

Pupil Premium Strategy



Amount of Pupil Premium funding received 2019-20

Number of pupils eligible	23
TOTAL PP received	£27,680

Identified barriers to educational achievement

St Veronica's has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language – especially from books
- Gaps in learning
- Access to extra-curricular activities - educational experiences such as trips and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding helping their children with completion of homework and reading
- 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

Area of spend	Focus	Total allocation
Dedicated Pastoral Mentor x 2 sessions per week	Pastoral, Emotional and Behavioural	£1000
Additional TA support in classes and for focused interventions	English and Maths	£18,000
Funding for extra-curricular clubs	Personal and social	£300
Funding for school trips and residential trips	Personal and Social	£500
Dedicated Homework/reading club in school hours	Academic and Social	
Subsidised EBC Places	Personal and Social	£5000
Funding of spare PE Kits and spare uniforms	Personal and social	£100
Courses attended by TAs for Pastoral Lead and Interventions	Personal and social	£600
Outside Agencies (Educational Psych/Specialist Teacher)	Academic	£1000
TA Support in Booster Sessions – Spring Term	Academic	£600
Total Spent		£27,600

Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated Pastoral Mentor x 2 sessions per week	- Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) - Improved confidence for pupils in specified areas - Learning tasks tailored to specific needs of pupils – closing gaps in understanding - Consolidation of learning completed in classes – time for practice 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. - Pupils have time to complete homework tasks if unable to do at home - Pastoral time 1:1 for any problems faced at home or at school	- Regular reviews of PP group timetable with DHT termly - Regular communication between PP tutor and class teachers – individual pupil needs, pre-teaching materials, learning to consolidate, sharing of resources - Teaching resources and materials – PP teacher to liaise with DHT as necessary - Pastoral concerns to be discussed with class teacher and PP tutor, escalated if necessary to DHT
TA support in classes and for focused interventions	1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) - Support within lessons to improve understanding of learning in reading, writing and maths - Consolidation of learning completed in classes – time for practice 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. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology - Careful tracking of homework to include reading journals – ensure regular reading takes place - Priority reading with TAs if pupils are unable to read at home - Regular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains - 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	- Regular TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources - Teacher and SENCO review – careful planning of interventions to be completed each half term/phase - TAs complete impact statements to provide evidence of outcomes and plan for next steps - 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 HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary - Teachers and TAs liaise with PP tutor closely and regularly update granular tracking for pupils with SEN

Funding for extra-curricular clubs	• Social skills are developed through participation in a range of clubs provided by the school or external providers • 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	• Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • Sports co-ordinator to arrange funding (as appropriate) for clubs and resources required (i.e. sports clothing)
Funding for school trips and residential	• Pupils are able to participate fully in school trips and residential trips • 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	• Initial letters to include information for parents about available funding • DH to liaise with parents and HT regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate
Dedicated Homework/Reading Club in school hours	• Teachers and older children to staff homework club so that homework can be completed with support • Held at lunch time so that any child can attend • Staff to encourage students to attend	• Letter to go out at beginning of term inviting all KS2 children to attend homework club. • No funding needed • Teachers to invite some pupils to attend • Older children/peers to support children as well as staff
Subsidised Early Bird Club Places	• Early Bird Club – to promote good attendance and punctuality • Pupils have time to complete homework tasks if unable to do at home • Pupils enjoy spending time with peers prior to lessons • beginning (helps them become ready for learning)	• Inform parents of PP pupils that early bird club available at a subsidised cost (encourage pupils to attend) • Liaise with class teachers so TAs aware of homework that requires completion – if appropriate • Purchase range of games/activities to support early bird club
Funding of spare PE Kits and spare uniforms	• All children can take part in all PE lessons • Vulnerable children can be given a school PE Kit/Swimming kit • Underwear and uniform provided for those who may get their uniform dirty throughout the day	• Sports co-ordinator to purchase new PE kits at the beginning of every year and to monitor them. • New uniform, underwear to be purchased for September and monitored to make sure there are plenty of spares. • PP tutor to liaise with parents/pupils who may need new uniform throughout the year.
Courses attended by TAs and PP Tutor for, Pastoral courses and Interventions	• Interventions are smart and are delivered by qualified and trained staff • TAs are skilled up in a variety of areas • PP pupils are accessing good quality interventions • All pupils are accessing good quality interventions • Staff are involved in their professional development • Pastoral and academic courses are accessed for maximum coverage	• PP tutor to liaise with HT and DHT on available courses • All staff including TAs to attend suitable courses to develop their teaching skills and knowledge • HT to monitor the spend on courses to make sure there is an equal spread of attendees and subjects covered • TAs to liaise with SENCO on current courses available • Once the course has been attended, staff to feed back to SENCO, HT or DHT.

