

2018 - 2019 Pupil Premium

Schools receive additional funding for any pupil who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the pupil Premium Grant (PPG).

Amount of Pupil Premium funding received

	2017-18	2018-19
Total number of pupils on roll	439	434
Number of pupils eligible	93 (including 2 x LAC 1 x adopted)	87 (2 LAC)
Amount of Pupil premium funding received per pupil	£1320 £1900 (LAC/Adopted)	£1320 £1900 (LAC/Adopted)
TOTAL Pupil Premium received	£124,080	£118,800

Attainment: St Paulinus against National

Y6 SATs (July 2018)

READING	Average scale score (attainment)		% expected +	
	St Paulinus	NATIONAL	St Paulinus	NATIONAL
All pupils (58)	101.4	105.0	67%	75%
Disadvantaged (17)	100.5	-	59%	64%
Non disadvantaged (41)	101.8	-	71%	80%
School gap	-1.3 (in school gap)	- (gap to National)	-12% (in school gap)	-16% (gap to National)

WRITING	% expected +	
	St Paulinus	NATIONAL
All pupils (58)	74%	78%
Disadvantaged (17)	65%	67%
Non disadvantaged (41)	78%	83%
School gap	-13% (in school gap)	-16% (gap to National)

MATHS	Average scale score (attainment)		% expected +	
	St Paulinus	NATIONAL	St Paulinus	NATIONAL
All pupils (58)	103.4	104.4	74%	75%
Disadvantaged (17)	100.1	-	53%	64%
Non disadvantaged (41)	104.7	-	83%	81%
School gap	-4.6 (in school gap)	- (gap to National)	-30% (in school gap)	-17% (gap to National)

READING, WRITING & MATHS COMBINED	% expected +	
	St Paulinus	NATIONAL
All pupils (58)	59%	64%
Disadvantaged (17)	47%	51%
Non disadvantaged (41)	63%	70%
School gap	-16% (in school gap)	-19% (gap to National)

GPS (SPAG)	Average scale score		% expected +	
	St Paulinus	NATIONAL	St Paulinus	NATIONAL
All pupils (58)	105.9	106.1	83%	82%
Disadvantaged (17)	104.2	-	82%	67%
Non disadvantaged (41)	106.6	-	83%	%
School gap	-2.4 (in school gap)	- (gap to National)	-1% (in school gap)	% (gap to National)

Years 1, 2, 3, 4 and 5 pupil attainment

YEAR 1 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
Pupils (57)	67% (38)	21% (12)	58% (33)	12% (7)	74% (42)	19% (11)
Disadvantaged (7)	57% (4)	0% (0)	57% (3)	0% (0)	57% (4)	0% (0)
Non disadvantaged (50)	68% (34)	24% (12)	58% (29)	14% (7)	76% (38)	22% (11)

YEAR 2 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
Pupils (57)	74% (42)	35% (20)	60% (34)	19% (11)	72% (41)	25% (14)
Disadvantaged (13)	54% (7)	8% (1)	30% (4)	0% (0)	46% (6)	0% (0)
Non disadvantaged (44)	80% (35)	43% (19)	68% (30)	25% (11)	80% (44)	32% (14)

YEAR 3 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
Pupils (57)	63% (36)	21% (12)	32% (18)	9% (5)	54% (31)	16% (9)
Disadvantaged (13)	38% (5)	8% (1)	23% (3)	8% (1)	31% (4)	0% (0)
Non disadvantaged (44)	70% (31)	25% (11)	34% (15)	9% (4)	61% (27)	20% (9)

YEAR 4 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
Pupils (59)	66% (39)	25% (15)	63% (37)	20% (12)	71% (42)	24% (14)
Disadvantaged (22)	55% (12)	23% (5)	50% (11)	18% (4)	50% (11)	14% (3)
Non disadvantaged (37)	73% (27)	27% (10)	70% (26)	22% (8)	84% (31)	30% (11)

YEAR 5 (JULY 2018)

	READING		WRITING		MATHS	
	% at expected	% at greater depth	% at expected	% at greater depth	% at expected	% at greater depth
Pupils (57)	65% (37)	30% (17)	63% (21)	16% (9)	65% (37)	30% (17)
Disadvantaged (14)	43% (6)	7% (1)	43% (6)	7% (1)	43% (6)	7% (1)
Non disadvantaged (43)	72% (31)	37% (16)	70% (30)	19% (8)	72% (31)	37% (16)

The main barriers to educational achievement faced by eligible pupils at St Paulinus are:

- less support at home
- Special Educational Needs
- weak language and communication skills / EAL
- lack of confidence
- more frequent behaviour difficulties – Attention and listening
- attendance and punctuality issues.
- complex family situations.

