

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

2019-20



Summary Information					
School	St. Alban's Catholic Primary			Pupil Premium Governor: Gemma Ansah	
Academic year	2019-20	Total Pupil Premium budget	£48,840		
Total number of pupils	209	Pupil premium children including Ever 6	22	Date for next internal review of this strategy	Summer 2020

End of Year Attainment (2018-19) Pupil Premium Children					
	*see the key on page 8 for definitions				
EYFS	FSM: 50% achieved Good Level of Development (GLD) 1/2 children Non FSM: 78.5% 22/28 children All children: 77% 23 children				
Phonics Screening	St. Alban's Catholic Primary		National		
	FSM: 75%		FSM: 70.6%		
	Non FSM: 100%		Non FSM: 84.7%		
End of KS1	St. Alban's Catholic Primary Achieved		Working at Greater Depth		
	Reading	FSM: 25% Non FSM: 88%	FSM: 25%	Non FSM: 24%	
	Writing	FSM: 25% Non FSM: 96%	FSM: 0%	Non FSM: 20%	
	Maths	FSM: 50% Non FSM: 88%	FSM: 0%	Non FSM: 20%	
End of KS1	National Achieved			National Greater Depth	
	Reading:	FSM: 62% Non FSM: 78.6%	Reading:	FSM: 13.8%	Non FSM: 28.1%
	Writing:	FSM: 55% Non FSM: 73.2%	Writing:	FSM: 7.2%	Non FSM: 16.8%
	Maths:	FSM: 62.5% Non FSM: 79.3%	Maths	FSM: 11.8%	Non FSM: 24.4%

End of KS2 Teacher assessment children	St. Alban's Catholic Primary School Achieved Reading FSM: 70% Non FSM: 95% Writing FSM: 90% Non FSM: 85% Maths FSM: 100% Non FSM: 100%
National KS2	National achieved Reading: FSM: 61.9% Non FSM: 78% Writing: FSM: 67.7% Non FSM: 83% Maths: FSM: 67.2% Non FSM: 83.6%

Autumn 1 term 2019-20			
Parts Progress Made	Progress to date Autumn 1		
	Reading	Writing	Maths
0 part	6 children 27%	7 children 32%	8 children 36%
½ or 1 Part	13 children 59%	13 children 59%	11 children 50%
2 Parts	3 children 14%	2 children 9%	3 children 14%
3 Parts and above	0	0	0
Autumn 2 term 2019-20			
Parts Progress Made	Progress to date Autumn 2		
	Reading	Writing	Maths
0 part	1 child 4.5%	1 child 4.5%	3 children 14%
1 Part	17 children 77%	16 children 72%	15 children 68%
2 Parts	4 children 18%	5 children 23%	4 children 18%
3 Parts and above			

Identified Barriers to Learning from 2018-19

Early Years:

One child had a medical condition that impacted their ability to achieve the Good Level of Development. An Education Health Care Plan has been applied for to support the child further within school.

Key Stage One:

One child has an EHCP with their primary need being cognition and learning
Two children are supported through 'School Support' for Speech and Language needs (one is supported through school support with specific learning targets in place). Both children have speech therapy weekly by a trained Learning Mentor.

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 KS 2 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	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 KS2	<p>Reluctant writer's external opportunities through one day courses and workshops.</p> <p>More able writers external opportunities through one day courses and workshops.</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>Pre teaching for targeted children</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>
B	Continue to target and improve children's	Pupils will have the confidence to contribute during class learning	Interventions carried out following Speech And Language Team (SALT) recommendations	Impact measured when re tested in March 2019	

	speech and 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	KS1 Learning Mentor working with specific children to close the gap Inclusion Manager to share knowledge and training to relevant staff members Time to Talk language groups carried out by EYFS practitioner 'You and Me' social and communication groups carried out in KS1 and into KS2 if needed. Language and Speech Link assessments to be carried out in the autumn term in Reception and reviewed in the year	Pupil Progress data Language link assessments Speech Therapist setting new targets for children	
C	Continue to monitor the impact interventions have on children's learning and progress	Children will make rapid progress.	Targeted children and interventions to be set up Introduce and implement Echo reading across KS1 and 2. Intervention folders to be organised and ready to support learning. Inclusion Manger to meet with TAs who work with specific groups	Case studies TA meetings TA and Teacher meetings Pupil Passport meetings Drop ins by Learning Mentor	Inclusion Manger Learning Mentor HT DHT English leads

			<p>Inclusion Manager to set up TA meetings to discuss interventions, groups and targeted children's progress</p> <p>Pupil Progress meetings set up across each half term</p>	and Inclusion Manager	
D	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 academic learning</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>Themed days and week/s: Anti Bullying Weeks, World Mental Health Day</p> <p>Rainbows (If needed)</p> <p>Meditation</p> <p>Trip subsidy</p>	<p>Weekly discussions with BCCS counsellor</p> <p>PSHE coordinator</p> <p>CTs</p> <p>TAs</p> <p>Inclusion Manager</p> <p>Whole school approach</p>	<p>HT</p> <p>DHT</p> <p>SLT</p> <p>CT</p> <p>Well-being Campaign</p>

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.

Key:

PP: Pupil Premium

FSM: Free School Meals

SALT: Speech And Language Team

GLD: Good Level of Development