

St Nicholas of Tolentine Catholic Primary School – Pupil Premium Strategy September 2017- September 2018

St Nicholas of Tolentine Primary School actively promotes equality of opportunity for all, to ensure all learners succeed, achieve, develop in a the mission of the school

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Context

St Nicholas of Tolentine is an average sized one form entry primary school with up to 210 learners based in the east of inner city Bristol. We serve an area of significant deprivation and our pupils come from a wide range of ethnic minority backgrounds and speak over 20 different languages. The majority of our pupils are black African and a significant number of pupils arrive at our school with little or no English. We are a single academy Catholic Primary and are part of a Catholic hub with 8 other Catholic Primary and Secondary schools, within a radius of around 4 miles. Approximately 44% of our pupils are eligible for pupil premium funding as of the Spring census 2017 (we anticipate this figure will increase following the Autumn census 2017).

Rationale

Pupil premium funding is a key component of our budget and we are committed to ensuring it is spent to maximum effect. We are determined that all learners are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all learners within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the learners identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded learners will receive identical support and the allocation of the budget for each learner feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the learners.

Strategy

We have a clear approach for pupil premium funding and provision, which focusses on the following:

- Whole school strategies that impact on ***all learners***
- Focussed support to target ***under-performing learners***

- Specific support targeting ***pupil premium learners***

Our determined and committed senior leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes one identified governor having responsibility for Pupil Premium, the Deputy Head teacher, and senior teachers, who are responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Senior leadership team regularly evaluate pupil premium outcomes compared to other learners in school to ensure the correct strategies and provision are in place and suggest amendments when necessary.

Provision

- A. PPG attainment tracking and monitoring is robust and used to inform subsequent provision**
- B. Support families and pupils' social, emotional and health needs**
- C. Support families new to English**
- D. Pupils and families with low attendance/persistence absence are supported and challenged**
- E. PPG pupils make accelerated progress to catch up with their peers through QFT & intervention**
- F. Accelerated numbers of PPG pupils on track to exceed Expected Standard**
- G. Address low baseline on entry to school in EYFS so learners catch up with their peers**
- H. Increase vocabulary, reading and phonics achievement in EYFS and KS1**
- I. Engage and involve parents more actively**
- J. Increased first hand experiences and opportunities**
- K. Enable school readiness through providing before and after school clubs and subsidising trips**

Main barriers:

- Vulnerable families
- High numbers of EAL and pupils with no English
- Mobility
- Attendance
- Delayed language and vocabulary skills
- School readiness

Vision into Action

	2017 - 2018	Allocation	
Number of learners eligible for PPG (as of October 2017)	83 learners 44%	£120,120	No looked after or services pupils
EY & KS1	KS2		
EYFS: 8 (28%)	Year 3: 12 (40%)		
Year 1: 13 (45%)	Year 4: 15 (53%)		
Year 2: 7 (27%)	Year 5: 12 (40%)		
	Year 6: 17 (59%)		

Action Plan for use of Pupil Premium 2017 - 2018							
Desired outcome	Action: <i>PPG to be used for...</i>	Amount allocated £	New or continued action	Targeted group(s)	Intended outcomes <i>How the actions impact on achievement and progress</i>	Monitored by	Impact
K	Boxing Club	£720.00	Continued	Selected pupils prioritised	Health and well being and improved behaviour Aspirations Confidence	TS	Reduced incidents of extreme behaviour for most Engaged pupils
K	Football Club	£6528	Continued	Selected pupils prioritised	Health and well being Team work	TS	

K	Mentoring Strategies to deal with difficult situations based around sport	£1420	New	6 pupils	Raised self-esteem and confidence Attendance Improved behaviour	TS	Decreased logs for selected pupils. Reduced exclusions
B	Play therapy	£1300 per month (10 months)	Continued	Focus pupil Those at risk of exclusion	Raised self-esteem and confidence Improved behaviour	RT SENDCO	Children more resilient
K	Magic Breakfast Club	donated	Continued	All families	Improved attendance and readiness to learn and nourished	SLT Leader of club	Parental involvement
D	Attendance & behaviour mentor intervention Employment of mentor F/T	£10000 (8 months)	New	PA learners and those below 90%	Improved attendance – above National Parental engagement	SLT	Teaching and learning opportunities maximised Raised profile in school and for parents
K	Year 5/6 Camp residential	£9000	Continued/new	Year 6	Enrichment opportunities and team building – preparation for transition Aspirations Develop world view	SLT	
E	0.5 teacher for pm sessions	£20k	New	Whole school	Closing the gap	SLT	Raised standards

