

## Pupil premium Spending Review – 18/19

1. Summary information					
<b>School</b>	Ss Alban & Stephen Catholic Infant & Nursery School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b> £15,529		<b>Date of most recent PP Review</b>	12/2019
<b>Total number of pupils</b>	233	<b>Number of pupils eligible for PP including EYPP – 12</b>		<b>Date for next internal review of this strategy</b>	09/2020
2. Attainment KEY STAGE 1 RESULTS					
<b>Attainment for: 2018-2019 KS1 results – 5 PPG Pupils</b>		PPG children ARE	All pupils in St Albans/County/National		
% achieving expected standard or above in reading, writing and maths		60% (3/5)	41%/44%/50%		
% achieving expected standard or above in reading		100% (5/5)	59%/57%/62%		
% achieving expected standard or above in writing		80% (4/5)	48%/49%/55%		
% achieving expected standard or above in maths		100% (5/5)	52%/55%/62%		
<b>% achieving Phonics Screening Check</b>					
3. Barriers to future attainment (for pupils eligible for PP) – 18/19 REVIEW					
Academic barriers					
<b>A.</b>	Specialist pastoral/counselling support is required to ensure the emotional & holistic needs of the children are met in order to allow them to reach their full potential in the classroom.				
<b>B.</b>	Early intervention in reading and maths is required to support children in receiving high quality exposure to texts and early mathematical skills.				
<b>C.</b>	Extra-curricular enrichment activities- ensure these are of high quality and accessible to all children.				
4. Intended outcomes				Success criteria	
<b>A.</b>	To meet the personal, social & emotional (PSE) needs of pupils to make room for learning			Positive engagement with additional supporting professionals. Active participation in lessons as a result.	
<b>B.</b>	Early exposure to high-quality texts and maths games- ensuring that 'fun' is the key element while ensuring excelled progress.			Children will have the opportunity to play with and explore high quality	

C.	Make learning fun and experiential so that children become problem solvers, creative thinkers and active learners.	Children engage in all extra-curricular learning experiences
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### 5. Review of expenditure

Previous Academic Year

2018-19

#### i. Raising Standards

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Teaching staff interventions.	To raise attainment and accelerate the learning of disadvantaged pupils through small group interventions, circle times.	<p>Most children in receipt of PP made good progress in reading, writing &amp; maths.</p> <p><b>Reading:</b> 3 children achieved expected level and 2 children achieved beyond expected level.</p> <p><b>Writing:</b> 4 children achieved expected level and 1 child working towards.</p> <p><b>Maths:</b> 3 children achieved expected level and 2 children achieved beyond expected level.</p>	<p>TAs were able to build up good working relationships with specific children. This helped raise progress in learning and individual self-esteem. To be continued in 2019- 2020.</p> <p>Focus on Maths &amp; Writing to be introduced for 2018-19 through additional maths fluency sessions and pre-teaching sessions led by members of classroom based support staff.</p>	£7,300

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To fund a Pupil Premium Champion	Children in receipt of PP have their specific learning and emotional needs met.	Support disadvantaged students to improve confidence and self-esteem. Encourage parental engagement.	Well-being and pupil progress. Improve pupils' attitude to learning, attainment & engagement in school life. Strategy will be continued in the 2019-2020 academic year.	£4,000
Provide counselling/mentoring for children with identified emotional barriers to learning and outside agency support.	Give children the opportunity to talk about themselves in a positive way	All children who received counselling/mentoring showed improvements in learning behaviour and emotional confidence. In the cases where referrals were made at the request of parents, the outcomes reported were positive.	We will continue to engage with parents and staff to measure the impact of this work on learning behaviour and emotional needs.	£2,600
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Cost of school visits  Extended school club places  Whole school workshops	To maximise access to experiences that widen children's knowledge and skills for life.	Children do not miss learning opportunities because their families find it difficult to find the money to pay for school visits.	Children had the opportunity to experience for tangible learning and also were able to bring back their knowledge.	£1,629

