



Pupil Premium Strategy 2018/19 – Reviewed

Pupil Premium funding is allocated to schools by the government for children from low-income families, in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months, in order for these pupils to succeed in their education at a similar rate to their peers.

At St Bede's there are few barriers to the educational achievement of the 8 pupil premium children (PP-pupils) on role, which is evidenced by the fact that the majority are achieving age related expectations and making good progress. However, we acknowledge that a minority of PP children have Special Educational Needs which impact their academic results and sometimes the families of PP children would benefit from financial support in enabling their children to participate in the wide variety of additional school trips and activities that we provide. As well as these issues, we are also aware that our teaching staff need to be supported both in terms of their professional development and the resources available to them, so that they can sufficiently meet the needs of our PP children.

The plan below outlines in more detail how the funding is to be spent to address the barriers to learning described above. It also details the total cost of the initiatives and the amount of funding the school receives.

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| <i>Objective:</i> | To ensure that all PP children achieve their academic potential and meet or surpass age related expectations (where appropriate). | | |
| <i>Success criteria:</i> | <ol style="list-style-type: none"> 1. <i>Progress rates across the school for PP children are similar or equal to other pupils in RW&M</i> 2. <i>The percentage of (non-SEN) PP pupils achieving or surpassing age related expectations in RW&M, is similar to non-PP children.</i> | | |
| <i>Actions:</i> | <i>By whom:</i> | <i>When:</i> | <i>Review (Aut 19)</i> |
| 1. Employ an experienced teacher to provide weekly 1-1 tutoring sessions for PP children | JC | Autumn 18 onwards | End of year data indicates that the great majority of PP children made strong progress which was typically in line with non-PP children: <ul style="list-style-type: none"> • By July 19, all (7) non-SEN PP children are achieving or surpassing age related expectations and these pupils have also made good or better progress. • By July 19, both PP EYFS children achieved the Good level of Development. Both achieved age-related expectations in all areas and exceeded expectations in some areas. |
| 2. Employ a 1-1 teaching assistant to support alongside PP children in lessons for three mornings per week | JC | Autumn 18 onwards | |
| 3. Continue to raise awareness of PP children in each class and for all staff to highlight PP children when planning. | SMT | Ongoing | |
| 4. Compare PP data with Non PP data each assessment period to determine gaps. | BT | Ongoing | |

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| 5. Imbed provision spread sheet showing support each PP child is receiving and associated cost breakdown | MB | Ongoing | <p>In July 19, AH and MB met with the parents of all of the children who have had one-to-one tuition funded through Pupil Premium; the 45-minute tutoring sessions commenced September 2019 and will finish at the end of term in July 2019.</p> <p>AH/MB/class teachers had completed their sections of the evaluation form prior to the meeting; this was discussed with the family members at the meeting and their comments noted on the children's individual forms.</p> <ul style="list-style-type: none"> • 100% of parents said they "strongly agreed" that the tutoring programme had been beneficial to their child/children • 100% of class teachers said they "agreed" or "strongly agreed" (72%) that the programme had been beneficial for the children • No negative comments were received. <p>In summary, it is recognised that the actions planned during the 18/19 academic year have resulted in some strong outcomes for PP children and should therefore be continued into 19/20. With the increase in PP children in September 19 additional funding should be used to employ the Inclusion Manager for extra time to work with/for PP children.</p> | |
| 6. Continue to measure impact of interventions PP children receive | MB | Ongoing | | |
| 7. Imbed and formalise structured conversations held with parents of PP children so that the school can further aid them to support their children | MB | 1x term minimum | | |
| 8. Discuss success of PP children compared to non PP children during triangulation meetings | SMT | 3 times per year | | |
| 9. PP children progress to be measured for performance management | SMT | Autumn 18 | | |
| 10. Provide financial support for PP children so that they can attend all educational trips free of charge | JC/CM | Ongoing | | |
| Grant allocation amount: | | | | £13500 |
| Total cost of actions: | | | | |