



St Nicholas Catholic Primary School

Pupil Premium Strategy & Impact Statement 2018-2019

What is Pupil Premium?

Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount is also allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. It is for schools to 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. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families.

Pupil premium wider aims

1. The pupil premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who are disadvantaged by barriers to learning.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. The school will use the additional funding to address any underlying inequalities between pupils eligible for pupil premium which causes potential barriers to learning and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Main Barriers to Learning

Extensive research shows the way the money is spent is crucial. The choices we make at St Nicholas' in allocating the money is vital so that our pupil's attainment and aspirations rises. Currently 21% of our pupils receive funding. Some of our children start school well below national expectations as a result of limited experiences from birth, with some issues stemming from vulnerable families, EAL pupils and Special Educational Needs. In order to address children's development gaps we direct a range of resources, interventions and strategies for both children and parents. Barriers and challenges faced by some of our disadvantaged pupils are many and varied and our provision is scrutinised to best meet the individual needs and challenges of each family. For planning our pupil premium spending the areas we are targeting in our school we are focussing on the following areas:

- Difficulties/lack of progress in maths
- Difficulties/lack of progress in writing
- Difficulties/lack of progress in reading
- High Ability
- Poor attendance
- Social, Emotional & Mental Health difficulties both parents and children which can include: Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations, Challenging behaviour.
- English as an additional Language (EAL)
- Physical barriers to learning which can include: Poverty, Vulnerable parenting – dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol, Poor nutrition, SEND issues: Which amongst other issues can include poor language/communication skills, immature development socially, emotionally and physically, Low IQ, specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support
- Other barriers which can include: limited life experiences and access to everyday opportunities e.g. visiting the park, library etc., limited involvement in school and Poor attendance, lack of access to technology/sports/clubs etc.

Pupil Premium Strategy 2018/19

For a detailed action plan of our Pupil Premium Strategy for 2018/19, please see below. Here you will find how we will spend the pupil premium to address those barriers and the reasons for that approach and how we will measure the impact of the pupil premium.

Accountability

The Head teacher and other members of the Senior Leadership Team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for pupil premium and report to its governing body on its progress and impact.

Total Spend for 2018-19: 73,632

Progress of Pupil Premium Pupils:

Year	N	R	1	2	3	4	5	6
Children identified	3	5	4	5	6	4	12	8

September 2018*

	Working Below	Working Towards	Age Related Expectations	Working Above	Significantly Above
Reading	6	11	20	3	
Writing	6	14	17	3	
Maths	6	10	20	4	

*Numbers in grid indicate number of children working at the levels in total across school

July 2019*

	Working Below	Working Towards	Age Related Expectations	Working Above	Significantly Above
Reading	3	13	18	6	3
Writing	5	15	14	8	
Maths	3	13	18	6	3

When reflecting and assessing the impact of the interventions that have been implemented through pupil premium, we have looked at the end of term pupil assessment results to evaluate the support and give individual interventions a RAG rating.

Green indicates that the intervention has been successful

Amber indicates that whilst the intervention has been successful there are some areas that need developing within it or that after looking at data the impact has not been significant.

Red indicated that the intervention has not made any impact on attainment and progress and therefore will not be continued moving forward.

Maths									
Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (to be completed July 2019)	Monitored by
Intervention: Success@ Arithmetic	Pupils working below ARE in Maths.	Research indicates good gains with some significant age related gains for this interventions. 2017-18 school data indicated good progress for targeted pupils.	Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	3	Autumn: 2 Spring:2 Summer:2	SY RO	100% made 1 level progress from WB to WT	Green	EB, AW, SLT, Class Teachers
				4	Autumn: 1 Spring: 1 Summer:1	RM KM KM	50% made 0 progress 50% made 2 sub levels progress	Amber	
				5	Autumn: 0 Spring: 0 Summer0:			Grey	
				6	Autumn: 5 Spring: 0 Summer: 0	LB JE SF CGE AS	All pupils made progress: 40% 2 sublevels 20% 1 sublevel 20% 1 level 20% 4 sublevels	Green	
Booster Teaching/ Targeted Class Support	Pupils working below ARE in Maths.	EEF Research indicates that small group can be very effective if the group size is kept small indicating that some pupils can make 4 months progress.	Pupil progress and attainment, scrutinised at pupil progress meetings and support	EYFS	Autumn: Spring: Summer:			Grey	EB, AW, SLT, Class Teachers
				1	Autumn: 2 Spring: 4 Summer: 4	MM JG MM JG AR ZA MM JG AR ZA	50% made 1 sub level progress (SEND) 25% made 2 sub levels progress (SEND)	Green	