Key expenditure

Area of spend	Focus Area of Curriculum Support	Total allocation
TA support in classes and for focused interventions (Toe by Toe, Rapid Maths, Daily Readers and same day intervention)	English and Maths	£7,000
Weekly booster sessions for Year 6	English and Maths	£5,000
Funding for extra-curricular music lessons/clubs	Personal and social	£3,000
Subscriptions to online learning resources for pupils to use at school and at home (Bug Club, Maths Factor, phonics play, Education city, Purple Mash)	English and Maths	£3,244
Additional Learning resources (Letterbox, Revision Books)	English and Maths	£4,459
Catholic Care	Personal and social	£11,000
Learning Mentor / Nurture Groups	Personal and social	£32,711 (include Learning Mentor and resources for Nurture groups)
School nurse	Personal and social	£6,858
Funding for school trips and residentials	Personal and social	£5,000
Funding for after school and holiday club	Personal and social	£15,060
In school parent workshops (Sums and Buns, Getting to Grips with Grammar, Fun with Phonics, SATs Workshops)	English and Maths	£1,,000
Attendance Officer – In school and Attendance and Pupil Support Service (Kirklees)	Personal and social	£6,732
Tutoring for Looked After Pupil Premium Children	English and Maths	£1,000
1:1 Support in class and at lunch time	English, Maths, Personal and Social	£16, 736

Impact of Expenditure in 2017-18

Area of spend	Action	Impact
TA support in classes and for focused interventions (Toe by Toe, Rapid Maths, Daily Readers and same day intervention).	Class teachers select children for intervention through formative and summative assessment. Teachers review impact of intervention on a half termly basis. Sometimes sooner if necessary. Teachers to work with ETAs to ensure appropriate support is given to each child.	Interventions have been completed by class support assistants. Class teachers and teaching assistants discuss regularly about the progress each child is making, whether the intervention is appropriate for them or if it needs adapting and if they have achieved the objective and no longer needs the intervention.
Weekly booster sessions for Year 6.	Children selected by KS2 Assistant Headteacher to attend weekly booster groups which address their aware of need. Booster groups to be led by Year 6 Teachers and SLT.	Majority of pupil's attainment and progress targets were achieved.
Funding for extra-curricular music lessons/clubs .	Ensure all Pupil Premium children are allocated a place at extra-curricular clubs. Ensure funding is provided for those children who wish to learn to play a musical instrument. Ensure all pupil premium children are aware of this.	More children are accessing after school clubs and taking part in extra-curricular music lessons.
Subscriptions to online learning resources for pupils to use at school and at home (Bug Club, Maths Factor, phonics play, Education city, Purple Mash).	All teachers and ETAs to make children aware of the online learning resources available. Children to know their username and password in order to access at home. Parents to have the links and access information sent home.	Children have access to fun, interactive and engaging learning resources in school and at home. Children are developing a love for reading, their confidence and attainment scores are improving.
Additional Learning resources (Letterbox, Revision Books).	All pupil premium children to be presented with the appropriate letterbox parcel. Monthly letterbox meetings to be held with KS1 Assistant Headteacher. Differentiated revision books to be given out to parents at Key Stage SATs meetings/Parents evening. Those who do not attend, send home with child. Homework to be set from these to ensure children are using them.	Revision Books - Children in Year 2 and 6 were able to revise key concepts at home, parents felt they were able to support better with learning at home and less children were anxious about sitting their SATs. Letterbox - Children loved getting their letterbox parcels, opening them and looking at what they had got. The KS1 Assistant head ran letterbox clubs once a half term where the children received their parcel, read the books or part of the books included and played the maths game. Parents were sent a survey monkey to comment on what they thought about the scheme. Out of all the responses we had all comments were positive and parents agreed to look at and use the packs at home. The end survey showed that most felt as though it had had some impact on the children's enjoyment in reading and maths.

