

**St. Werburgh's Primary School
Pupil Premium Planning 2018-2019**

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St Werburgh's Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

St. Werburgh's Primary School Pupil Premium Profile 2018-2019	
Total number of pupils in school:	334
Number of PP-eligible pupils:	94
% of PP-eligible children:	28%
Amount per pupil:	£1, 320 (£2,300 for chn prev looked after x2)
Total pupil premium budget:	£128,680
Total planned expenditure:	£132,581

September 2018				
Year (number of children)	Number of PP-eligible children	% of PP-eligible children	% of PP-eligible children in each phase	% of planned expenditure
Reception (56)	15 (of which 1 PLA)	27%	31%	26%+6%of whole school=31%
Year 1 (56)	14	25%		
Year 2 (55)	11	20%	30%	24%+6% of whole school=30%
Year 3 (56)	17 (of which 1 PLA)	30%		
Year 4 (55)	17	31%	40%	37%+6% of whole school=43%
Year 5 (28)	7	25%		
Year 6 (28)	14	50%		

2017-2018 Whole School Data (% at ARE)

Whole school (305)	Writing baseline	Writing End	Reading baseline	Reading end	Maths baseline	Maths end	combined baseline	Combined end
PP (83)	56.2	63.9 (9.6)	61.6	66.3 (18.1)	67.1	68.7 (15.7)		57.8
Non PP (222)	72	78.2 (25.6)	78	78.2 (32)	78.5	78.6 (31.5)		72.7
Gap	-15.8	-14.3	-16.4	-11.9	-11.4	-9.9		-14.9

The gap between PP and non PP has been diminished in reading, writing and maths

2017-2018 End of key stage outcomes

EYFS (9 pupils)
72.2% GLD all chn
35.7% GLD pp chn

Intervention in the Foundation stage focused on Communication and Language and the most progress can be seen in the Prime Areas.
7/9 children who did not achieve GLD are vulnerable children with multiple risk factors. Two of the children joined us halfway through the school year.

	Prime Areas									
	Making relationships	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and Handling	Health and self-care	Reading	Writing	Number
Baseline (percentage at 30-50 high+)	38.5%	46.2%	23.1%	23.1%	30.8%	38.5%	53.8%	15.4%	38.5%	38.5%
End of Reception (percentage at EXC+)	92.9%	92.9%	78.6%	92.9%	85.7%	100%	100%	35.7%	35.7%	42.9%

Phonics (11 PP pupils)
85.5% passed all chn
73% passed PP chn

3 children did not pass the phonics test, one of these only missed it by 2 marks.

End of KS1 (15 pupils)

Subject	Non PP children working at expected at baseline (end of previous year)	Non PP children working at expected End of year	PP children working at expected baseline (end of previous year)	PP children working at expected End of year	Gap at baseline	Gap at End of year
Reading 2017-2018	83%	83%	60%	72%	-23%	-11%
Writing 2017-2018	82%	85%	47%	71%	-35%	-14%
Maths 2017-2018	83%	83%	67%	100%	-16%	+17%
2017-2018 Combined	81%	80%	47%	64%	-34%	-16%

The gap between those children eligible for pupil premium and their peers was narrowed in all areas in KS1 and closed in maths.

KS2 (7 pupils)

Subject	Non PP children working at expected baseline (end of previous year)	Non PP children working at expected End of year	PP children working at expected baseline (end of previous year)	PP children working at expected End of year	Gap at baseline	Gap at End of year
Reading 2017-2018	57%	71%	33.3%	100%	-23.8%	+29%
Writing 2017-2018	52%	81%	16.7%	71%	-35.5%	-10%
Maths 2017-2018	57%	71%	33.3%	29% (50% matched)	-23.8%	-42% (-21% matched)
2017-2018 Combined	52%	62%	16.7%	29%	-35.3%	-33%

The gap between those children eligible for pupil premium and their peers narrowed in reading and writing throughout the year. In maths the gap widened. 4/7 children did not achieve expected standard in the SATs assessments. One of these children came to our school 6 weeks before the SATs having been out of education. The other children made progress throughout the year (as evidenced in their books) but not enough to achieve the expected standard.