			adjusted as needed.				25% made 13 PIVATS points progress (SEND)		
				2	Autumn: 3 Spring:3 Summer:3	OA SY SR OA SY SR OA SY SR	33% made 1 level progress 33% made 1 sublevel progress (SEND) 33% made 2 sublevels progress		
				3	Autumn: 2 Spring:2 Summer:2	SY RO	100% made 1 level progress from WB to WT		
				4	Autumn: 0 Spring:1 Summer:1	KM	100% made 0 progress		
				5	Autumn: 11 Spring: 11 Summer:11	HA FO JS JS RK BR RA MK BZ YY NS	18% made 2 levels progress 27% made 4 sublevels progress 9% made 1 level progress 27% made 2 sublevels progress 9% made 1 sublevel progress 9% dropped 1 sublevel		
				6	Autumn: 1 Spring:8 Summer:8	MB AS CGE KO SF LB JY MB JE	All pupils made progress: 33% 1 sublevel 22% 2 sublevels 33% 1 level 11% 4 sublevels		

Writing

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (July 2019)	Monitored by
Intervention: Fresh Start	Some PP pupils are working below ARE.	Research indicates good gains with some	Pupil progress and attainment,	3	Autumn: 2 Spring:2	KB AK	50% made 2 sublevels progress		

		significant age related gains for these interventions.	scrutinised at pupil progress meetings and support adjusted as needed.		Summer:2		50% made 0 sublevels progress (attendance a factor)		EB, AS, SLT, Class Teachers
Intervention: Fresh Start				4	Autumn: 0 Spring:1 Summer:1	KM	100% made 2 sub levels progress		
Intervention: Fresh Start				5	Autumn: 4 Spring:4 Summer:4	FO HA RK BR	50% made 2 sublevels progress 25% made 1 level progress 25% dropped by 1 sublevel, attendance a factor		
Intervention: Fresh Start				6	Autumn: 0 Spring:0 Summer:0				
Additional Phonics Sessions	For some of our PP pupils particularly with SEND or EAL additional phonics is required to help them make progress in reading and writing.	Phonics approaches have been consistently found to be effective in supporting younger pupils (4-7 year olds) to learn to read (EEF)	Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	1	Autumn: 2 Spring: 2 Summer: 2	JG ZA MM JG	50% made 2 sublevels progress (SEND) 25% made 1 level progress (SEND) 25% made 6 PIVATS points progress (SEND)		EB, AS, SLT, Class Teachers
				2	Autumn: 2 Spring: 2 Summer: 2	SY OA	50% made 1 sublevel 50% made 2 sublevels		
Booster Teaching/ Targeted Class Support	Some PP pupils are working below ARE and need tailored support to narrow the gaps in their learning.	EEF Research indicates that small group can be very effective if the group size is kept small indicating that some pupils can make 4 months progress.	Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	EYFS	Autumn: Spring: Summer:				EB, AS, SLT, Class Teachers
				1	Autumn: 4 Spring: 4 Summer: 4	ZA MM JG AR	50% made 2 sublevels progress (SEND) 25% made 1 level progress (SEND)		

						25% made 6 PIVATS points progress (SEND)	
	2	Autumn: 0 Spring: 3 Summer: 3	OA SR SY			50% made 1 sublevel progress 50% made 2 sublevels progress (SEND)	
	3	Autumn: 2 Spring:2 Summer:2	KB AK			50% made 2 sublevels progress 50% made 0 sublevels progress (attendance a factor)	
	4	Autumn: 0 Spring:0 Summer:0					
	5	Autumn: 12 Spring: 12 Summer: 12	BR FO RK KB HA RA MK BZ JS JS YY NS			8% made 1 level progress 25% made 2 sub levels progress 33% made 1 sub levels progress 33% made no sublevels progress	
	6	Autumn: 6 Spring: 8 Summer: 8	SF KO AS MB JE CGE			50% made 1 sublevel progress 50% made 2 sub levels progress	

					Summer:0				
Additional Phonics Sessions	For some of our PP pupils particularly with SEND or EAL additional phonics is required to help them make progress in reading and writing.	Phonics approaches have been consistently found to be effective in supporting younger pupils (4-7 year olds) to learn to read (EEF)	Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	1	Autumn: 2 Spring: 2 Summer: 2	JG ZA JG MM	33% made 4 sublevels progress 33% made 2 sublevels progress 33% made 3 PIVATS points		EB, AS, SLT, Class Teachers
				2	Autumn: 2 Spring: 2 Summer: 2	SY OA	50% made 1 level progress (SEND) 50% made 2 sub levels progress (SEND)		
Booster Teaching/ Targeted Class Support	Some PP pupils are working below ARE and need tailored support to narrow the gaps in their learning.	EEF Research indicates that small group can be very effective if the group size is kept small indicating that some pupils can make 4 months progress.	Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	EYFS	Autumn: Spring: Summer:				EB, AS, SLT, Class Teachers
				1	Autumn: Spring: 2 Summer: 2	JG MM	50% made 4 sublevels progress 50% made 2 sub levels progress		
				2	Autumn: Spring: 3 Summer: 3	KBi RO AK	33% made 1 level progress 33% made 1 sublevel progress 33% made 0 progress (attendance a factor)		
				3	Autumn: Spring: Summer:				
				4	Autumn: 0 Spring:0 Summer:0				

