

St Bartholomew's CE (VC) Primary School –Pupil Premium Action Plan - 2018/19

Total Funding £6,180

Target/ Priority	To use the Pupil Premium funding effectively in order to improve the outcomes for our free school meal pupils.
In-school barriers	Specific learning difficulties, social and emotional needs.

Key development priorities	Actions and strategies	Intended impact and sustainable outcomes	Evidence	Review Dates
To ensure all pupil premium children make 'good or better' progress from their starting points.	<ul style="list-style-type: none"> Sustain small class sizes by increasing teacher hours in school. Provide 1:1 support and small group tuition for pupils who are not making good progress with a teaching assistant or teacher. Put a learning passport in place for pupil premium children. Teacher to provide precision teaching for Reading, Spelling and Maths facts. PP pupils to have daily intervention for reading, spelling and Maths. 	% of PP pupils making Good or better progress in reading, writing and Maths will increase.	Tracking grids Work scrutiny Lesson monitoring Standardised scores Pupil and parent voice	Each half term
IMPACT	Attainment			
	Attainment		Pupils eligible for PP	
	% achieving expected standard or above in reading, writing & maths		83.3%	
	% achieving expected standard or above in reading (school measured)		83.3%	
	% achieving expected standard or above in, writing (school measured)		83.3%	
	% achieving expected standard or above in maths (school measured)		83.3%	

<p>To ensure ALL children make progress with basic skills of reading, writing and maths; and are taught key words with rigour.</p>	<ul style="list-style-type: none"> Teaching staff to maintain our precision teaching approach to reading and spelling across the whole school so that EVERY pupil has individual reading and spelling targets. Implement Maths precision teaching programme for all. 	<p>All children can read and spell the appropriate key words at the end of Year 2 and Year 4. Year 4 know timetables in maths</p>	<p>Tracking sheets Word and fact lists</p>	<p>Each half term</p>
<p>IMPACT</p>	<p>Individual reading and spelling strategies implemented. We expect our children to make 7 points progress in a year. All children made at least 6 points in every subject. Reading 83% made 7 points, Writing 83% made 7 or above points and maths 83% made 7 points progress.</p>			
<p>To ensure all Y3 children (who did not meet the expected level in the phonics screening check are supported</p>	<p>Continue to group children into three groups across the school for morning phonics sessions based on ability. Differentiate work accordingly.</p>	<p>All children to pass the year 1 phonics screening check. Those resitting in Year 2 will also pass. Any Year 3 have 1:1 support</p>	<p>Phonics screening check scores.</p>	<p>Half termly checks. End of year scoring.</p>
<p>IMPACT</p>	<p>Due to change in pupils, 2 year 1 children did not pass the phonics screening test. One has made good progress and should pass in 2020. The other is currently receiving additional support from outside agencies.</p>			

<p>To ensure pupil premium children and others who need targeted support engage with the appropriate resources.</p>	<p>Gain advice from our Educational Psychologist volunteer. Use resources aimed at those needing additional support. Interventions for Dyslexia, and self-esteem</p>	<p>% of PP pupils making Good or better progress in reading, writing and Maths will increase.</p>	<p>Tracking grids Work scrutiny Lesson monitoring Standardised scores Pupil and parent voice</p>	<p>Each half term. Evaluate at the end of the year.</p>
<p>IMPACT</p>	<p>Over the course of the year all children benefited from additional support including nurturing and emotional support. 83% of PP children took up an after school activity. 50% of children who were eligible took up peripatetic music lessons. All PP children went on funded school trips.</p>			
<p>Improve self-esteem and emotional resilience of All pupils.</p>	<p>Additional circle time/ PSHE lessons with follow up nurture time later in the week. Self-esteem intervention where needed. Whole school focus on values and learning behaviours. Strong links with parents through meetings where needed. Staff CPD – as needed</p>	<p>% of PP pupils making Good or better progress in reading, writing and Maths will increase as pupils maintain attitudes to learning and are settled and happy. No dips in progress are apparent.</p>	<p>Tracking grids Work scrutiny Lesson monitoring Standardised scores Pupil and parent voice</p>	<p>Each half term. Evaluate at the end of the year.</p>
<p>IMPACT</p>	<p>Over the course of the year all children benefited from additional support including nurturing and emotional support within school. One child is having play therapy and counselling through the virtual school.</p>			