and enthusiasm. Children have gained experience of opportunities they would not normally have access to. Children will make progress due to not being inhibited by the lack of personal experiences.
G.	Family is supported to deal with any challenges/issues they may be experiencing. Measured in regular review of PSA work and the families with whom the PSA is working with.	Children feel happy, secure and safe enabling them to concentrate on their learning.
H.	Pupils are well equipped with basic skills and ready to start their learning journey.	Pupils are settled and ready to engage in learning.

5. Planned expenditure					
Academic year	2018-2019	Total Pupil Premium Grant		£115820	
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?
Improve writing outcomes for all pupils from Reception to Year 6	Implementation of cross moderation with other schools in Multi Academy Trust	The introduction of cross moderation raises staff confidence with writing and judgements.	Regular monitoring by English subject leader, timetabled sessions agreed/attended by all parties.	HT/English Subject Leader	Termly
	Embedding TAs in Intervention First Class Writing	To accelerate progress of vulnerable children leaving KS1. To close the gaps in children's learning addressing spelling, handwriting and punctuation. To address targets given from OFSTED IN 2012. To bring Y3 and Y4 children in line with writing expectations	Monitoring of pupil attainment and observation of delivery.	SENCO/ Subject Leaders	Termly
	Pixl Intervention	Pixl is an invaluable intervention and has positively impacted on key marginal pupils in Year 6 since its introduction into school. Pixl resources to be used in the majority of year groups.	Year 6 teacher to meet termly with Pixl consultant. Pixl school report.	Year 6 staff	Termly
	Additional TA support for children not working at age related expectations from Reception – Year 6	Additional support allows for focus on misunderstandings or additional intervention to be provided to focus on identified gaps in learning	Regular monitoring. Pupil progress.	SLT	Ongoing
	Targeted activities/visits/trips to engage excite and enthuse	Children enter school with limited life experiences which hampers creativity and imagination.	Feedback from pupils re enjoyment, Feedback from teachers on impact. Tracking of pupils. Quality experiences/visits planned and implemented.	SLT	Ongoing
Improve reading outcomes for al pupils from Reception to Year 6	Embedding new approach to guided reading throughout school.	Whole class teaching approach which exposes pupils to a wider range of texts and opportunities to extend vocabulary and understanding.	Regular monitoring and evaluation.	Subject Leader	Ongoing

	Introduce Accelerated Reader as a whole school approach to promote reading confidence and reading for pleasure. Allowing staff to give positive praise and breed a reading culture.	It allows children to make progress in reading and teachers to measure their success using evidence and data.	Regular monitoring and evaluation of pupil progress and outcomes	Subject Leader and Class Teachers	Ongoing
Improve phonics understanding for pupils in Key Stage 1	Small streamed phonics groups, timetabled and held daily to enable more targeted intervention. 1-1 sessions held with Year 1 pupils. Year 1 After school Phonics group Parents Phonic Workshop/Resources	Small phonics groups enables targeted support for vulnerable children. 1-1 session allows personalised and focussed intervention. Allows additional support for children who do not get phonics/reading at home. Inform parents of importance of phonics to their child's education. And equips them with the basic tools to support their own children.	Regular monitoring of teaching and learning. Monitoring and evaluation of data. Careful tracking of the impact of smaller group's and 1-1 sessions every morning. Invitations sent out to parents/children: encourage attendance. Invitations to parents. Include in Nursery/Reception parent courses.	Subject Leader Class Teacher Subject Leader to track progress of phonic groups. ST/Y1 staff. EYFS staff	Ongoing Ongoing Ongoing Ongoing

Total budgeted cost £32100

ii. Targeted support

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?
Improve outcomes across the curriculum	Employ sufficient teachers and TAs to ensure targeted interventions are delivered effectively. Small group interventions to be carried out in order to narrow gaps in specific areas	Success of small intervention groups that target provision for individual needs. Phonics and interventions to address gaps in learning will improve attainment. Additional staff members in classrooms ensures good attitude to learning, Small group/1:1 support to correct misconceptions, reinforce and extend knowledge.	Regular monitoring of learning environment. Intervention mapping. Half termly assessment data. Observation monitoring	SENCO English Subject Lead SLT	Termly Ongoing Ongoing