				5	Autumn: 6 Spring: 3 Summer:3	MK BZ FO RA RK BR	50% made 2 sublevels progress 16% made 1 level progress 33% made no progress		
				6	Autumn: 3 Spring: 8 Summer: 8	MB SF AS	33% made 1 level progress 66% made 1 sub level progress (SEND)		



High Ability

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (July 2019)	Monitored by
Booster Teaching/ Targeted Class Support	Some of our PP pupil are higher ability and benefit from additional support put in place to challenge and extend their learning, PP spending is put into teacher and LSA wages to support this.	We would hope to see an improvement in progress for our higher ability pupils through this technique. Overall EEF evidence suggests that is that small group tuition is effective	Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	EYFS	Autumn: Spring: Summer:				EB, SLT
				1	Autumn: Spring: Summer:				
				2	Autumn: Spring: Summer:	IPP LA	100% made 2 sublevels progress into GD		
				3	Autumn: Spring: Summer:				
				4	Autumn: 1 Spring: 1 Summer: 1	GF	100% made progress in 2/3 areas		

				5	Autumn: 4 Spring: 5 Summer: 5	NS BZ MK RA JS	40% made progress in all areas 60% made some progress in some areas but not all areas.		
				6	Autumn: 0 Spring: 3 Summer: 3	JY JE KO	100% of pupils made progress		
1:1 Mentoring sessions	Some PP pupils will benefit from 1:1 mentoring which extends their learning outside of the classroom.		Pupil progress and attainment, scrutinised at pupil progress meetings and support adjusted as needed.	6	Spring:4	MB CGE JY LB	Positive impact seen,100% of targeted pupils made progress in all areas.		EB, SLT

Attendance

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (2019)	Monitored by
PCM attendance support, monitoring and response	By having a 'first response' strategy school can address absence as it occurs and try to prevent persistent absenteeism.	We have found this approach to be effective in combatting attendance problems as the PCM is able to address absence as it occurs and can also speak with parents to see if they require further support in any way.	Improved attendance and progress for targeted pupils. Progress and attendance scrutinised at pupil progress meetings.	EYFS- Year 6	23	FO BR MR SR JS JS JE KO CG RO AS KB MS NS MM JC IA SA SS SM CGE KBi ML	70% of pupils targeted attendance has improved. 30% of pupils targeted still need further support from EWO		EB, HN, SLT

EWO Support	EWO meeting time takes place fortnightly and means that an action plan is decided between school and the EWO to meet the needs of individual families and help boost their attendance.	This use of EWO time has been effective in engaging with some of our families where attendance is an issue.	Improved attendance and progress for targeted pupils. Progress and attendance scrutinised at pupil progress meetings.	EYFS- Year 6	23	FO BR MR SR JS JS JE KO CG RO AS KB MS NS MM JC IA SA SS SM CGE KBi ML	70% of pupils targeted attendance has improved. 30% of pupils targeted still need further support from EWO		EB, HN, SLT
Funding places at breakfast Club to target specific children	By funding places for certain children their attendance and attainment can be boosted.	Some families struggle to get their children into school on time and some miss a lot of schooling, by providing a breakfast it can be one less job to do before leaving the house and helps some families to get out of the house sooner, it doesn't cost so means that they do not have the financial burden and ensure that their child is in school, fed and ready to start their learning.	Improved attendance and progress for targeted pupils. Progress and attendance scrutinised at pupil progress meetings.	EYFS- Year 6	Autumn: 0 Spring: 0 Summer:2	JS JS	100% of pupils targeted attendance has improved.		EB, HN, SLT

Social, Emotional & Mental Health

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (July 2019)	Monitored by
Drawing & Talking Intervention with PCM	Some PP pupils require additional emotional support for a variety of reasons, our PCM is able to meet individual pupils needs through 1:1 work and targeted SEMH interventions.	EEF research indicates that on average Social interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	Use of SDQ scores to see progress, improved pupil attainment progress following emotional support. Less support needed through behaviour support	EYFS- Y6	Autumn:0 Spring: 0 Summer:				EB, HN, SLT