Targets for this year (These are on the School Development Plan under 2. Diminishing Difference):

- To increase the percentage of disadvantaged pupils meeting the expected standard in Maths at the end of KS2.
- Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.
- Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils.
- Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths.
- To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving a good level of development at the end of the Foundation stage.

Phase 1

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To ensure consistent high quality targeted teaching across Phase 1.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader	£3859	
To reduce the percentage of disadvantaged pupils who are persistent absentees.	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance Team	-	

Reception (15/56)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving expected levels in the communication and language strand.	Speech and Language therapist employed one day a week. To carry out assessments for children in Reception and make recommendations. To work directly with children as well as training support staff in interventions. To support with teacher training in word aware and talk boost. To ensure whole class teaching strategies are being used to support language development.	Sophie, Talk therapist.	£4450 (50% of total cost)	
To diminish the difference between the percentage of disadvantaged and non-disadvantaged pupils achieving a good level of development at the end of the Foundation stage.	All PP children to be FOCUS children for 6 weeks of the year (twice as often as non PP children).	Olivia to oversee.	-	
	To support PP children with high levels of need in accessing the curriculum. To run therapeutic intervention, lego therapy daily for 20 minutes (3 x PP chn at a time). Additional reading support for PP children.	LSA SB	£10,628 (50% of total cost)	
	Talk Boost intervention in T1 and T2 (then to move to reading and writing support). 3 x week with 3 PP chn at a time in Reception, Whole class talk boost and word aware sessions across Reception.	LSA (2.5) GF	£10,488	

Year 1 (14/56)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)

Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	Talk boost 3 x week with 3 PP chn in Year 1 who did not achieve GLD.	LSA GF	(costed above)	
	In class additional support focused on PP children who did not achieve GLD in core subjects. Feedback at point of delivery, addressing misconceptions and phonics and handwriting interventions with PP children.	LSA JG 2.5 Until Christmas.	£2943	
	Additional teacher time – to provide pre tutoring in maths for all PP children, additional BRP style focused reading support 3 x week with PP children working below EXC in reading. Conferencing with PP children to go over any misconceptions/gaps identified.	Unqual T SH 1.5	£2992	
Total cost			£35,360	
% of budget			26%	

Phase 2

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To ensure consistent high quality targeted teaching across Phase 1.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader MT	£3859	
To reduce the percentage of disadvantaged pupils who are persistent absentees.	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance team	-	
Year 2 (11/55)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	1:1 reading and phonics with identified children. 30 min daily.	LSA GB	(costed for SEND)	
	Daily letter formation and fine motor skill support for identified PP children.	LSA AT	(costed for SEND)	
Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils.	Additional teacher support from Deputy Head to work 3 mornings a week - targeted intervention using PiXL resources to accelerate progress. To provide feedback at point of delivery.	DHT SW 1.5	£13363	
	Lego therapy for identified PP children.	LSA AT	(costed for SEND)	
Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths.				
Year 3 (17/56)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	Experienced teacher to work with identified PP children with reading and writing focused support.	T LB 1.5	£9757	
	Cover for teacher conferencing time – pre tutoring in Maths.	Teacher MS 0.5	£4290	
Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths				

combined across the school so that it is inline or above that of non-disadvantaged pupils.				
Total cost			£31,269	
% of budget			24%	

Phase 3

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
To ensure consistent high quality targeted teaching across Phase 1.	Phase leader to have time out of class to support teachers, look at books, work with identified children, monitor interventions and monitor the progress of pp children in their phase. To lead by example in improving teaching where needed.	Phase Leader Eh, SdM	£3859	
To reduce the percentage of disadvantaged pupils who are persistent absentees.	Phase and attendance leaders to monitor this and work with families to remove barriers to attendance, offering breakfast club places where needed and signposting to parenting support.	Attendance Team	-	

