

Updated Pupil Premium Expenditure & Evaluation June-July 2018

i. Quality first teaching for all					
Desired outcome	Action/approach	Rationale	How	Resources	Review/evaluation
Raise outcomes of phonics in EY and KS1	Continue with phonics leader to monitor and support deliver of phonics across EY and KS1 (MC)	Phonics results for 2016/2017 were well below national. In 2017/2018 these results were in line with national and this needs to be maintained.	-Half termly tracking of children in phases for EY and Year 2 and on track in Year 1 and retakes in Year 2.	0.3 cost of teacher to lead phonics £12,000	Achieve. Continue.
Raise GLD in EYFS	Additional teaching assistant in Reception	Data in Nursery from June 2018 show boys and non EAL children are not achieving as well across C&L and in Reading	-Look at termly progress data in CLL areas. -Closely matched targets that are reviewed and any gaps addressed	0.5 TA £7,500	Achieve. Continue.
Develop confidence in speaking and listening in KS2	Partnership with the Blue Elephant Theatre Company 40 mins per LKS2 class once a week. (Jo)	To develop oracy of pupils. ARE have not been maintained in Reading and Writing from the end of KS1 over the last 2 years in Year 3 and 4. Children with expected or more progress has been less than 75% in writing.	-Develop oracy linked to current Literacy tree text. -Class teachers to communicate this with the leader.	£3500	Partly achieved. Continue but not as PPA. Tighter links to planning.
Support of teachers for provision of disadvantaged pupils.	Inclusion Leader	High quality CPD and intervention which are monitored.	-Regular meetings with members of staff to manage concerns and monitor progress. - Engage outside agencies to support staff.	51,000	Partly achieved. Continue but with a newly structured Inclusion Team.
Total Cost				£74,000	

ii. Targeted support					
Desired outcome	Action/approach	Rationale	How	Resources	Review/evaluation
Enable Pupil Premium pupils to make rapid progress in KS1, so that they start their school career with the best possible start	Dedicated teacher and part time teaching assistant in KS1 to work with Pupil Premium children on interventions on top of quality first teaching.	Pupil premium gaps have widened in Reception and Year 1 in Reading, Writing and Maths in end of year data for 2016/2017	-PP teacher leads the Pupil Premium team, monitoring regularly. -Data is presented for all children being supported. - Booster groups led by experienced teacher -Additional member of staff to run intervention groups for borderline children. -Intervention group to continue for children who did not pass the test, in July in preparation for Year 2.	0.5 PP teacher £18,000 TA 0.2 £3000	Termly at pupil progress meetings Partly achieved. Review new strategies for 2018/2019.
Enable Pupil Premium pupils to make rapid progress in UKS2, so that they can meet ARE by the end of their time at St Pauls	Part time raising achievement teacher in UKS2 to support target children.	Children in the current UKS2 cohort have made slow progress through LKS2. Gaps have widened for ARE and progress for key groups – including boys and Pupil Premium.	-Raising standards teacher is monitored by the UKS2 phase leaders/DHT. -Data is presented for all children being supported.	0.4 Raising Standards Teacher £14000	Not achieved. Review provision for Year 6 interventions 2018/2019.
Assist children with speech and language needs	Fortnightly speech and language visits	Writing in Reception, Year 1, 2, 4 and 5 showed an increasing gap for PP children. Pupil progress meetings also showed S&L as an issue particularly in KS2.	-Identification of needs -Targeted planned support for pupils which links the therapist's interventions to daily support with TAs.	£7200	Partly achieved. Review follow up of provision in school.
Minimise the impact of	PDC	Targeted children are selected based on referral from the class	-Reduction of reflection sheets	TA £15,000	Partly achieved. Inclusion Team to

emotional and behavioural barriers to learning:		teacher or another adult in school. Children often present with violence or defiance in the playground.	-PDC Targets met through series of intervention sessions.		be developed. Timetable to be reviewed.
Minimise the impact of emotional and behavioural barriers to learning:	Additional TA's to support children at St Paul's who attend a behaviour school part of the week.	Children who attend a behaviour school often struggle to stay focused in a mainstream classroom for sustained periods. They sometimes struggle to socialise in the playground appropriately.	These children have 1:1 support to tailor their timetable while at St Paul's. Monitored by Inclusion lead. Reduction in incidents that are serious.	1.5 TAs £22,500	Partly achieved. Continue and monitor regularly.
Minimise the impact of emotional and behavioural barriers to learning:	Stand out boys programme	Boys in KS1 have significantly more incidents in the playground that are referred to SLT	-Reduction of boys from KS1 being referred to SLT. -Fortnightly reports from the consultant	£9000	Not achieved. Initiative ended.
Minimise the impact of emotional and behavioural barriers to learning:	Play therapist	Children in KS2 who have significant behavioural or emotional needs make less progress across core subjects.	-Pupils underlying emotional difficulties and needs being specifically met by therapist. -Therapist to communicate with Inclusion leader fortnightly to ensure support feeds back into class.	£7100	Partly achieved. Continue with improved communication with all stakeholders.
Enable all children to make progress in reading and writing	Dyslexia teacher	Assessment takes place based on referral from class teachers. Children have often made slow progress and have significant barriers across reading and writing.	-Identification of needs from assessments and through dialogue with teachers. - Guidance given to teachers with the planning and support structures in	£2700	Not achieved. Review of provision of children with dyslexia.

			class.		
Total cost					£98,500

iii. Other approaches					
Desired outcome	Action/approach	Rationale	How	Resources	Review/evaluation
Improve attendance for persistent absentees	Funding for Home School Liaison Officer	Persistent absence impacts on learning outcomes of children eligible for Pupil Premium funding. Part of the role of one member of staff is to track attendance, make contact with parents and work with the EWO	-Regular tracking of absence rates -Regular parent and school meetings with EWO	EWO 0.1 £3,000	Partly achieved. Introduction of Attendance officer into Inclusion Team.
All children to be able to participate fully in school life	Free school uniform for children that need it	It is a fundamental part of the inclusive ethos of St. Paul's School that no child is prevented from participating in school activities on the grounds of cost.	-Identify the children who are not well dressed or have a book bag. -Follow up concern with parents and agree how children can have the correct equipment for school, and to be included in school activities.	40 full uniform (sweatshirt, polo shirt, book bag) £800	Partly achieved. Continue.
	Free places in Breakfast Club.			Cost for breakfast club £800	
	Trip subsidies – including residential			Subsidising trips £5000	
Total cost					£9,600
Total spend of pupil premium budget:					£182, 100