

St Mary's Catholic Primary School, Maidenhead
Pupil Premium Vision and Action Plan 2019 to 2020
Allocation -£1320 per child - £ 0,360

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 2019/2020 we have 21 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 with a conscious decision by all 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 extra opportunities beyond the classroom.

We also acknowledge that some children are disadvantaged by their life circumstances although they do not receive PPF. St Mary's recognises the needs of these children alongside those who do receive PPF and they are regularly included in all the funded activities.

Allocation of PPF 2019 to 2020

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:

- **Literacy College** – Children work in small groups in the College to develop and extend their reading and writing. The teaching is designed to support the class lessons and is delivered by a very experienced teacher. These lessons are outside the normal English lessons and parents are regularly informed about their child's work and progress. The lessons are on a regular cycle and usually over two terms although this is dependent on each child's need and personal circumstances. We are investigating whether support and encouragement might be better achieved in some instances with 'in lesson' support whereby an experienced teacher works alongside the child/children to maximise cross curricula opportunities.
- **Enrichment Programme** – We intend to offer an 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, IT activities 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. We are building on the successes of the Pizza Making and Windsor tour trip, Art Workshops with Norden Farm, Big Read Writing Workshop at the Town Hall and the William Morris Art & Science Workshop at Henley River and Rowing Museum.
- **Contributions** to clubs/sporting activities, clothing, equipment and resources and other school trips, as necessary, and on an individual basis. We also seek support from Spoor, Merry & Rixman, a local charitable trust, for the more expensive costs of the annual Year 6 PGL trip.

- 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.
- **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.
- **Behaviour Interventions** – The proposed new Behaviour Policy has a more positive approach to the management of Behaviour with all adults taking control of any behaviour issues within their class/responsibility. However, we acknowledge that there may be times when an individual requires greater support. These interventions 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 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. We are investigating whether additional EAL provision might be included alongside PP support such as a Polish speaking parent mentor.

- **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.
- **In class support** – with SEND/EAL support teachers to plan in collaboration with Literacy College so that all staff ensure that PP children have the best possible opportunities including positions of responsibility, public speaking and outside sporting/arts activities.

The school is always open to new ideas and ways to support children receiving PPF as well as children from disadvantaged backgrounds in order that they all make the best possible progress and benefit from the wide range of opportunities available.

October 2019