

Pupil premium Spending Review – 2017/2018

1. Summary information					
School	Ss Alban & Stephen Catholic Infant & Nursery School				
Academic Year	17/18	Total PP budget	£17,160	Date of most recent PP Review	Apr 18
Total number of pupils	233	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Dec 18
2. Current attainment					
% achieving ARE in Reading, Writing, Maths: Due to the small numbers of children in receipt of the Pupil Premium Grant and the impact this has when working with percentages the school has case studies for individuals demonstrating the impact of the support provided.			<i>Pupils eligible for PP- KS1 end of Year Results</i> 80% R, 80% W, 80%M PP did better than 'other' children nationally.		<i>Pupils not eligible for PP (national average)</i> 79%R, 74%W, 80%M
% achieving Phonics Screening Check			100%		82% Y1
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers					
A.	Poor Social Skills identified in PP children. This was targeted with small group social skill activities with a designated member of staff.				
B.	Emotional and Mental resilience issues identified in PP children. This was targeted through the Drawing & Talking Programme. This was delivered by our Pupil Premium Champion.				
C.	Cost of extra-curricular clubs and school trips can be a barrier for participation of PP children accessing these activities.				
Additional barriers					
D.	Late arrivals identified for a small number of PP children. This was targeted by offering free Breakfast Club sessions to ensure children were present at the start of the day.				
4. Intended outcomes				Success criteria	
A.	To meet the personal, social & emotional (PSE) needs of pupils to make room for learning			Increased participation in class & progress in learning	
B.	To strengthen emotional and mental resilience in PP children			Increased participation in class & progress in learning	

C.	Maximise access to experiences that widen children's knowledge & skills for life	Children do not miss learning opportunities because their families cannot afford it
D.	Children participate in full class/interventions from the start of the school day	Good attendance to prevent additional gaps in learning

5. Review of expenditure

Previous Academic Year

2017-18

i. Raising Standards

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
To develop the role of TAs within each class and ensure time is spent efficiently working with targeted children.	To raise attainment and accelerate the learning of disadvantaged pupils.	Most children in receipt of PP made good progress in reading, writing & maths. Across KS1, progress made: R- 70% made positive progress, 20% made significantly positive progress. W- 60% made positive progress. M- 70% made positive progress.	TAs were able to build up good working relationships with specific children. This helped raise progress in learning and individual self-esteem. To be continued in 2018-19. Focus on Maths & Writing to be introduced for 2018-19 through additional maths fluency sessions and pre-teaching sessions led by members of classroom based support staff.	£11k

ii. Targeted support				
Action	Intended outcome	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 fund a Pupil Premium Champion	Children in receipt of PP have their specific learning and emotional needs met.	Support disadvantaged students to improve confidence and self-esteem. Encourage parental engagement.	Well-being and pupil progress. Improve pupils' attitude to learning, attainment & engagement in school life. Strategy will be continued in the 2018-2019 academic year.	£2,500
Provide counselling/mentoring for children with identified emotional barriers to learning	Give children the opportunity to talk about themselves in a positive way	All children who received counselling/mentoring showed improvements in learning behaviour and emotional confidence. In the cases where referrals were made at the request of parents, the outcomes reported were positive.	We will continue to engage with parents and staff to measure the impact of this work on learning behaviour and emotional needs.	£1,000
iii. Other approaches				
Action	Intended outcome	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
Cost of school visits Extended school club places	To maximise access to experiences that widen children's knowledge and skills for life	Children do not miss learning opportunities because their families find it difficult to find the money to pay for school visits.	Feedback from children following a visit – what did you most enjoy? What do you know now that you didn't know before?	£500