Improve parental engagement	Parents encouraged to attend activities/events on a regular basis.	An increase in parental support for learning will in turn improve pupil outcomes/support.	Regular events/invitations to attend school for a range of themes.	All Staff	Ongoing
		To equip parents with knowledge of where their child is academically and how they can help them.		Class Teachers	Ongoing
		To inform parents of support available for them as a family.		PSA	Ongoing

Total budgeted cost £48352

iii. Other approaches

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?
Improve health and well-being of children who are ready for learning	PSA 25 Hours to give emotional support and well being to vulnerable families.	Support required for vulnerable families on a range of health, home and social issues.	Availability to support parents when required.	PSA	Annually
	After Schools clubs	Pupils are able to attend sessions which gives them access to additional support.	Regular monitoring/attendance	Staff	Termly
	Rainbows – an effective way of ensuring barriers to learning are removed for those children who need specific support socially and emotionally	Identified pupils are able to access a tailor made emotional/bereavement support programme in a small group from trained staff.	Timetabled weekly slot during the course of the programme.	Trained staff	End of programme (reviewed with parents and pupils)
	Breakfast Club – support to encourage good attendance	Provides children with a healthy breakfast in a safe and secure environment before the start of the school day. Broadens experiences with the introduction of 'themed breakfast'	Monitor attendance, termly returns submitted to Greggs Foundation. Any concerns raised at SLT	SMB/CD/CF/A C	Half Termly
Widen pupils exposure to music in school.	TVMS Music Provision Package for EYFS, KS1 and KS2. This provides the opportunity for pupils to play a musical instrument	To give pupils the opportunity to develop talents and gifts in other areas of the curriculum other than the core subjects.	Evaluation of performances and participation in musical events. Pupils being entered for musical grade exams	JC	Annually
Widen life experiences of children to support learning and improve outcomes	To provide a range of educational visits to extend pupils learning and create memorable experiences for	Children enter school with limited life experiences which hamper creativity and imagination.	Good quality experiences/visits and visitors planned/implemented linked to curricular themes.	All teaching staff	Half Termly

	<p>all pupils.</p> <p>Arrange visitors into school to develop children's love of learning and bring education to life</p>				
<p>Improve Attendance for all pupils</p>	<p>EWO ½ day per week to provide targeted support for persistent absent pupils and those with below expected attendance.</p> <p>Target persistent late arrivals.</p> <p>House tokens given to pupils who achieve 100% attendance each week. Half termly postcards sent to pupils who achieve 100% for the half term. Continue with termly awards for children who maintain 100% for whole school year.</p>	<p>Higher attendances reduces gaps in education, leads to improved outcomes.</p> <p>To reduce the number of minutes learning time lost.</p> <p>Encourage good attendance through rewards- pupils want to come to school.</p> <p>To inform parents of pupils attendance achievement. Cause for celebration</p> <p>To improve pupil attendance and punctuality in turn improving pupil outcomes.</p>	<p>Monitor attendance half termly of all year groups.</p> <p>Termly Reports to LMB</p> <p>Half termly/monthly reports to send to parents.</p> <p>School office to raise concerns.</p> <p>Assembly slot timetabled</p> <p>Regular monitoring of whole school/identified pupil attendance and punctuality.</p>	<p>HT</p>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>
Total budgeted cost					£35368

