



St Paul's Church of England Academy

Pupil Premium Outcome 2018-2019

The Pupil Premium is allocated to schools for every child who is currently entitled to Free School Meals, who had received Free Schools Meals within the last six years, who had been Looked After for a period of six months or more in the last six years or Service children. Pupil Premium is provided in order to support these students to reach their full potential. The Government have not dictated to schools how to spend this money, but they are clear that schools will need to employ strategies that they know will support these students to succeed and achieve.

The main barrier to educational achievement faced by eligible pupils at St Paul's is social inequality and its profound impact upon their lives. The funding received from Pupil Premium has been allocated in the following ways across the school: -

- Funding for a Target Support Teacher in EYFS/KS1 and a Target Support Teacher in KS2.
- LSP/HLTA support to deliver targeted interventions in phonics, reading and maths.
- Funding of Booster sessions to increase the % of pupil premium children achieving age-related expectations by the end of Year 6.
- Additional curriculum resources purchased for identified interventions in phonics, reading and maths.
- Financial support for children to access educational visits, workshops and after school clubs.
- To support the well-being of pupils by offering access to an independent counselling service.
- Access to our Breakfast facility to ensure a smooth start to the school day; to encourage a positive attitude to learning.
- The appointment of an Attendance Officer; to ensure that the attendance gap is narrowed.

In 2018 – 2019 the school is planning to use the Pupil Premium allocation for the following projects:

Number of Pupils and PPG received						
Total number of pupils on roll		207				
Total number of pupils eligible for PPG		61				
Amount of PPG received						
Total amount of PPG received		£84,440				
Project	Cost	Objective	Outcome			
Funding for a Target Support Teacher in EYFS/KS1 and a Target Support Teacher in KS2 LSP/HLTA support to deliver targeted interventions in Phonics, Speech and Language, Reading and Maths Funding of Booster	£70,703	Increase staff to pupil ratio in order to increase the impact of Quality First Teaching in EYFS/KS1/KS2. The additional capacity of HLTA/LSP's to impact on outcomes for disadvantaged pupils. Impact will be via in class support and the running of targeted intervention programmes.	EYFS	FSM	Non FSM	In school GAP
			GLD	67%	74%	-7%
			KS1 Phonics	PP		In school GAP
			Pass	71%	91%	-20%
			KS1	PP	Non PP	In school GAP
			RWM	50%	86%	-36%
			RWM GD	0%	5%	-5%
			Reading	63%	86%	-24%
			Reading GD	0%	23%	+23%
			Writing	50%	86%	-36%
			Writing GD	0%	9%	-9%
			Maths	63%	91%	-28%
Maths GD	0%	23%	-23%			

sessions to increase the % of pupil premium children achieving age-related expectations by the end of Year 6.		Booster sessions to ensure that additional after school sessions make a positive impact on academic outcomes and a higher % of disadvantaged pupils achieve age related expectations by the end of Year 6.	KS2	PP	Non PP	In school GAP
			RWM	85%	65%	37%
			RWM – GD	23%	6%	-7%
			Reading	85%	65%	-44%
			Reading – GD	38%	18%	-26%
			Writing	85%	82%	-22%
			Writing GD	46%	18%	-6%
			Maths	85%	88%	-37%
			Maths GD	31%	18%	-6 %
Project	Cost	Objective	Outcome			
Appointment of an Attendance Officer to improve rates of attendance for pupils where low levels of attendance are a barrier to progress.	£3,821	Improvement in attendance of pupils. Improvement in attendance of Persistent Absentee pupils. This will improve the outcomes of pupils with barriers to learning due to low attendance.	Attendance team to track individual disadvantaged pupils (persistent absentees), ensuring their attendance is above national average. Attendance team to continue home visits in order to reduce the number of pupils who are persistently absent.			

			<p>Attendance by FSM/Deprivation</p> <table border="1"> <thead> <tr> <th>Category</th> <th>School Cumulative (HT 1-6)</th> <th>LA Cumulative (HT 1-6)</th> <th>Nat 17/18 (HT1-6)</th> </tr> </thead> <tbody> <tr> <td>Not Eligible for FSM</td> <td>97.20</td> <td>96.43</td> <td>96.10</td> </tr> <tr> <td>Eligible for FSM</td> <td>94.83</td> <td>94.20</td> <td>93.70</td> </tr> <tr> <td>Not Deprivation Pupil Premium</td> <td>97.16</td> <td>96.42</td> <td>-</td> </tr> <tr> <td>Deprivation Pupil Premium</td> <td>95.74</td> <td>94.82</td> <td>-</td> </tr> </tbody> </table>	Category	School Cumulative (HT 1-6)	LA Cumulative (HT 1-6)	Nat 17/18 (HT1-6)	Not Eligible for FSM	97.20	96.43	96.10	Eligible for FSM	94.83	94.20	93.70	Not Deprivation Pupil Premium	97.16	96.42	-	Deprivation Pupil Premium	95.74	94.82	-
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Purchase of curriculum resources to support curriculum learning	£1500	Curriculum resources purchased to ensure pupils are fully equipped to access the curriculum and to enhance all learning opportunities.	Disadvantaged pupils are fully equipped in order to enhance their learning opportunities.																				
Ensure that pupil premium pupils are able to access a range of curriculum enrichment activities; including after school clubs, educational visits and residential.	£1000	Enable all pupils to access educational visits, residential visits and after school activities for team building skills. This is to ensure that no child misses out on the	All pupils have the opportunity to access a range of curriculum enrichment activities																				

		opportunities experienced by their peers in the school environment.	
Breakfast Club Provision.	£3916	To improve punctuality and engagement in addition to improving concentration levels and social skills.	Targeted pupils to attend Breakfast Club ensuring that they Attend school on time and have improved concentration ready to learn.
In school counsellor to provide individual counselling and drop in sessions.	£3500	Counsellor to support pupils dealing with SEMH issues that are proving to be a barrier to their learning in order to develop 'readiness to learn'	Boxall profiles to be completed in order to identify pupils who require support through nurture (behaviour, social, emotional support). Pupils to be supported in class and through small group work sessions to develop their skills; reducing barriers to learning