6. Planned expenditure					
Academic year 2018-19		Total expenditure- £13,200 (£9,240 + additional £2,160 ring fenced from previous allocation + £1800 EYPP)			
1. Summary of main barriers to learning					
A.	Specialist pastoral/counselling support is required to ensure the emotional & holistic needs of the children are met in order to allow them to reach their full potential in the classroom.				
B.	Early intervention in reading and maths is required to support children in receiving high quality exposure to texts and early mathematical skills.				
C.	Extra-curricular enrichment activities- ensure these are of high quality and accessible to all children.				
2. Intended outcomes					Success criteria
A.	To meet the personal, social & emotional (PSE) needs of pupils to make room for learning				Positive engagement with additional supporting professionals. Active participation in lessons as a result.
B.	Early exposure to high-quality texts and maths games- ensuring that 'fun' is the key element while ensuring excelled progress.				Children will have the opportunity to play with and explore high quality provision, this will develop positive experiences which in turn develop positive attitudes to learning
C.	Make learning fun and experiential so that children become problem solvers, creative thinkers and active learners.				Children engage in all extra-curricular learning experiences
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Ensure planning and teaching is based on accurate assessment of learning to date.	Continue to raise attainment all pupils, particularly for PP pupils	Through establishing an accurate and robust monitoring system throughout the school, staff are aware on the needs of all children and work towards addressing barriers to learning. Protected time is given to PPA for all teachers to plan in year groups.	Learning walks, lesson observations, book looks, staff moderation, appraisal targets to support teaching, learning and outcomes & opportunities for regular pupil progress meetings	SLT	In line with SDP & monitoring and evaluation schedule.
Ensure that support staff are deployed effectively to ensure maximum progress is made.	Continue to raise attainment all pupils, particularly for PP pupils	Our school sees TA support as being crucial in maintaining high standards for all children. Class based TAs are asked to input into PPA & pupil progress discussions to ensure all children, including those in receipt of PP funding are being supported, stretched and challenged.	Learning walks, lesson observations, book looks, staff moderation, appraisal targets to support teaching, learning and outcomes & opportunities for regular pupil progress meetings	SLT	In line with SDP & monitoring and evaluation schedule.
Daily morning teacher-led Maths fluency skill sessions to be introduced.	Children at risk of not making at least expected progress in Maths are identified earlier and barriers to learning are challenged & addressed.	Insufficient progress in Maths identified in 17/18	All children make expected progress from their starting points (average 3 steps per year) or better.	All staff	In line with SDP & monitoring and evaluation schedule.

New whole school rules to be introduced in Autumn term	To encourage children to become resilient and develop excellent attitudes towards learning.	To promote excellent behaviour in a therapeutic way – resilience will be developed through 3Bs strategy, CIL in EYFS & Y1 and the Golden Rules used throughout the school. Children enjoy learning and are aware of their next steps.	Through whole school consistency promoting excellent behaviour. Children will have confidence to ask for help and support.	All staff	Ongoing
Dedicated Jigsaw, PSHE time in each classroom from Rec-Year 2	To help all children to develop emotional literacy and encourage them to develop skills to help them overcome challenges	Excellent progress in emotional literacy of children evident in 17/18. Highly experienced teacher delivering class sessions has had a huge impact on progress. This must continue in 2018/2019.	Learning walks, consistency in assemblies and PSHE sessions, information on PSHE in newsletters for all parents. E.g. The Golden Rule of the Week, or Question of the Week.	NR SLT	Ongoing
Total budgeted cost					£7,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SENCo to run coffee mornings for parents with a specific curriculum focus.	Ensure that the parents of children in receipt of PP are invited to attend and given resources to support at home where appropriate.	Teachers working in partnership with parents to upskill them in areas, eg phonics, maths, reading to support their children at home.	Attendance of parents at workshops. Listen to and respond to feedback provided by parents. Progress is evident in pupils learning in the classroom.	BM	In line with SDP & monitoring and evaluation schedule.

Train a member of staff on 'Draw and Talk' programme'.	Children in receipt of PP have their specific learning and emotional needs met.	To support disadvantaged students to improve confidence and self-esteem. Encourage parental engagement.	SENCO to monitor emotional/learning behaviours of pupils	BM	Ongoing
Provide counselling/mentoring for children with identified emotional barriers to learning.	Positive engagement with additional supporting professionals will result in improved self-esteem and a better attitude to learning.	All children who received counselling/mentoring in 2017-18 showed improvements in learning behaviour and emotional confidence. In the cases where referrals were made at the request of parents, the outcomes reported were positive.	We will continue to engage with parents and staff to measure the impact of this work on learning behaviour.	SLT	Review regularly with visiting professionals.
Total budgeted cost					£3,200
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Cost of school visits Extended school club places	To maximise access to experiences that widen children's knowledge and skills for life.	Children do not miss learning opportunities because their families find it difficult to find the money to pay for school visits.	Inclusion of PP children in school visits/after-school clubs	All	Termly
Total budgeted cost					£3,000