

Holy Souls Catholic Primary School

Pupil Premium Review 2018-2019

Pupil Premium provision for 2018-2019:

TOTAL NUMBER OF PUPILS ON ROLL :	415
AMOUNT OF PPG RECEIVED PER PUPIL :	£1320.00
NUMBER OF PUPILS ELIGIBLE :	149
TOTAL AMOUNT OF PPG RECEIVED SEPTEMBER 2018 – APRIL 2019 :	£196,680.00

Funding focus	Intervention
A % of the cost of support staff: HLTA/TA/LM.	In-class group support Out of class group interventions Individual 1:1 support (both in and out of class)
Employment of a Pupil and Family Support worker X1 day weekly	Supports families with attendance and punctuality Supports disadvantaged children with social, emotional and behavioural difficulties. Signposts families to external support providers Liaises with external agencies on behalf of disadvantaged children and families.
Training for specific language support programme from PSS to deliver necessary interventions.	Provision of high quality language and communication support for children with speech and language difficulties.
Financial support as required for disadvantaged pupils.	Curriculum enrichment activities, school trips, residential trips, Music service music lessons.
A contribution towards the cost of providing support from Pastoral Lead for disadvantaged pupils	To oversee and provide Morning transition/ Home time Club nurture group which supports disadvantaged pupils with social and emotional difficulties.
A contribution towards the services of Ceesaws	To monitor attendance of disadvantaged pupils and address incidents of poor attendance affecting academic performance.

Training and resources for staff on proven programmes.	To accelerate progress and provide additional resources for group work, intervention and Special Educational Needs.
Strategy	
<p>Intervention: Provided for those pupils who are not making expected progress or who are below expected attainment in Reading, Writing and Maths. Intervention provided for those pupils who may have the potential to work at greater depth.</p>	<p>Disadvantaged pupils from Y1 to Y6 who are not making expected progress or who require extra help to reach expected standards. Intervention will mean that all PP pupils will make at least expected progress and reach expected standards in Reading, Writing and Maths and that the more able PP children will work at greater depth.</p>
<p>HPA: To identify higher ability disadvantaged pupils and provide them with support to move them to work at greater depth in Reading, Writing and Maths.</p>	<p>Teacher employed to provide intervention x3 days per week to ensure that these pupils will be working at greater depth within their stage of the curriculum.</p>
<p>Re-visiting: To provide regular intervention which will develop learnt skills and ensure these skills are retained. Parents will be invited in to school (Inspire workshops) to work alongside their child to enable them to continue to work with them at home</p>	<p>Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths every day for half a term for 20-30 minutes. The impact of this will be that they will continue to re-visit skills and methods that they have been taught but have difficulty retaining or are not fully confident in and as a result make greater progress. Greater parental involvement will ensure that there is a better understanding of the areas they need to improve and for them to know what they need to work on at home.</p>
<p>Mentoring: The purpose of this approach is to provide some of</p>	<p>Teaching Assistants are assigned to a selection of disadvantaged pupils who have been identified as those who would benefit from mentoring.</p>

<p>our most disadvantaged and vulnerable pupils the chance to discuss any issues which they may have in school or outside school. Each mentored pupil has an adult that they know they can go to if and when they need to as well as allocated time during the school week to spend with their mentor.</p>	<p>These pupils will then be more 'ready to learn' as the emotional issues that they may bring in to school can be discussed with their mentor. This will allow them to be able to concentrate on their learning without emotional distractions. As a result, these pupils will make greater progress.</p>
<p>Times tables: Identified pupils are given intervention to improve their mental recall of times tables facts to enable them to make greater progress in developing their overall mathematical ability.</p>	<p>Pupils identified s underachieving in Maths and those who have been identified as having weak mental recall of multiplication facts. PP Pupils making at least expected progress in maths due to improved mental recall of number facts, in particular times tables.</p>
<p>Play Therapy: To provide specialist 1:1 emotional support for pupils who have emotional difficulties for a variety of reasons.</p>	<p>Pupils who have been identified as requiring specific emotional support. This will enable pupils to be supported emotionally to allow them to develop an awareness of their emotions and strategies to deal with them.</p>
<p>HOMEWORK CLUB: Identified pupils are given the opportunity to succeed in doing their homework in a quiet, studious environment where help is at hand and where any misconceptions can be dealt with.</p>	<p>Identified KS2 pupils are provided with the opportunity to complete their homework at an agreed point during the school day. Homework will be completed and misconceptions from class can be addressed, leading to increased understanding of concepts taught. Alongside this, the pupil will not get 'into trouble' for not completing homework which in turn will lead to greater self-esteem and self-confidence. As a result, greater progress will be made.</p>

<p>External Agencies: Educational Psychologist/ CAT team/ Independent Support Worker/COBS to be employed by the school to help those children who need help with psychological issues that are affecting their ability to take a full and positive role within school and who may require a range of strategies to allow them to access the curriculum.</p>	<p>Children identified who are having difficulties in accessing the curriculum for a variety of reasons. The Educational Psychologist/CAT team/ Independent Support Worker/COBS will work with PP children who have emotional and/or behavioural difficulties.</p> <p>This may result in further referrals and assessments made to identify the most appropriate action to take to ensure each child is catered for. As a result, children are provided with the support they need to ensure they are able to take a full part in the school curriculum.</p>
<p>Lunchtime Library: To develop a love of reading and to increase the amount of reading for disadvantaged pupils in Year 6 and 2.</p>	<p>Identified PP pupils from Year 5/6 to be a reading buddy for a reluctant reader in Year 2. At the end of each session, the younger pupils choose an extra book to take home and return once it has been read.</p> <p>This will increase in reading participation for disadvantaged pupils who are reluctant readers or who rarely read at home. The older pupils will be reading and asking questions, helping the younger pupils to understand the book they are reading. As a result the Y6 pupils are also developing their comprehension of reading as well as developing their questioning skills and improving the pupil exposure to reading a range of texts.</p>
<p>HANDWRITING: Identified pupils are given Handwriting intervention to improve their fine motor skills and to develop their ability and enjoyment of writing. Focus on identified pupils in Key Stage 2 who need extra intervention to improve their handwriting skills and develop the fluency of their writing.</p>	<p>Pupil Premium boys particularly are given the opportunity to develop their fine motor skills and handwriting each morning. As a result, they will become less reluctant writers and enjoy writing which will provide them with the skills to make at least expected progress in writing.</p>