6. Planned expenditure					
Academic year 2019-20		Total Expenditure – £9,500			
1. Summary of main barriers to learning					
A.	Access to extra-curricular activities and resources.				
B.	Personal, Social and Emotional support				
C.	Early intervention in reading, writing and maths is required to support children in receiving high quality exposure to texts and early mathematical				
2. Intended outcomes					Success criteria
A.	To have opportunities to learn new life skills.				Children will experience new opportunities to help build confidence and self-esteem.
B.	To meet the personal, social and emotional (PSE) needs of the pupils to make room for learning to take place.				To ensure children feel safe, secure and happy to enable them to access the curriculum confidently.
C.	Attainment gaps continue to close. Annual progress measured for all PP children through termly pupil progress meetings.				Pupils make at least 3 steps of progress or more each year.
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Ensure planning and teaching is based on accurate assessment of learning to date.	Continue to raise attainment all pupils, particularly for PP pupils	Through establishing an accurate and robust monitoring system throughout the school, staff are aware on the needs of all children and work towards addressing barriers to learning. Protected time is given to PPA for all teachers to plan in year groups.	Learning walks, lesson observations, book looks, staff moderation, appraisal targets to support teaching, learning and outcomes & opportunities for regular pupil progress meetings	SLT	In line with SDP & monitoring and evaluation schedule.
Ensure that support staff are deployed effectively to ensure maximum progress is made.	Continue to raise attainment all pupils, particularly for PP pupils	Our school sees TA support as being crucial in maintaining high standards for all children. Class based TAs are asked to input into PPA & pupil progress discussions to ensure all children, including those in receipt of PP funding are being supported, stretched and challenged.	Learning walks, lesson observations, book looks, staff moderation, appraisal targets to support teaching, learning and outcomes & opportunities for regular pupil progress meetings	SLT	In line with SDP & monitoring and evaluation schedule.
Continue daily morning teacher-led Maths fluency skill sessions/pre-teaching groups.	Children at risk of not making at least expected progress in Maths are identified earlier and barriers to learning are challenged & addressed.	Continue to make progress in Maths as identified in 18/19.	All children make expected progress from their starting points (average 3 steps per year) or better.	All staff	In line with SDP & monitoring and evaluation schedule.

Continue to implement and monitor whole school rules and behaviour for learning.	To encourage children to become resilient and develop excellent attitudes towards learning.	To promote excellent behaviour in a therapeutic way – resilience will be developed through 3Bs strategy, CIL in EYFS & Y1 and the Golden Rules used throughout the school. Children enjoy learning and are aware of their next steps.	Through whole school consistency promoting excellent behaviour.  Children will have confidence to ask for help and support.	All staff	Ongoing
Dedicated Jigsaw, PSHE time in each classroom from Rec-Year 2	To help all children to develop emotional literacy and encourage them to develop skills to help them overcome challenges	Excellent progress in emotional literacy of children evident in 18/19. Highly experienced teacher delivering class sessions has had a huge impact on progress. This must continue in 2019/2020.	Learning walks, consistency in assemblies and PSHE sessions, information on PSHE in newsletters for all parents. E.g. The Golden Rule of the Week, or Question of the Week.	NR SLT	Ongoing
<b>Total budgeted cost</b>					<b>£7,000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SENCo to run coffee mornings for parents with a specific curriculum focus.	Ensure that the parents of children in receipt of PP are invited to attend and given resources to support at home where appropriate.	Teachers working in partnership with parents to upskill them in areas, e.g phonics, maths, reading to support their children at home.	Attendance of parents at workshops. Listen to and respond to feedback provided by parents. Progress is evident in pupils learning in the classroom.	BM	In line with SDP & monitoring and evaluation schedule.

Provide counselling/mentoring for children with identified emotional barriers to learning.	Positive engagement with additional supporting professionals will result in improved self-esteem and a better attitude to learning.	All children who received counselling/mentoring in 2018-19 showed improvements in learning behaviour and emotional confidence. In the cases where referrals were made at the request of parents, the outcomes reported were positive.	We will continue to engage with parents and staff to measure the impact of this work on learning behaviour.	SLT	Review regularly with visiting professionals.
<b>Total budgeted cost</b>					<b>£2,000</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Cost of school visits Extended school club places	To maximise access to experiences that widen children's knowledge and skills for life.	Children do not miss learning opportunities because their families find it difficult to find the money to pay for school visits.	Inclusion of PP children in school visits/after-school clubs. Inclusion of PP children in music workshops – held during school day.	All	Termly
<b>Total budgeted cost</b>					<b>£500</b>