# Amount of Pupil Premium Funding received 2016-17

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| Number of eligible pupils | 105 (2016-17) |
| Total PP received | £140,500 |

**Identified barriers to educational achievement**

St Brigid’s Catholic Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

* Speech and Language development
* Attendance
* The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
* Behaviour – pupils with specific social and emotional needs which affect their learning

**Key expenditure – how the allocation will be spent**

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| **Area of spend** | **Focus** | **Total allocation** |
| Additional TA support in EYFS & KS1 for focused interventions and 1-1 support | English and Maths | **£42,500** |
| Split Y6 class  | English and Maths, Personal and Social | **£35,000** |
| Funding for targeted support across KS2 – TA & Military School | Personal and Social | **£14,500** |
| Additional learning resources ( kindles, spell – checkers , iPads) and books | English and Maths | **£20,150** |
| Funding for school trips and residential visits | Personal and Social | **£1,800** |
| Contribution to funding for Learning Mentor | English and Maths, Personal and Social | **£18,000** |
| Funding for Play Therapist  | Personal and Social | **£1,940** |
| Funding for external partners to support children and families e.g psychologist, family support work, behaviour support team | Personal and Social | **£6,610** |
| Total | **£140,500** |

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| **Area of Spend** | **Intended outcomes – why these approaches were taken** | **Actions** |
| Split Y6 class | * To enable pupils to meet ARE’s
 | * Employ additional Y6 class teacher
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| Additional TA support in EYFS & KS1 for focused interventions and 1-1 support | * 1:1 and/or small group interventions planned to cater for individual needs
* Support within lessons to improve understanding of learning in reading, writing and maths
* Consolidation of learning completed in classes – time for practise and application of skills
* Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning
* Careful tracking of reading journals – ensure regular reading takes place - priority reading with TAs if pupils are unable to read at home
* Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas
* Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress
 | * Weekly TA meetings with EYFS Lead – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources
* Teacher and TA review – careful planning of interventions to be completed each half term/phase
* SENCO observe interventions and provide feedback regarding strategies, next steps, resources
* Clear communication between teachers and TAs – expectations within lessons
* TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning
* Close communication between TAs, teachers and LM/HT to track pupils with concerning attendance and/or punctuality. LM to address concerns with parents and develop action plan as necessary
* Teachers and TAs liaise with SENCO and PP lead (HT) closely and regularly update tracking for pupils with SEN
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| Funding for targeted support across KS2 – TA & Military School | * Social skills are developed through participation in a range of activities and clubs provided by the Military School
* Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities
* Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence
* Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas
 | * Annual analysis of pupil engagement following Military Scool activities
* Staff to talk to children/parents about possible interests and available clubs
* Office staff to arrange funding (as appropriate) for clubs and resources required
* Pupil progress measure half termly – in line with assessment procedures
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| Additional learning resources (netbooks, spell – checkers, iPads) | * Pupils are fully supported by learning resources being made available to them
* Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning
* A range of learning styles can be catered for
 | * Pupils regularly asked for ideas about how to spend funding – School Council
* Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
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| Funding for school trips and residential trip to CONDOVER HALL | * Pupils are able to participate fully in school trips and residential trip to Condover Hall
* Learning is supported by trips that are carefully planned to enhance the school’s curriculum
* Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential
 | * Admin to liaise with parents and HT regarding specific requests for funding
* Residential trip is subsided due to allocation of PP funding against total cost
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| Contribution to funding for Learning Mentor | * To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom
* Barriers to learning broken down
 | * Pupils identified through discussion with inclusion team and class teachers
* Entry and exit assessment carried out to measure progress and identify gaps
* Mentor to liaise with class teachers and inclusion team to discuss progress and next steps
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| Funding for external partners to support children and familiese.g psychologist, family support work, behaviour support team | * To identify specific barriers to learning and needs of identified children through interviews and classroom observation
* To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom
* To enable parents to support children and develop positive relationships in the home
 | * Clear protocols in place to ensure pupils are referred for correct support
* Identified pupils discussed at weekly pastoral meetings
* Inclusion team and partners to liaise / report to class teachers on required actions
* Plan family learning opportunities in a range of subjects
* Evaluate the impact of parental involvement
* Signpost parents to life-long learning opportunities
* Celebrate the diversity of the school community
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# How will the school measure the impact of the Pupil Premium

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At St Brigid’s Catholic Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place every half term and will include a member of Senior Management, teachers and, where possible, TAs.

At every half term, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item at governors’ meetings.

***Designated staff member in charge of PP:***

*Mrs R Tyler (Headteacher)*

***Governors in charge of monitoring PP:***

*Mrs V McKay & Mr K McDowell*

**Dates of next Pupil Premium Strategy Reviews:**

* Friday 20th January – 2-3pm
* Friday 31st March – 2-3pm
* Friday 12th May – 2-3pm