

St Mary's Catholic Primary School, Maidenhead
Pupil Premium Vision and Action Plan 2017 to 2018
Allocation -£ 38640 Financial Year 4/17 to 3/18)

In 2011, the Government introduced Pupil Premium Funding to raise achievement among disadvantaged children. Pupil Premium Funding (PPF) is allocated to children from low income families who are currently known to be eligible for free school meals (FSM), children who have been 'looked after' continuously for more than six months and children whose parents serve in the British Armed Forces. In 2012 to 2013 eligibility was extended to pupils who have been eligible for FSM at any point in the last six years.

At St Mary's Catholic Primary School we are committed to ensuring that all children make the best progress possible during their time at our school. Every child is tracked across the age related expectations for each year and everything is done to ensure that each child achieves their full potential. Every child is given appropriate support if they need it and PPF allows the school to offer a range of extra opportunities beyond the classroom.

Allocation of PPF 2017 to 2018

The grant is spent on a variety of initiatives and interventions to ensure that pupils make good academic progress but ensures that they develop and become well-rounded confident and happy individuals. These initiatives and interventions include:

- **Contributions** to clubs/sporting activities, clothing, equipment and resources and other school trips, as necessary, and on an individual basis.
- Encouraging **parental involvement** through frequent communication and activities in school for groups of parents and/or individual support. We encourage all parents to support their children by hearing them read and practising mathematics in real life situations. Greater support is offered to parents in crisis via our Parent Support Advisor, our Inclusion Manager and the Emotional Literacy Support Assistants (ELSA).
- **Phonics** – Where a child is experiencing difficulties in their phonetic awareness or decoding new words by sounding out and blending the sounds they are given extra support in school and parents are supported in helping their child at home.
- **Literacy and Numeracy College** – Children work in small groups in the College to develop and extend their reading, writing and maths. The teaching is designed to support the class lessons and is delivered by two very experienced teachers. These lessons are outside the normal English and maths lessons and parents are regularly informed about their child's work and progress. The lessons are on a fortnightly cycle and usually over two terms although this is dependent on each child's need and personal circumstances.
- **One-to-one tuition** - This can be provided when needed and is in the form of intensive tuition outside of the normal class. These lessons may be outside normal hours.

- **Small group tuition** – This intensive form of tuition is usually provided to support learners by extending learning, improving confidence or to close gaps in learning. It can also be used as a strategy to ensure effective progress or to teach more challenging topics or skills. The groups may be for a single circumstance or for a short series of lessons.
- **Behaviour Interventions** - These seek to improve attainment and progress by reducing challenging behaviour including aggression, violence, bullying and anti-social activities. Three broad categories of behaviour intervention can be identified;
 1. Universal programmes which seek to improve behaviour and, generally, take place within the classroom
 2. More specialised programmes which are targeted at children with either behavioural issues or behaviour and academic programmes.
 3. School level approaches to developing a positive school ethos and improving discipline which also aims to support greater engagement in learning.
 Both the ELSAs and parents will be involved to support these approaches.
- **Language Support** – Some children are fortunate in speaking one or more additional languages to English. Some of these children will benefit from speaking and listening support to extend their vocabulary and broaden their experience of the English language.
- **Collaborative Learning** - Collaborative or co-operative learning can be defined as learning tasks or activities where students work together in small groups that enable everyone to participate on a collective basis. The methodology behind the grouping depends on the needs of the pupil and the focus of the task.
- **Arts Participation** - Opportunities may arise within the academic year for children to become involved in performances, artistic and creative extra-curricular activities. Participation may be organised weekly, monthly or in more intensive programmes such as summer schools.
- **Feedback** - Appropriate and timely feedback to children has been proved to enhance progress and identify areas of misunderstanding. This dialogue can concern the activity itself, may be about the process of an activity, about the child's management of their learning or self-regulation about the child as an individual. Feedback can be written (by traditional marking), verbal or given through tests and can be delivered by the teacher or teaching assistant and, as the children move through the school, by peer editing. Effective feedback provides an excellent opportunity to enhance the learning relationship between pupil and teacher.

October 2017