

A key priority of Pupil Premium money is to raise the attainment of disadvantaged\* children. The government has allocated a specific Pupil Premium grant to every school, beginning in 2011/12. In 2017/18 the school received £1320 per child and a total of £23,020 of funding.

Percentage of pupils in receipt of Pupil Premium at St Paul's Walden School

April 2018	18% of pupils in receipt of Pupil Premium
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The school has strived to ensure that the Pupil Premium funding received is utilised to its full benefit to support all children who are disadvantaged.

<u>Learning opportunities/support</u>	<u>% of Pupil Premium grant spent</u>	<u>Impact</u>
Teaching assistant support targeted at disadvantaged pupils, including: Personalised 1:1 English provision 1:1 reading boost 1:1 mentoring Additional in class support in Rowans/Silver Birches/Oaks	64%	<u>Personalised English provision:</u> As learning is being targeted at the pupil's specific gaps in skills/knowledge, pupils are making good progress. Mindset towards learning is positive. <u>Reading Boost:</u> Tracking shows that children's reading age and confidence is increasing from baseline. Identified that some KS2 pupils need experience of acquiring inference skills, which within a term, the pupils demonstrated greater confidence with inference questions, because the reading boost was matched to their needs. Pupils in receipt of pupil premium are all making sufficient progress. 27% (March 2017) are making significantly positive progress. <u>Mentoring:</u> Mentoring support has strengthened expectations regarding school life and given individual children an adult who they feel listens and supports them. Children openly discuss the benefits of mentoring. <u>Additional in class support:</u> The impact is that this allows further small group learning, including: addressing misconceptions 'in the moment' and using assessment for learning strategies to move children on to greater challenge.
Teacher led 1:1/small groups	13%	Facilitated sessions with the pupil's class teacher to review success and address misconceptions. Children who have worked with the teacher outside of class, have then demonstrated greater and independence in class sessions.
Staff training: Herts Steps Grammar for English curriculum	11%	<u>Herts Steps:</u> Whole school therapeutic approach to behaviour management introduced. Use of best practice risk reduction plans for individual pupils, which are used consistently across the school. Led to subsequent provision for individual timetabling at lunchtime for pupils in need. <u>Grammar for English curriculum:</u> Increased confidence in teaching assistants who are supporting disadvantaged pupil's learning in English.
Mindfulness workshops	5%	Facilitated children to learn relaxation and concentration techniques for application beyond the sessions.
Teaching and learning adviser	6%	Professional development supported teachers with planning learning which sustained disadvantaged children's interest/more visual approaches to maths problem solving. Also allowed for exploration of strategies e.g. writing mats/echo reading/choral reading
Peripatetic music lessons	<1%	Opportunity to try a new experience and learning a new skill. Equal access to curriculum.

\*disadvantaged children: in receipt of Free School Meals at any time during the past 6 years/service children/looked after children.

In 2018/19, St Paul's Walden School will receive £21,120 of Pupil Premium funding. This will be used for:

- In class support/1:1 support (including mentoring)
- 1:1 Reading Boost programme
- Provision related to English skills e.g. spelling/speech and language
- Educational trips/clubs
- CPD e.g. Herts Steps update/peaceful lunchtimes
- Mindfulness workshops/wellbeing coaching
- Peripatetic music lessons

These actions directly link to core priorities from our Strategic School Development Plan for all children to make good or better progress.

#### Pupil premium strategy 2018-19

During 2018-19, the school is budgeted to receive £21,120 pupil premium. The school is aware of the barriers to learning facing pupils in receipt of pupil premium and has planned spending to bridge these barriers:

<u>Learning opportunities/support</u>	<u>Reasons for approach</u>	<u>How the school will measure success</u>
1:1 mentoring provision/Herts steps update training	<ul style="list-style-type: none"> <li>• Supporting emotional wellbeing and prosocial behaviours</li> <li>• Whole school consistent approach to de-escalating behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour log</li> <li>• Attendance</li> <li>• Mindset towards learning</li> <li>• Increasing independence with learning</li> <li>• Children using calming down strategies</li> </ul>
Teacher professional development	<ul style="list-style-type: none"> <li>• Children motivated and inspired to learn</li> <li>• Acquisition of strategies for good and outstanding teaching and learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement and interest in learning</li> <li>• Achievement and progress data</li> <li>• Book look</li> <li>• Children's views on learning</li> <li>• Attendance</li> </ul>
TA support targeted at disadvantaged pupils (in class, 1:1 Reading Boost, additional in class support/spelling/speech and language provision)	<ul style="list-style-type: none"> <li>• Provision of individualised support that builds on pupil's next steps and helps them to succeed at in class learning.</li> <li>• Securing foundations of early learning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement and interest in learning</li> <li>• Achievement and progress data</li> <li>• Mindset towards learning</li> </ul>
Peripatetic music lessons	<ul style="list-style-type: none"> <li>• Broaden horizons and experiences</li> <li>• Equal access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in music skills</li> <li>• Children's views</li> </ul>

St Paul's Walden School reviews the pupil premium strategy each term.