Outside Agencies including Educational Psychologist and Specialist Teacher input	• Educational Psychologist is bought in to work with PP children • Some PP children are in need of an EHC Plan and Specialist Teacher support and EP support and reports are needed. • Staff may need advice and support from other professionals regarding the progress of PP children.	• PP lead and HT to discuss children who need access to EP and Specialist Teacher • PP Lead to liaise with staff and identify the needs of the class teacher and TA in supporting PP children • PP lead to monitor the spend on EP and Specialist Teacher
TA Support in Booster Sessions – Spring Term	• TA to be used to increase the progress of PP children during these sessions •	• TA to support PP pupils in Booster sessions after school • TA to support homework given in Booster sessions • Teacher to set targets for PP pupils in each session – TA to support children to meet targets

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. St Veronica's, 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 regularly and should include a member of Senior Management, teachers, TAs and the Pupil Premium Tutor.

At each review 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. 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 on the Governors' School Improvement and Resources committees.

Review of Pupil Premium Strategy 2018-2019

Desired outcome	Success Criteria	Impact
Improved learning outcomes in reading, writing and maths	PP children meeting end of year age-related objectives	See below
Year 6 increased attainment via weekly booster classes in Spring Term	The three Pupil Premium children and other non-Pupil Premium children accelerate in their progress during the Spring Term	Good impact on Maths and GPS where 66% of PP children achieved expected standard. 33% achieved expected standard in Reading and Writing.
PP children have access to extra-curricular clubs – paid and free clubs	For PP pupils to have access to all types of clubs, even those that may be out of financial reach.	Sporting equipment was purchased so no child was excluded from PE due to lack of PE Kits. Sports co-ordinator regularly reviewed the attendance of all pupils at sports club, especially PP children. 85% of PP children attended a sports club throughout the year.
Promote good attendance via The Early Bird Club – targeted at PP children only.	PP children have good attendance and lateness decreases,	60% of PP children took up the offer of a place at EBC. Attendance of PP children improved and remained high. Early Bird Club opened at 7:30 sometimes to accommodate a PP family in need.
Pastoral provision for PP children and generally in the school is improved through CPD of Pastoral lead and other staff.	Pastoral Provision is regular and of a high quality. PP children are able to access pastoral provision when needed.	Pastoral Provision in the school improved due to CPD. The Pastoral lead implemented a referral system. All children who were in need accessed pastoral support during 2018-2019.
Outside agencies support the progress of PP children.	Educational Psychologist and Specialist Teacher provision is used to further the progress of PP children and non-PP children.	The Educational Psychologist provided additional support for one of the PP children. Specialist Teacher support was provided for 6 PP children.

Designated staff member in charge: Mrs Nicola White and

Mrs J Cawtherley

Pupil Premium Pastoral Tutor: Mrs Suzie Fahey

Percentage of PP children who made 3 or 4 terms of progress during 2018-2019

	Reading	Reading Greater Depth	Writing	Writing Greater Depth	Maths	Maths Greater Depth
Reception	0%	0%	0%	0%	0%	0%
Year 1						
Year 2	100%	100%	100%	0%	100%	100%
Year 3	100%	66%	100%	33%	100%	33%
Year 4	100%	0%	100%	0%	100%	0%
Year 5	100%	12%	87%	12%	100%	12%
Year 6	100%	16%	84%	16%	100%	32%