6. Review of Expenditure

Previous Academic Year 2017-2018

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
Improve writing outcomes for all pupils from Reception to Year 6	<p>Implementation of cross moderation with other schools in Multi Academy Trust</p> <p>Training for TAs in Intervention First Class Writing</p> <p>Pixl Intervention</p> <p>Additional TA support for children not working at age related expectations from Reception – Year 6</p> <p>Targeted activities/visits/trips to engage excite and enthuse</p>	In Year 6 home grown children attracting PP achieved above national expectations 87.5%.	School data suggests positive impact of all chosen action/approaches, therefore intervention will continue responding to need.	£63873
Improve reading outcomes for al pupils from Reception to Year 6	<p>Embedding guided reading throughout school.</p> <ul style="list-style-type: none"> Pixl for Year 6 	In Year 6 home grown children attracting PP were in line with national expectations 75%.	School data suggests positive impact of all chosen action/approaches, therefore intervention will continue responding to need.	
Improve progress for all pupils	Additional teaching staff to support those year groups where key marginal pupils are identified needing support.	Pupils were able to make progress academically, socially and emotionally. Enabling them to gain in confidence and independence.	One off provision to enable pupils to receive small group/appropriate nurturing.	
Improve phonics understanding for pupils in Key Stage 1	<p>Small streamed phonics groups, timetabled and held daily to enable more targeted intervention.</p> <p>1-1 sessions held with Year 1 pupils.</p> <p>Year 1 After school Phonics group</p> <p>Parents Phonic</p>	Year 1 Statutory Phonic Outcomes were above national expectations (93% school, 82% national), progress indicators from school assessment trackers shows accelerated progress	School data suggests positive impact of all chosen action/approaches, therefore intervention will continue responding to need.	

	Workshop/Resources			
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
Improve outcomes across the curriculum	Employ sufficient teachers and TAs to ensure targeted interventions are delivered effectively. Small group interventions to be carried out in order to narrow gaps in specific areas	A wide range of intervention programmes were delivered to a number of individual children with identified needs. Progress of individual pupils was assessed at the beginning and end of intervention period showing impact.	School data suggests positive impact of all chosen action/approaches, therefore intervention will continue responding to need.	£27500
Improve parental engagement	Parents encouraged to attend activities/events on a regular basis.	A small number of parents are beginning to engage in training courses offered by the school linked with supporting pupils. Nursery and Reception parent courses are very well attended. Engagement is continuing to improve – small steps.	Opportunities will continue to be offered in a range of areas and parents encouraged to engage.	
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
Improve health and well-being of children who are ready for learning	PSA 25 Hours to give emotional support and well being to vulnerable families. After Schools clubs Rainbows – an effective way of ensuring barriers to learning are removed for those children who need specific support socially and emotionally Breakfast Club – support to encourage good attendance	Engagement in programmes in school available to support pupil's health and well-being are often over-subscribed due to popularity/need basis. Parents are beginning to engage more with the services of PSA to support home issues.	Ongoing need.	£36667
Widen pupils exposure to music in school.	TVMS Music Provision Package for EYFS, KS1 and KS2. This	Some individual pupils/whole class engagement in music provision. Pupil	Creative opportunities enable the delivery of a wider learning experience, enabling talents to be developed.	

	provides the opportunity for pupils to play a musical instrument	talents able to be nurtured and developed.		
Widen life experiences of children to support learning and improve outcomes	<p>To provide a range of educational visits to extend pupils learning and create memorable experiences for all pupils.</p> <p>Arrange visitors into school to develop children's love of learning and bring education to life</p>	Pupils are experiencing a wide range of study experiences, visits and visitors which in turn is impacting on creativity and outcomes across a range of subjects.	Curricular experiences are invaluable to developing the creativity and imagination of our pupils. Need is ongoing.	
Improve Attendance for all pupils	<p>EWO ½ day per week to provide targeted support for pupils with below expected attendance. Target persistent late arrivals.</p> <p>Weekly attendance rewards to class/classes who achieve 96% or above attendance. Continue with termly awards for children who maintain 100% for whole school year.</p> <p>To further encourage 100% attendance introduce weekly awards in EYFS, KS1 and KS2.</p> <p>Postcards sent pupils who manage 100% for a half term.</p> <p>Employment of PSW to address/follow up daily attendance and punctuality.</p>	<p>At the end of the academic year, attendance continued to be below national expectations. The EWO worked tirelessly together with school to address constant attendance/punctuality issues.</p> <p>School continued to promote the benefits of attendance/punctuality on a daily basis.</p>	Ongoing need.	