Year 4 (17/55)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	School based trainee teacher, 4 days a week. This will allow the class teachers more conferencing time and enable greater support for PP children with increased staff capacity in class. Conferencing time to be used for pre tutoring in maths additional feedback and targeted support where there are misconceptions.	Trainee T SM 4.0	£4833 (1/2 of cost to us)	
Increase the proportion of disadvantaged pupils working at expected in reading, writing and maths combined across the school so that it is inline or above that of non-disadvantaged pupils.	SENDco, precision teaching with identified children in maths and to run numicon intervention with PP children working below EXC.	SENDCo SB 1.0	£3430 (1/2 of cost)	

Year 5 (7/28)

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	Additional teacher time – Additional spelling input for those PP children who need this, 1:1 reading with all PP children, in class support and additional conferencing time.	Teacher MS 1.0	£8580	
Increase the proportion of disadvantaged pupils working at expected in reading, writing and				

<p>maths combined across the school so that it is inline or above that of non-disadvantaged pupils.</p> <p>Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths.</p>	Further stretch and challenge for those already working at EXC.			
Year 6 (14/28)				
Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Increase the proportion of disadvantaged pupils meeting the expected standard in Maths at the end of KS2.	Additional teacher support from Deputy Head to work 3 mornings a week - targeted intervention using PiXL resources to accelerate progress. To provide feedback at point of delivery.	DHT 1.5	£13563	
Increase the proportion of disadvantaged pupils working at a higher standard in reading, writing and maths.	Maths buddies/mentors to meet with identified children to go through known facts 3 x week.	School staff allocated at least 3 x week	no additional cost	
Increase the proportion of disadvantaged pupils working at expected in R, W and M combined across the school so that it is inline or above that of non PP pupils.	Class based HLTA 5 mornings a week. This will allow the class teachers more conferencing time and enable greater support for PP children with increased staff capacity in class. Conferencing time to be used for pre tutoring in maths additional feedback and targeted support where there are misconceptions.	HLTA BG10 SCP33 2.5	£14562	
Improve the progress of disadvantaged pupils so that it is inline or above that of non-disadvantaged pupils across the school in reading, writing and maths.	HT to work with key marginal PP children for small group teaching of reading.	HT from Feb – May 3 x week 1 hour	-	
	Reading mentors to work with identified children 3 x week	School staff at least 3 x week	no additional cost	
Total cost			£48,827	

% of budget	37%	
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Whole school

Desired Outcome	Actions	Who/ When	Cost	Monitoring of impact (termly)
Reduce the percentage of disadvantaged pupils who are persistent absentees.	Funded breakfast club places to be provided for disadvantaged pupils where attendance is a concern;	Helen, Karen and Charmaine to regularly monitor absence/punctuality and meet parents/carers to discuss individual family circumstance. At least monthly. Free places allocated where there is need and impact evaluated.	allocate no of places?	
	Provide after School club where needed.		allocate number of places?	
All children to experience a variety of enrichment activities. All children to be able to read music and to learn a musical instrument.	Music lessons across the school	Louise Brice	£2125	
	Subsidising educational visits where needed	Melissa Stonehouse Should be funded by FSWP.	(25% of actual for music lessons)	
	Subsidising School camps where needed	Melissa Stonehouse Should be funded by John James Foundation.		
To extend pupils' vocabulary and access to reading and comprehension, as well as enhance their spoken and written language.	Ensure all staff have had word aware training	S & L therapist to deliver training and linked teacher to oversee consistent implementation	(costed in CPD budget)	
Encourage the love of reading and discussion of books.	All PP children to have a reading buddy/mentor.	LB and LM to oversee.	Ablaze £500	
Ensure that disadvantaged pupils are able to access all learning opportunities	Learning mentor targeted social and emotional work. To include drawing and talking therapy and nurture space to work away from class where needed. Support with attendance and punctuality of PP children – home visits, family support etc.	CP	£14500 (1/2 of salary)	
Total cost			£17,125	
% of budget			13%	

Total Planned Expenditure	£132, 581
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