1:1 time with PCM			school systems and outreach.	EYFS- Y6	Autumn: 1 Spring: 3 Summer: 3	CGE GL RO AA JE OC OA JJ	Positive impact seen in behaviour and emotions.		EB, HN, SLT
Referral to Outside Agency support	Some pupils require additional emotional support in order to help them to be able to make progress in the curriculum.	EEF research shows that on average, social & emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Although Social and emotional interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. However we have previously seen the impact the emotional support has had on pupils abilities to access the curriculum and has negated the need for further behavioural support for some of our PP pupils.	Use of SDQ scores to see progress, improved pupil attainment progress following emotional support. Less support needed through behaviour support school systems and outreach.	EYFS- Y6	Autumn: 0 Spring: 1 Summer: 0	MM	Positive impact seen, academic progress seen in all areas.		EB, HN, SLT
1:1 Mentoring sessions	Some PP pupils will have SEMH benefits from 1:1 mentoring sessions by building a relationship with a trusted adult.	EEF research shows 'Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour'.	Pupil progress and attainment and SEMH scrutinised at pupil progress meetings and support adjusted as needed.	6	Spring: 4 CGE LB MB JY	This programme is being offered free for 2018-19 but is being tracked for impact on PP pupils to plan if it will continue next year at cost to school.	Positive impact seen, 100% of targeted pupils made progress in all areas.		EB, HN, SLT

EAL

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (July 2019)	Monitored by
Buddy training & Use of Buddy system to support new starters with no English	Buddies are used to support new EAL to settle in and to communicate.	Buddies are trained up to be a supportive friend to new starter children, this has proved successful to helping new children to	EAL pupils make accelerated progress in initial language gains and communication, progress is measured using the NASSEA system.	EYFS- Y6	10 trained buddies, approx. 5 EAL PP new starters to be targeted across the year.		Positive impact seen on confidence and participation of pupils across school		EB, SLT, Class Teachers

		settle into school more easily.							
Talking Partners EAL Intervention to support language gains.	Some PP pupils need additional support due to a lack of confidence in English or a lack of understanding of the skills needed for some areas of verbal communication.	We have used 'Talking Partners' intervention across the school which enables pupils attending 10 weeks of the course on average made gains of 1 year 4 months progress in information and 1 year 5 months in grammar.	EAL pupils make accelerated progress in initial language gains and communication, progress is measured using the NASSEA system.	EYFS-Y6	Approx. 5 EAL PP new starters to be targeted across the year.		Positive impact seen on confidence and participation of pupils across school		EB, SLT, Class Teachers
Targeted LSA translation support	Some PP pupils may from time to time need more focussed LSA support which enables them to have work translated and enables teachers to assess their level of understanding in their home language therefore addressing whether a child's needs are EAL or SEND	This approach has proved successful as a short term strategy to support new to English pupils.	EAL pupils make accelerated progress in initial language gains and communication, progress is measured using the NASSEA system.	EYFS-Y6	Approx. 5 EAL PP new starters to be targeted across the year.		Positive impact seen on confidence and participation of pupils across school		EB, SLT, Class Teachers
Targeted teaching activities for EAL PP pupils	Some PP pupils may need more focussed LSA support which enables them to have work set at an appropriate level for their understanding in English in order for them to make accelerated progress in initial language gains.	This approach has proved successful as a short term strategy to support new to English pupils.	EAL pupils make accelerated progress in initial language gains and communication, progress is measured using the NASSEA system	EYFS-Y6	Approx. 5 EAL PP new starters to be targeted across the year.		Positive impact seen on confidence and participation of pupils across school		EB, SLT, Class Teachers

Physical Barriers

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (to be completed July 2019)	Monitored by
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Supporting parents with buying uniform and/or shoes	From time to time some of our PP pupils have required items of essential clothing, uniform, footwear and food in order for them to be suitably dressed and fed for school.	Although research does not show identifiable progress for the purchasing of clothing and food for pupils, as a Catholic school it is part of our ethos to look after our children and we have found that this approach when needed has proved invaluable to some of our families.	Pupils are suitably dressed and fed and are then able to access their learning.	EYFS- Y6	Autumn: 0 Spring: 0 Summer:				EB, HN, SLT
Supporting parents with food or other essentials				EYFS- Y6	Autumn: 0 Spring: 0 Summer:				EB, HN, SLT

Other Provision

Strategy	Reason	Evidence/ Impact	How will impact be measured?	Year Group	Number of pupils Targeted	Further Information	Impact/Review (to be completed July 2019)	Review RAG rating (July 2019)	Monitored by
Targeting PP with roles such as EAL Buddies, School Council, Librarians etc	To target some PP pupils in order to build confidence, improve attendance and self-esteem and improve progress as a result.	We have previously seen this strategy improve outcomes for pupils.	Improved attendance, SEMH and progress for targeted pupils. Progress and attendance scrutinised at	Y1-Y6	5 PP EAL buddies		Positive impact seen on confidence of pupils targeted.		EB, SLT

			pupil progress meetings.						
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