

Pupil Premium Strategy Statement- St Alban's Catholic Primary School.

2018-19



Summary Information					
School	St. Alban's Catholic Primary			Pupil Premium Governor: Gemma Ansa	
Academic year	2018-19	Total PP budget	£48,500		
Total number of pupils	204	PP children including Ever 6	23	Date for next internal review of this strategy	Jan 2020

End of Year Attainment (2018-19) Pupil Premium Children (Exc. Ever 6)				
	<i>Pupils eligible for PP (St. Alban's Catholic Primary)</i>			
EYFS (2 children)	50% achieved GLD			
End of KS1 (3 children)		Emerging	Expected	Greater depth
	Reading	2/3		1/3
	Writing	2/3	1/3	
	Maths	2/3	1/3	
End of KS2 Teacher assessment children (4 children)		Working Below ARE	Working AT	Greater Depth
	Reading	1/4	2/4	1/4
	Writing	0/4	3/4	1/4

	Maths	Working Below ARE 0/4	Working AT 3/4	Greater Depth 1/4
Phonics Screening (2019)	2/3 passed the phonics screening			

Autumn term 2019-20			
Parts Progress Made	Progress to date Autumn		
	2 parts = expected progress in Autumn term		
	Reading	Writing	Maths
0 part			
1 Part			
2 Parts			
3 Parts and above			

Findings:

Reading	Writing	Maths

Identified barriers to Learning from 2018-19

Early Years:

Children had complex needs that enabled them from achieving the Good Level of Development in the Reception year. Outside agencies have supported the provision and learning for specific children.

Key Stage One:

Two children who were known as pupil premium also had Special Education Needs (SEN) and were achieving their smart targets set out in their termly pupil passport. Two children also received support for their speech and language development which had an impact on other areas of learning.

Key Stage Two:

Children needed to work on specific gaps in their learning. Booster sessions and interventions were in place to progress the children's learning. The Junior Learning Mentor set up small and specific groups for the children to work on closing the gap. Teaching staff also carried out boosters to support the children with identified gaps in their learning.

	Desired Outcomes	Success Criteria	Action:	How will you ensure it is implemented well?	Staff lead
A	Improve children's fluency in reading and	Pupils eligible for PP in KS1 will make rapid progress	Daily targeted readers led by class TAs	Pupil progress meetings Case studies	Inclusion Manager CT

	<p>comprehension skills</p>	<p>Children's comprehension skills will progress quickly</p>	<p>Phonics Interventions carried out by class TAs to targeted children</p> <p>KS1 and 2 Learning Mentors working with specific children to close the gap.</p> <p>Comprehension tasks will be given weekly instead of fortnightly. A new scheme has been purchased</p> <p>ICT apps to be used to help support Early Literacy skills</p> <p>Year 6 Reading interventions carried out by class TA</p> <p>New reading resources to be used to support learning</p> <p>Additional KS2 booster support for Years 5/6</p>	<p>Meetings with TAs to discuss children's</p> <p>Drop in observations</p>	<p>Literacy lead</p>
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			English staff meetings		
B	To continue to improve children's writing skills across both key stages	More children will achieve the expected level or above in Writing in KS1 and 2	<p>Reluctant writers external opportunities through one day courses</p> <p>More able writers external opportunities through one day courses</p> <p>Additional KS2 booster support for Years 5/6</p> <p>English staff meetings</p> <p>Handwriting interventions for targeted children in KS1</p>	<p>Pupil progress meetings</p> <p>Case studies</p> <p>Meetings with TAs to discuss children's progress and actions for the future half term</p>	<p>Inclusion Manager</p> <p>CT</p> <p>Literacy lead</p>
C	Continue to target and improve children's speech and	Pupils will have the confidence to contribute during class learning.	Interventions carried out following SALT recommendations KS1 Learning Mentor working with specific children to close the gap.	Impact measured when re tested in March 2019	<p>Inclusion Manager</p> <p>Class teachers</p>

	language skills in EYFS and KS1	Pupils decoding skills will continue to develop to support becoming a fluent reader. Children will have the speaking skills to share their understanding of what they have read	<p>Inclusion Manager to share knowledge and training to relevant staff members</p> <p>Time to Talk language groups carried out by EYFS practitioner</p> <p>You and Me social and communication groups carried out in KS1 and into KS2 if needed.</p> <p>Language and Speech Link assessments to be carried out in the autumn term in Reception and reviewed in the year</p>	Pupil Progress data	Learning Mentor
D	Continue to monitor the impact interventions have on children's	Children will make close the gap and move towards making rapid progress.	<p>Targeted children and interventions to be set up.</p> <p>Intervention folders to be organised and ready to support learning.</p>	<p>Case studies</p> <p>TA meetings</p> <p>TA and Teacher meetings</p>	<p>Inclusion Manger</p> <p>Learning Mentor</p> <p>HT</p>

	learning and progress		<p>Inclusion Manger to meet with TAs who implement specific groups.</p> <p>Inclusion Manager to set up TA meetings to discuss interventions, groups and targeted children's progress.</p> <p>Pupil Progress meetings to set up across each half term.</p>	<p>Pupil Passport meetings</p> <p>Drop ins by Learning mentor and Inclusion Manager</p>	DHT
E	To nurture children's health and well- being development	<p>Children will be more confident and secure within their social and emotional development which will have a positive impact on their</p>	<p>Specific programmes/ services that could be used depending on the need:</p> <p>You and Me group</p> <p>Time to Talk</p> <p>Art therapy</p> <p>BCCS (Brentwood Catholic Children's Society) Counselling</p>	<p>Weekly discussions with BCCS counsellor</p> <p>PSHE coordinator</p> <p>CTs</p> <p>TAs</p>	<p>HT</p> <p>DHT</p> <p>SLT</p> <p>CT</p> <p>Well-being Champaign</p> <p>Inclusion Manager</p>

		academic learning	Themed days and week/s: Anti bullying weeks, World Mental Health day Rainbows (if needed) Meditation Trip subsidy	Whole school approach	
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Summary:

A large amount of Pupil Premium money is used to employ Teaching Assistants and a Learning Mentor. We recognise the impact that small, personalised interventions can have on children's progress. Having Teaching Assistants and a Learning Mentor within school allows us to work on diminishing the difference and to provide the children with specific learning support.