					Diminishing differences		
K	Summer school enrichment weeks	£6000	New	All families	Supporting vulnerable families	SLT	
K	Holiday trip August day trip	£2000	New	Open to all families	Enrichment opportunities Improved attendance Family engagement Widen world view	SLT	Track vulnerable families
J	Theatre group 2 visits	£1000	New	Whole school	Enrichment for all Aspirations Cultural experiences	All	
J	Author visit	£3000	Continued	Whole school	Enrichment for all English gap closed Writing/reading standards improved	All	
J	Visitors in to discuss first hand (5 visits £400)	£2000	New	Whole school	Enrichment for all Wider curriculum opportunities	All	
K	Sportsperson in for role modelling	£1000	New	Whole school	Raising profile of Sport Health and well being	TS	

					Aspirations Fitness		
H/C	Enhanced language environment	£3000	New	Whole school	Improved reading outcome in line with National for EY/Y1 & Y2 Speech and language developed British values Prevent Giving pupils a voice	LC	
E	Targeted CPD for teachers to focus on research and provision from EEF Beach teaching alliance Recruit a PPG champion	£7000 Leadership time /supply £4000	New TBC	Teaching staff	Raised standards and progress for all	SLT LC	Developed CPD & pedagogy
E/F	Outstanding teacher programme (2 teachers)	£1500	New	Teaching staff		SLT	Not using PPG funding
E	Targeted CPD for support staff to focus on research and provision from EEF Visits to schools	£5000	New	Support staff	Raised attainment	SLT	See feedback from Bournville
I	Parental workshops on Maths/phonics/Computing/reading	£500 Sundries and paperwork	New	All families	Increase subject knowledge Enable families to support learning outside school	Feedback forms	See feedback Esafety – 20 parents Maths – 30 parents

E	Visits to a range of schools/teaching schools to see effective practise	£ 8000 42 days supply	Continued	Teaching staff	Raised attainment and progress Parental engagement Aspirations	Informal formal observations	Bournville feedback
G	Additional LSA in EYFS for intervention	SP wage £2782n	New	EYFS Focus group	Support for pupils at risk	LC	
E	Employment of NLE & SLE to support the SLT and governance with regard to closing gap	£3000 (6 visits)	New	SLT	Improved Leadership and management	SLT Governance	CPD budget
I	Programme of activities and events to involve and engage parents	£500 (sundries and paperwork)	New	All families	Increase subject knowledge Enable families to support learning outside school	Feedback forms	
H	Enhance and develop the physical environment to ensure it is conducive to learning and enables progress Immersion to promote language	£5000	New	Whole school	Raise profile of school and ensure resources are accessible and aid learning Accessible environment	Feedback	
E	Enhanced maths and reading environments	£5000	New	Whole school	Raise profile of school and ensure resources are accessible and aid learning	SLT	

E	Maths intervention 1 st class programme	£5000	New	Y2	Raise standard and accelerate progress	Maths lead	
J	Transport for all trips (2 trips per class)	£8000 approx.	Continued	All classes	Enrichment for all outside school	SLT	
	TOTAL	£129,950					

KEY			
PPG	Pupil premium grant	NC	National curriculum
EYFS	Early years foundation stage (pupils aged 4-5)	CPD	Continued professional development
KS1	Key Stage 1 – years 1 & 2	LSA	Learning support assistant
KS2	Key Stage 2 – years 3,4,5,6	HLTA	Higher level teaching assistant
E6	Ever 6 (pupils in receipt of PPG in last 6 years)	NLE	National leader of education
PA	Persistent absence	SLE	Specialist Leader of Education
SLT	Senior leadership team	EEF	Education Endowment Foundation
EAL	English as an additional language		

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NB: This is a working document subject to change in order to meet and adapt to the needs of the pupils