

Pupil Premium Action Plan
St Nicholas & St Laurence CE VA Primary School 2018/19

All schools are obliged to report annually on how they spend Pupil Premium funding and what impact it has on pupil progress. This amount of money allocated by the government is in addition to main school funding. It is provided for those children eligible, or previously eligible, for free school meals (FSM), looked after children and adopted children and is intended to narrow the attainment gap for those who need it most. A smaller grant of £320 is made for children of parents serving in the armed forces primarily to meet emotional needs.

Summary Information 2018/19	
Total number of pupils on roll	210
Number of pupils eligible for the pupil premium grant	46
Total PP budget	55,380

Barriers to learning

Poor attendance and punctuality, poor resilience and low self-esteem, poor support of home learning, limited language and communication skills, narrow life experiences out of school.

Rationale for pupil premium spending:

- Addressing emotional/social/behavioural/attendance needs to ensure children are here and ready to learn.
- Quality first teaching with prioritised support at the point of learning. Children are not withdrawn for interventions during the first two hours of teaching.
- Not all pupils who receive FSM are socially deprived and not all pupils who are socially deprived are registered, or qualify, for FSM.
- We acknowledge that the needs of vulnerable pupils are diverse. We make sure provision is appropriate for all vulnerable pupils, including those who are socially deprived, by identifying individual barriers to learning.
- Limited funding and resources means that allocation of funding is needs lead. This means that not all pupils in receipt of FSM will be participating in PP interventions at any one time.

Pupil Premium Provision

To inform our provision for PP we use EEF Sutton Trust Toolkit along with researching best practice from other schools with proven track records for improving the outcomes for vulnerable pupils.

Pupils' attendance, social, emotional and behavioural needs are prioritised to ensure they are here and ready to learn. Attendance is checked daily and phone calls are made on the first day of absence. Referrals are made to the Chesil Family Partnership Zone (early intervention team) or the schools' social worker for families with persistent absences or those in need of additional support.

Planned Expenditure

Area	Cost	Action
Raising attainment	£40,100	High priority is given to funding additional time with adults in school. This could be in the form of group or 1:1 interventions for emotional support or academic learning with teachers, teaching assistants or trained coaches. Interventions are time specific and outcomes scrutinized for impact. Those not showing sufficient impact on progress or attainment are replaced.
FSM	£7,000	Provision of FSM for those who are eligible.
Breakfast club	£3,500	Pupils are invited, on a needs lead basis, to attend breakfast club where they receive a nutritious breakfast in a warm, welcoming environment where social and emotional needs are supported, enabling them to be ready to learn at the start of the day.
Staff training	£1,000	Training all staff to support the emotional needs of pupils.
Uniform	£2,050	Parents of children in receipt of FSM are able to claim a uniform voucher to help with the cost of purchasing items of uniform.
Enhanced learning opportunities	£2,730	The cost of residential trips, musical instrument tuition and after school clubs is subsidised for PP children allowing them access to enhanced learning opportunities.

Achievement

Targeted interventions are delivered by trained teaching assistants and teachers on a daily basis throughout school, supporting pupils at all levels of learning from SEN through to more able. All pupils are targeted to make at least good progress throughout the year. Those 'falling behind' are identified and interventions put into place to ensure rapid 'catch-up'. 'Falling behind' is in relation to a child's starting point. More able children may also, at times, need support to make good progress.

Impact is monitored through externally reported data in Foundation stage, Year 1, Year 2 and Year 6 and internally every half term by teacher assessment and data reports. Provision maps are monitored by the pupil premium champion and progress is discussed with class teachers. Interventions are monitored and analysed by the PP champion and SENCO. All tracking, analysis and monitoring is reported to the head teacher and senior leadership team and shared with staff and governors.

Quality of Teaching

Children enjoy their learning at school. Enhancing the curriculum through visits, specialist teachers and support staff all contribute to children's enthusiasm for their learning.