

St Winifred's Catholic Primary School

Number of PP pupils: 71

Total PP Budget - £94,000

Year Group	Main Barriers	Intervention	Staffing	Targets	Outcomes / Impact
Early Years	Oral language and social communication skills are lower for some children eligible for PP than other pupils.	<p>Targeted children involved in small group speech and language activities.</p> <p>Targeted children involved in small group listening and attention, turn taking and sharing activities.</p> <p>Small group story sessions.</p>	<p>Teaching Assistant x 2</p> <p>Teaching Assistant x 2</p> <p>Nursery Nurse</p>	<p>Increase range of vocabulary and improve communication skills.</p> <p>To listen attentively and participate in Quality First Teaching.</p> <p>To be able to talk to others about stories that they have heard and read.</p>	<ul style="list-style-type: none"> EYFS staff developed resources to support the development of language and communication skills. Early identification and support for pupils who also have EAL and/or SEND. Frequent meetings to share good practice and strategies to support quality first teaching approach. Due to Covid-19 there is no data to measure Communication and Language outcomes at the end of EYFS.
	Oral language and social communication skills are lower for some children eligible for PP than other pupils.	<p>Pre teaching new vocabulary and concepts.</p> <p>Individual reading support.</p>	<p>Teaching Assistant x 4</p> <p>Teacher and</p>	To increase range of vocabulary to enable to participate in Quality First Teaching.	<ul style="list-style-type: none"> Autumn term 2019 English coordinator lead a staff meeting which highlighted various strategies and approaches to develop vocabulary.

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Key Stage 1	<p>Improve progress and attainment rates for all PP in Maths aiming for an improved percentage at GD</p> <p>Social and emotional difficulties for a small group of children mean they require additional support. This affects their attitude towards learning and therefore their attention and concentration in class.</p>	Rapid Maths Programme	teaching assistant	To become an independent reader and to be able to discuss what they have read.	<ul style="list-style-type: none"> • Small group interventions including whole class guided reading to support reading and comprehension skills. • Guided reading sessions enable children to explore a large genre of texts including newspapers, non-fiction and fiction. • Staff continue to develop and embed the Maths mastery programme across key stage 1. • Drawing and talking therapy continues to provide the support and private space children need to share their worries and concerns. • Zones of Regulation training for all staff to create a uniform approach to supporting those children who struggle with emotional regulation.
		Maths Mastery Programme	Teaching assistant	To develop fluent recall of number facts and skills.	
		Daily Number skills practice	Class teacher and SLT	To be able to use and apply their mathematical knowledge and skills to solve problems and find patterns.	
		Drawing and talking therapy	Teaching assistant	Build confidence and develop children's emotional literacy skills.	
		Friendship terrace		Create positive relationships with peers and staff.	
		Targeted children daily check in with key member of staff.	Teaching assistant / class teacher		

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<p>Key Stage 2</p>	<p>A significant number of children receiving the grant have overlapping additional needs. This effects their attainment and means they require extra support to reduce the gap between the % of PP pupils achieving EX+ RWM and Non PP pupils across all years groups.</p> <p>Social and emotional difficulties for a small group of children mean they require additional support. This affects their attitude towards learning and therefore their attention and concentration in class.</p>	<p>Rapid Writing</p> <p>Rapid Maths</p> <p>Individual reading</p> <p>Support / interventions to target the development of specific skills.</p> <p>Maths Mastery programme</p> <p>Drawing and Talking therapy</p> <p>Friendship terrace</p>	<p>Teaching assistant</p> <p>Teaching Assistant / HLTA</p> <p>Whole School</p> <p>Teaching assistant s x 5</p>	<p>Improve attainment rates for all PP pupils in Maths</p> <p>85% PP children achieving expectations in RWM</p> <p>Ability to identify and express their feelings and emotions.</p>	<ul style="list-style-type: none"> Autumn term 2019 English coordinator lead a staff meeting which highlighted various strategies and approaches to develop vocabulary Guided reading sessions enable children to explore a larger genre of texts than they may usually read. Interventions are carefully matched to the pupils needs. Staff delivering specific interventions to target skills. Drawing and talking therapy continues to provide the support and private space children need to share their worries and concerns. Zones of Regulation training for all staff to create a uniform approach to supporting those children who struggle with emotional regulation.
<p>Whole</p>		<p>Early identification and support offered by the Inclusion Manager and Admin Assistant working</p>	<p>Inclusion Manager /</p>	<p>Increased Attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> Ongoing monitoring of attendance and meetings with families and inclusion manager.

Pupil Premium Strategy 2019-20

<p>School</p>	<p>Lower attendance rates for PP children which reduces their access to the curriculum.</p> <p>Some pupils may have a narrower range of experiences which may affect their confidence and aspirations.</p> <p>Social and emotional difficulties for a small group of children mean they require additional support. This affects their attitude towards learning and therefore their attention and concentration in class.</p>	<p>with the attendance and welfare officer and the parents.</p> <p>Provide support for school trips, instrument lessons, school journeys and after school clubs.</p> <p>Provide emotional and wellbeing support for pupils and families</p> <ul style="list-style-type: none"> ▪ Parent courses /workshops ▪ Staff training ▪ Pupil workshops – resilience, mindfulness. 	<p>Admin Assistant</p> <p>Whole School</p> <p>Whole School</p> <p>Outside Agencies / services</p>	<p>Enrich and develop pupils learning and skills beyond the classroom.</p> <p>Increase in confidence and self-esteem of pupils and families.</p> <p>Actively participate in Quality First Teaching.</p>	<ul style="list-style-type: none"> • Meetings with Attendance officer and Inclusion Manager to improve and sustain attendance. • Continued provision for a range of activities and resources within school to enrich and develop learning and skills. • During Lockdown all staff ensured there were frequent phone calls and emails to families. • Staff provided families with the personalised support they needed – this included delivering food and work parcels. • Vulnerable pupils were invited to attend school.
				<p>Estimated Total Cost 2019-20 £102,000</p>	