

St. Charles RCVA Primary School – Pupil Premium Plan 2019 -2020

Main Barriers to Educational Achievement – Some barriers to educational achievement for children entitled to the funds could be:

- A.** Children whose starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills.
- B.** Children whose early number skills are often below typical on entry to school. Priority is made for these to catch up rapidly to secure basic skills by the end of Key Stage 1. On entry to Key Stage 2, this can result in some disadvantaged pupils have not secured reliable problem solving strategies so priority must be made to rectify this and enable that expected progress is made across KS2.
- C.** Often children from disadvantaged backgrounds are no longer supported to read at home once they are able to decode words. Frequent opportunities to practice reading are not consistent and pupils are not actively engaged in discussions around making inferences and deductions about the text.
- D.** Some disadvantaged children lack resilience and self-esteem. They can struggle to maintain focus when part of a large class size.
- E.** Families may struggle to pay for the ‘additions’ to the curriculum, such as school trips, residential and experiences.

Desired outcomes and how they will be measured	Success criteria
A. To increase the proportion of disadvantaged pupils exceeding expected progress in Communication and Language in Reception from a low starting point.	In 2019-20, the percentage of disadvantaged pupils making better than expected progress in Communication and Language will match or exceed that of their non-disadvantaged peers.
B. To increase the proportion of disadvantaged pupils from a low starting point exceeding expected progress in Mathematics across Key Stage 1 and 2.	In 2019-20, the average progress of disadvantaged pupils from a low starting point will be better than expected in Mathematics in Key Stage 1 and 2.
C. To increase the proportion of disadvantaged pupils making expected progress in Reading across Key Stage 1 and Key Stage 2 through intervention and appropriate support.	In 2019-20, the average progress of disadvantaged pupils will be better than expected in Reading in Key Stage 1 and 2.
D. To develop the self-confidence and resilience of learners to work independently on learning activities.	Support in classes and through nurture sessions will have increased the self-confidence and resilience of vulnerable children.
E. To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, sporting and musical opportunities and educational visits.	All children entitled to pupil premium will be able to describe their involvement in wider school opportunities.

Key Area	Responsibility	Cost	Actions	Timescale	Monitoring	Review and Impact
SLA Behaviour Support Teacher	L. Ward	£2,500	Development of the Nurture Group and related policies and procedures including staff training	40 hours	<p>ET Continue to analyse Punctuality and attendance data for targeted children to measure impact.</p> <p>BH: Analyse impact upon children and their emotional wellbeing in school.</p> <p>Key Question(s): How are referred children closing the gap against targets?</p> <p>Key Question(s): How are parents engaging with school provision?</p>	<p>Review December 2019</p> <p>Review March 2020</p> <p>Review July 2020</p>
Provide additional support with homework activities in a small group setting.	A. Robinson D. Kirkwood L. Maitland	£750	Provide a specifically targeted Homework after school club including Pupil Premium children which enables them to receive additional support in a small group setting	1 hour per week. X6	JB Liaise with all class teachers across the school to assess the impact which additional support has upon attainment.	<p>Review December 2019</p> <p>Review March 2020</p> <p>Review July 2020</p>
<p>Intervention Groups</p> <p>Developing reading, writing and maths skills</p> <p>Focus on emotional well-being</p>	All TAs	Additional costs £7,500	Provide a specifically targeted intervention group including Pupil Premium children which enables them to receive additional support in a small group setting.	Ongoing	<p>JB / BH Liaise with all class teachers across the school to assess the impact which additional support has upon attainment.</p> <p>Monitor impact upon children and parent views.</p> <p>Key Question(s): How is additional support improving the attainment of targeted children?</p>	<p>Review December 2019</p> <p>Review March 2020</p> <p>Review July 2020</p>

Nurture Group Intervention	Mrs Bonarius Mrs Naughton	Cost towards £5000	Provide a specifically targeted intervention group including Pupil Premium children which enables them to receive additional support in a small group setting, specifically for emotional well-being and resilience.	Ongoing	JB / BH Liaise with all class teachers across the school to assess the impact which additional support has upon attainment. Monitor impact upon children and parent views. Key Question(s): How is additional support improving the attainment of targeted children?	Review December 2019 Review March 2020 Review July 2020
Additional support to accelerate learning and promote positive behaviour with LAC	TA support	£2,500	Additional targeted support in liaison with class teachers to be provided on a one to one or small group basis within the classroom. Liaise with Behaviour Support for advice and workshops	Ongoing	JB Liaise with class teachers to assess the impact which additional support has upon attainment. Monitor impact with child and foster parent views. Key Question(s): How is additional support improving the attainment?	Review December 2019 Review March 2020 Review July 2020
Additional support within the classroom provided by TAs.	All TAs	Costs towards £8000	Additional targeted support in liaison with class teachers to be provided on a one to one or small group basis within the classroom. This support covers the whole of the Pupil premium cohort across all age groups within school. It enables us to effectively target areas for development with individual children.	Ongoing	JB To monitor and track the progress of individuals within the cohort in conjunction with class teachers. JB, BH To monitor and track impact of provision on attainment. Analyse data for targeted children to measure impact. Key Question(s): How are identified children closing the gap against targets?	Review December 2019 Review March 2020 Review July 2020
TOTAL		£26,250	Allocated amount was £20,980			