

## Pupil Premium Statement Financial year 2018-19

Each school receives an amount per eligible pupil (£1320 per FSM child, £1900 per CLA/Adopted from Care and £300 Service Children) and each school can plan how the money is used in order to “diminish the difference” ( or “narrow the gap”) in outcomes.

At Scotforth St Paul’s Primary School we have lower than the national average of children eligible for FSM, therefore the allocated amount of funding for use in helping these children is also correspondingly lower.

The amount of pupil premium varies from school to school and is dependent on three factors:

1. The number of children in school who are (or were) in the care of the local authority,
2. The number who have or had an entitlement to a free school meal\*(for a minimum of 1 day during the previous 6 years) \* NB: this does not apply to infant children, all of whom are entitled to a free school meal
3. The number who have a parent serving in the armed forces.
- 4.

The progress of children from different ‘groups’ is carefully tracked, provision is made for a flexible arrangement of support, and class teachers identify and review the specific needs of children. The impact of Pupil Premium funding is reviewed at the end of each academic year, and on an ongoing basis if needs change. The school evaluates the impact on each pupil. Evaluation focuses on both academic gains, and how pupils’ self-confidence has developed, as a consequence of the intervention.

It is worth noting that Pupil Premium Funding (indicative) is notified to school prior to the time Governors discuss the school budget, prior to budgets being agreed from the following April to run until the end of March. This structure is at odds with the school year, which of course begins in September and ends in August each year. Therefore, progress measure at the end of a school year will generally be influenced most directly by PPG funding from the previous two years.

| <b>Summary Information</b> |  |                                  |               |  |                   |
|----------------------------|--|----------------------------------|---------------|--|-------------------|
| School                     | <b>Scotforth St Paul’s C of E Primary &amp; Nursery School</b> |                                  |               |  |                   |
| Academic Year              | <b>2018/19</b>   | Total PP Budget                  | <b>£33260</b> | Date of most recent PP review                  | <b>March 2019</b> |
| Total number of pupils     | <b>208</b>   | Number of pupils eligible for PP | <b>23</b>     | Date for next internal review of this strategy | <b>Sept 2019</b>  |

| <b>Current attainment (KS2 2018)</b>            |  |
|---|--|
|   | All Pupils- Age Related Expectations/ Exceeding Age Related Expectations |
| % achieving in reading, writing and mathematics | 84% ARE 26% Exceeding ARE  |
| Reading   | 94% ARE 55% Exceeding ARE  |
| Writing   | 90% ARE 29% Exceeding ARE  |
| Mathematics                                     | 87% ARE 68% Exceeding ARE  |

|   |                             |
|---|-----------------------------|
| <b>Barriers to future attainment</b>                  |                             |
| In-School barriers (issues to be addressed in school) |                             |
| A   | Specific special needs      |
| B   | Social and emotional issues |

|                         |  |  |
|-------------------------|--|--|
| External barriers       |  |  |
| C                       | Broader family issues                          |  |
| <b>Desired outcomes</b> |  |  |
|                         | Desired outcomes and how they will be measured | Success criteria   |
| A                       | Improved wellbeing                             | Identified pupils want to come to school and their attainment and aspirations are increased through pastoral care, academic progress and access to extra-curricular activities   |
| B                       | Moving closer to Age Related Expectations      | Gap between attainment of identified pupils and their peers will be narrowed.  |
| C                       | Broader Family Issues                          | Families will be supported with issues that impact upon children. They will feel more confident in engaging with school. Home –school relationships will flourish. Children will feel more confident and be more successful in school. |

|   |
|---|
| <b>Planned expenditure</b>  |
| Academic year: <b>2018/19</b>   |
| The three headings below demonstrate how we are using PP to improve classroom pedagogy, provide targeted support and support whole school strategies. |



| Targeted support               |  |   |   |             |  |
|--------------------------------|--|---|---|-------------|--|
| Desired outcome                | Chosen approach  | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?                       | Staff lead  | When will you review implementation?                                       |
| Age related expectations       | Training for teachers and TAs from specialist teacher                      | Some children need specialist, targeted support to enable them to access the curriculum. This is the most efficient way for the TAs to support the children.  | Progress meetings with Class teacher, TAs and specialist teachers | SENCO       | End of summer 2019<br><br>Specialist Teacher<br>£90 per hour<br><br>£1260  |
|                                | Access to Specialist teacher/Educational Psychologist (bought in services) | Some children have particular difficulties (e.g attachment or ADHD/ ASD) and input from specialist professional can help identify particular solutions  | Progress meetings with Class teacher, TAs and specialist teachers | SENCO       | Educational Psychology cost per hour £125<br><br><br><br><br><br><br>£1800 |
| Social and emotional wellbeing | Pastoral care  | We will invest some of the PP money in TA and/or Learning mentor Provision. Quality pastoral care at key points during the day can diffuse difficult situations and create a better starting point for learning | TA/LM records Supervision   | Headteacher | March 2019<br><br><br>TA3s / Learning Mentor<br>c£27,000                   |

|  |                                |   |   |  |   |
|--|--------------------------------|---|---|--|---|
|  | Family Support                 | We will continue to invest in a Learning Mentor who is available to provide support for vulnerable children and their families, or those who are experiencing difficulties in their lives                       | Supervision   | Headteacher                                  | March 2019  |
|  | Family support cont'           | We will use some money as necessary to help families in need by e.g. providing school uniform   | Cost coded to PP<br>Cost centre<br>Supervision  | Learning Mentor/Head teacher<br>School admin |   |
|  | Enriching school experience    | We will use some of the money to pay for extra curricular activities and visits to ensure inclusion and accessibility.  | Registers of extra-curricular activities<br>School trip funding<br>Funding for other activities (e.g. music lessons/ karate etc.) | Head teacher<br>School Admin                 | End of summer 2019<br><br>£800                                  |
|  | Training for teachers and TA's | We will use some of the money to pay for staff training. Some children have particular difficulties (e.g attachment or ADHD/ ASD) and input from specialist professional can help identify particular solutions | Priority area on the SDP with a designated working party. Reports shared with governors on progress termly.                       |  | Average cost of day course £165 plus supply @ £200<br><br>£1000 |

Total budget cost £33260

