

St Norbert's Primary School -Impact of Pupil Premium Action Plan
September 2016 - July 2017

Objective: To develop enhanced provision for Pupil Premium Children.

SDP - Key Improvement 1: Effectiveness of leadership and management
To sustain outstanding Leadership at all levels across the school.

SDP - Key Improvement 2: Quality of teaching, learning and assessment: To establish St. Norbert's as a centre of excellence providing outstanding education for all.

SDP -Key Improvement 3: Personal development, behaviour and welfare: To ensure our pupils are equipped with the essential life skills and opportunities to enable them to develop into well-rounded citizens of the future.

SDP - Key Improvement 4: Outcomes for children and learners:To develop the curriculum so that it facilitates challenge for all pupils working towards mastery levels.

Article 28: You have the right to a good education.

Article 29: You have the right to develop your personality and talents to your full potential.

Article 31: You have the right to play and rest.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Overview of current last year 2016-2017

In July 2017 there were 14 pupils (6.7%) on the Pupil Premium register.

6 pupils were receiving Free School Meals

6 pupils were 'Ever6'

0 pupil was a Forces children

1 pupil was Post Looked After Child

1 pupil was a Looked After Child

Pupil Premium Funding

In April 2010, the Government introduced the **Pupil Premium**. This additional funding was allocated to children from low-income families who were known to be eligible for Free School Meals in both mainstream and non-mainstream settings and children who had been in Local Authority Care continuously for more than six months. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.. This academic year we will receive £1300.00 per pupil with the eligibility criteria expanded to include pupils from Service families receiving £900 and Pupil Premium Plus (Looked After Children/Adopted from Public Care) receiving £1900 and pupils who do not currently receive Free School Meals but have done so previously within the past six years.

Pupil Premium Allocation

In the academic year 2016-17 the Pupil Premium funding was used to achieve the following outcomes:

- Provision of basic needs such as School Uniform, milk and school meals including additional school equipment/resources for more vulnerable families.
- Additional support in Maths, English and those with social and emotional needs for targeted Pupil Premium children across all cohorts.
- Resources that support pupils to increase their engagement in lessons and to tackle barriers to their learning.
- Resources that support independent learning and promote challenge.
- Provision of Art Therapy to support social, emotional and mental wellbeing of identified pupils.
- Enrichment workshops/activities for pupils.
- Subsidies for curriculum resources, trips and visits.
- Qualified teacher support, guidance and advice for pupils, parents and staff.
- 1:1 Teaching Assistant support for identified Pupil Premium Child requiring support for emotional well being.

During the period April 2016 to March 2017, St Norbert's Catholic Primary School had a total of **£24,640** Pupil Premium Funding, **including a carry forward of £7728.**

The Pupil Premium grant was used to enhance these pupils learning and to assist financially when required. Provision mapping within the school clearly marks interventions for these pupils and their progress is closely monitored. Pupils who are not making expected progress in English and Maths participate in intervention programmes identified by the Inclusion Manager and class teachers and receive extra support in the classroom and/or in groups. Pupils at St Norbert's attend many curriculum related trips and financial help is given to those pupils, who are entitled to Pupil Premium support and who have been targeted as attending the trips. At St.Norbert's we believe that the Pupil Premium funding should ensure the inclusion of all enabling pupil from all socio-economic backgrounds to achieve their full potential. Funding should be

astutely targeted to ensure these pupils progress well and due to personalised provision avoid developing gaps in learning and achieve in line and even exceed their peers.

Curriculum

Children learn best when their learning is fun, meaningful and memorable. At St. Norbert's we employ an investigative, topic based approach which focuses on subject specific skills ensures exciting learning. In the academic year 2016-2017 we have embraced, adopted and begun to embed a Teaching for Mastery approach to learning, which encompasses all of the learning opportunities described but provides teaching and learning which promotes children to learn in greater depth. Wherever possible, English, Maths and Computing are also integrated into topics so that children are truly immersed in their learning. Real life experiences and hands-on opportunities are provided wherever possible in recognition of the fact that learning is more memorable when there is a high degree of pupil involvement in an activity. Pupils in receipt of this funding are targeted where individual needs have been identified and resourcing put into place to support their access to our curriculum. Data is regularly collated and reviewed by staff, Senior Leaders and the Headteacher monitor the progress of all pupils and plan future personalised provision using this funding.

