

St Dominic's Detailed Priorities Plan 2018-19

Planned Income and expenditure £ 18,440					
Academic year		2018-19			
Number of Pupil Premium Pupils:		10			
i. Supporting families with a financial contribution to their child's access to the wider curriculum					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
No child is excluded from participating in at least one music lessons	Office will Bursar send letters to parents and encourage those in receipt of additional funding to take up a musical instrument or other extra-curricular activities.	Children from disadvantaged backgrounds often cannot afford additional expenses of playing a musical instrument. Parents tell us that they would like their child to play an instrument and welcome the opportunity that this offers	Bursar and Office staff to identify children and families.	TDY and AB	Are children in receipt of additional funding learn a musical instrument if they choose to?
No child is denied access to trip and residential trips on account of being from a disadvantaged background	Office staff identify families who are in receipt of additional funding and send letters/speak to parents	Children from disadvantaged backgrounds often cannot afford the additional expense of trips, including a 5 day residential trip. Before this funding, one child was unable to attend the trip due to parental financial worries.	Office staff to identify children and families. Letters sent out and families spoken to early in the term to ensure that they are aware of the scheme	TDY and AB	No child to be excluded from any trip, including the residential trip, as a result of financial concerns from those families in receipt of additional funding.
Planned Expenditure: £1600.00					

ii. Quality teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
<p>Release all teaching staff to plan and resource a 2x 6-week bespoke Intervention Plan.</p>	<p>Teachers to be released each term to carry out pupil progress meetings and plan detailed intervention and support.</p> <p>In addition, Teachers to deliver after school booster clubs for Maths</p>	<p>Disadvantaged children are at risk of falling behind in their learning, often through poor communication skills, poor reading and writing skills and mathematical knowledge. Without this being addressed, future life chances are put in jeopardy</p>	<p>Each class receives up to 1 day per term to write and plan their Intervention Plan with each group of children.</p> <p>These are reviewed and monitored by the HT before being implemented and monitored each term to ensure disadvantaged children are making progress as a group within school.</p> <p>The impact is monitored 3x a year as part of the monitoring and evaluation cycle. Evidence is triangulated from book looks, pupil conferences and data, both progress and attainment.</p>	<p>JS</p>	<p>See outcome and impact measures from Targeted Support (iii)</p>

Planned Expenditure: £1,600

iii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
<p>Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points</p>	<p>TA's and teachers to work with children in small groups, 1:1 and within class on targeted interventions planned by the teachers:</p> <p>Educational Psychologist and other external service providers to be used to assess children's needs and provide additional support.</p> <p>Additional staff training for teachers and support staff related to developing children's resilience and overcoming barriers to learning that may impact on their progress.</p>	<p>Children from disadvantaged backgrounds often struggle with the basic core skills. If these gaps persist, the gap tends to widen in secondary school and life chances can diminish. This spend ensures that gaps in knowledge and skills in core subjects are closed and children make stronger progress and catch up</p>	<p>Outcomes are monitored as part of the monitoring cycle in terms of data, book-looks and pupil conferences.</p> <p>Lesson observations are conducted as part of the cycle of lesson observations.</p> <p>Termly PP report to governors comparing PP outcomes compared to non-PP</p> <p>Use external tracking to compare PP pupils to national data</p>	<p>RL and all staff</p>	<p>Disadvantaged pupils, without SEND, to make good progress.</p> <p>Progress for PP pupils in EYFS to make good progress. The most able disadvantaged pupils to achieve the higher scores.</p> <p>All disadvantaged pupils to meet the Phonics check in Y1.</p> <p>Outcomes for KS1 to show that disadvantaged pupils make good progress from their starting points and achieve good outcomes</p> <p>Progress at the end of Year 6 for children in receipt of additional funding is similar to or exceed national.</p>

Planned Expenditure: £8,000

iv. Emotional and behavioural support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
Disadvantaged pupils have access to a full range of behaviour and emotional support services	Employ a pastoral worker each week to offer bespoke support service to children	Children from disadvantaged backgrounds can have emotional needs that impact on their learning. A pastoral teacher offers support and guidance to help children's emotional needs and support times of crisis, working in close partnership with HT/SENCO/DSL	Regular communications with counsellor and families to ensure that the service is offering the children's needs and support required.	JS & AB	No exclusions in year Behaviour at school to continue to be judged as Good in SEF Parents and visitors continue to compliment on the children's behaviour around the school as being Good
Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours	Disadvantaged children, and in particular, those who have been in care, often suffer from attachment issues. They need additional support that additional TA training and support is provided for	At St Dominic's we have a number of children with attachment issues and this impacts on their learning and behaviour in school.	Regular communication with parents of children who have attachment issues. Review of My Plans and My Plan+ forms to focus on improving behaviour and attitudes to learning and SEMH.	RL and SH	Pupils with attachment disorder issues to feel safe and have good attitudes to learning from lesson observations, book-looks and pupil conferencing Parent & carers to feel that their children are being well supported and have good attitudes to learning in school
Planned Expenditure: £7,000					