Catholic Care.	Children with additional personal or social needs to meet with Catholic Care counsellor at least once a week. Parent's permission to do this obtained.	Catholic Care meets with a number of children, he was employed for 1 day last year which increased to 1 and a half days this year and will go to 2 days next year, due to the number of children he sees. Catholic Care has regular children that he meets with and through the the safeguarding meeting takes on more if necessary for one of or regular sessions. When children stop seeing Catholic Care, parents often ask if it can start again as the children enjoy it and miss is.
Learning Mentor / Nurture Groups.	Children with additional personal or social needs to meet with Learning mentor for an opportunity to discuss worries. Learning mentor to run programmes for anxiety, self-image, bereavement. Parent's permission to do this obtained. Learning mentor to complete paperwork and attend meetings (Single assessments, TAFs, LACs and child protection)	The school Learning mentor is a trained DSL. She supports families, completes TAFs, single point assessments, collects and drops off children from home if necessary. She leads safeguarding meetings with the SLT team, catholic care, attendance officer and school nurse. She runs anxiety programmes, bereavement programmes and sessions where children can go and talk if anything is worrying them. She has completed work around cyber bullying and health issues when necessary.
School nurse.	Available to work with parents. Complete any health check concerns e.g. hearing. Liaise with other health professionals. Deliver health care sessions – hand washing, puberty, PSHE.	The school nurse is employed 1 day a week. She helps to get persistent absentees into school by supporting parents with any medical needs. She meets with parents who may have any medical concerns with their child and meets regularly with the SENDco. The school nurse is also part of the weekly safeguarding meeting where medical concerns are also discussed. The School nurse has delivered health care sessions on hand washing to all year groups and on puberty to upper key stage 2.
Funding for school trips and residential.	Parents of Pupil Premium children are supported in the payments of school trips and residential. All pupil premium children will benefit from a school trip.	Disadvantaged pupils are given an opportunity that they may never get again. No child is left behind on the trips. Funding is given if parents are unable to contribute towards the trip. Most year groups do three school trips a year to start or finish topics and then Year 6 complete a residential for 2 nights.
Funding for after school and holiday club.	Funding will be provided for breakfast club, afterschool club and holiday clubs if needed.	School pay for disadvantaged children to attend after school club and holiday club. This allows parents/carers the opportunity to drop them off earlier than 8:30, pick them up upto 6pm or give them a day or two in the holidays if needed.
Attendance Officer – In school and Attendance and Pupil Support Service (Kirklees).	Identifying persistent absentees and an early stage. Celebrating improved attendance.	Attendance for 2016/17 improved to 97%. The attendance officer works hard to ensure it does

	<p>Supporting and rewarding parents with attendance. Holding regular attendance meetings to discuss concerns.</p> <p>Good relationships with class teachers regarding feedback.</p>	<p>not drop below 95%. She monitors children attendance, anyone whose attendance drops below 90% are invited in for an attendance meeting with the head teacher, in school attendance office and pupil support service. Any child who is not in school and no reason is given is contacted using the first day calling procedure, if still no answer she goes out to the home along with the learning mentor to collect and support parents where necessary. Rewards are given for children with 100% each half term, term and then for the whole year, children don't want to miss this so strive to be in school, some even when they are unwell.</p>
<p>In school parent workshops (Sums and Buns, Getting to Grips with Grammar, Fun with Phonics, SATs Workshops).</p>	<p>Parents gain an understanding of how their child learns.</p> <p>Parents develop their own confidence to be able to support their child at home.</p>	<p>These sessions are very successful, parents come into school to learn for themselves how their child learns at school and how they can support them at home. Parents are asked to comment after each session, comments are always positive and can be seen on our school website under the parents tab - parents workshops section.</p>
<p>Tutoring for Looked After Pupil Premium Children.</p>	<p>Children will have 1 extra hour of learning a week with SENDCo and KS1 Assistant Headteacher.</p>	<p>Two looked after children received an hour of extra tutoring by the SENDCo and KS1 Assistant head. This supported the children in English and maths and helped to build their confidence. The children enjoyed coming, it provided a chance for the children to talk about anything they needed to, build their confidence. More sessions needed to have an impact on progress and attainment.</p>
<p>1:1 Support in class and at lunch time.</p>	<p>1 child to receive 1:1 support in lessons.</p> <p>ETA to deliver work on personalised targets and complete daily hygiene routine and exercises.</p> <p>ETA to support when eating lunch and physical movement on the playground.</p>	<p>1 child receives 1:1 support in class and on a lunchtime to meet his medical needs. This child is making good progress in his learning. The 1:1 ensures exercises are completely daily to develop physical strength. Without he 1:1 the child would not be able to access the school grounds or curriculum without this support. The 1:1 also works to support other children, especially in lessons.</p>

Review Process

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 Paulinus 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 at each half term and will include a member of Senior Management, Class Teacher and SENDCo.

At each Pupil Progress meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. The school will look at all pupils across the school when selecting focused groups. 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 an agenda item on the governors' Resources committees.

Designated staff members in charge: **Mrs J Cross**

Nominated governor: **Mr T Regan**

Date of Pupil Progress Meetings:

Week Beginning 5th November 2018

Week beginning 7th January 2019

Week Beginning 25th February 2019 (Catch up with key Stage leaders)

Week Beginning 1st May 2019

Week Beginning 4th June 2019 (Catch up with key Stage leaders)

Week Beginning 8th July 2019 (Transition meetings with pupil progress review)