

St Mary's Catholic Primary School, Maidenhead
Pupil Premium Vision and Action Plan 2018 to 2019
Allocation -£1320 per child Financial Year 4/18 to 3/19)

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 the start of the Academic year 2018/2019 we have 17 children allocated pupil premium funding (PPF) and 3 looked after children (LAC). 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. Children are 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 2018 to 2019

The funding 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 may include according to need:

- **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.
- **Enrichment Programme** – We intend to offer an individualised enrichment programme where children access a range of life opportunities that they may have missed or failed to access because of their family situation. Envisaged activities include: trips to museums and art galleries, train journeys, nature and environmental studies and sporting activities. The overriding purpose of these activities is to offer life experiences that enable children to have the confidence, skills and knowledge to contribute to lessons as well as providing inspiration for reading, writing and maths.
- **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). The Parent Support Practitioner can help parents with strategies about behaviour at home, how this behaviour may impact on a child's learning at school but moreover she can offer experienced guidance where parents may need a little extra encouragement.

- **Reading Activities** –A range of reading activities is currently under development to encourage children to read a wide range of texts within their break times during the school day. Whilst available to all children within the school these activities will enable those who do not have the opportunity to access a wide range of reading material at home to be able to read a variety of texts for pleasure.
- **Parent groups** – Some parents for whom English is not a first language and who find understanding the complexities of the national Curriculum a challenge, we intend to provide workshops and support to help them understand the best way they can support their child/children. This may include putting parents in touch with outside agencies who may help, parent mentor schemes and 'drop-ins' for help with day to day issues.
- **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. This is particularly relevant where English is not spoken at home.
- **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. The school always stresses that it is the behaviour that is wrong not the child.
- **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. This may be through reading groups, games sessions or 'speaking and listening' activities.

- **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 such as those provided by Norden Farm Centre for the Arts. 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.

September 2018