The Wider Curriculum

Supporting children through the effective use of pupil premium funding is paramount in our school and permeates many aspects of school life. Throughout the year we hold themed activities that promote involvement of all pupils and their families but by which we especially target those in receipt of this funding. Activities such as; Dads, Lads and Lasses, Mums and Kids Survival Day, Building Learning Power days, Culture Week and Enrichment Days, as well as targeted activities such as Music lessons, have all given eligible pupils the opportunity to participate in events that they may not have had the opportunity to do so otherwise. During our residential visits, pupil premium children are given opportunity to participate in many different activities which may include orienteering, caving and assault courses. Other individuals and groups are used to enhance the variety of activities and we take full advantage when these opportunities become available.

Beyond the School Day

The school is keen to provide a wide range of extra-curricular clubs for children throughout the year which are organised by our teaching staff and/or sports coaches. Children enjoy the opportunity to work with different teachers and have the chance to try many activities such as Football, Badminton, Hockey, Dance, Knitting, Gardening, Sumdog and many more. We try to cater for all our children's needs and so ask the children which clubs they would like to see included during the year through pupil surveys; we also monitor participation of pupil premium children at clubs and provide financial support for those chargeable clubs.

Commitment

St. Norbert's is committed to providing an increasing range of opportunities for pupil premium children to participate in all aspects of the curriculum and extra-curricular activities.

Impact to date of Action Plan for Pupil Premium Funding Academic Year 2016/2017

Funding - £24 640 including carry forward from 2015-16 of £7728
(Pupil Premium -FSM/Ever 6 £22,440, Post LAC £1900, Services £300)

Action Plan	Inclusion, engagement and achievement of pupil premium children		Overall Target	To optimise pupil performance of vulnerable groups	
Current Situation/Critical Analysis			Required Changes		
School is extremely focussed on facilitating outstanding provision at all levels for those children who are eligible for pupil premium funding across all aspects of the curriculum.			Ensuring progression of skills across the school with a greater focus on attainment of pupil premium children in core areas.		
Actions (including staff training needs)	Key Personnel	Time Scale	Costs	Projected Success Criteria/Intended outcomes	Actual Impact
To provide qualified teacher support, guidance and advice for pupil, parents and staff, with responsibility for planning and coordinating provision for Pupil premium children, monitoring, evaluating, measuring impact and reporting to stakeholders.	Inclusion Manager	September 2016 - March 2017	Projected £12,000 Actual £11,648.76	Pupil Premium children are given a range of enrichment and engaging learning opportunities to develop confidence and self esteem. Pupils are supported in their learning and make good to outstanding progress. Good working relationships developed with parents in supporting pupil premium children in all areas of development. Staff are confident in supporting pupil premium children in achieving the best of	Pupil Premium children have been provided with a range of activities and support to develop confidence and self-esteem. 3/20 pupils completed Drawing and Talking Therapy with the Inclusion Manager which boosted self-esteem and developed strategies to identify and support needs and enabled pupils to be more independent in managing feelings and

				<p>their abilities.</p>	<p>emotions.</p> <p>4/20 PP Children worked with Inclusion Manager on SEAL activities to develop strategies to support with emotional wellbeing which has impacted on developing more positive behaviours and friendships. This in turn has impacted on pupil engagement in lessons and on progress being made.</p> <p>Significant amount of Inclusion Manager's time has been spent supporting identified Pupil Premium Children with very specific emotional and mental wellbeing needs, and supporting the families in developing strategies to manage these emotions and behaviours. Time has also been spent liaising with outside agencies to ensure the correct support is in place for these pupils and families. As a result 1 pupil received an EHCP and Inclusion Manager has been collating evidence to apply for an EHCP for another Pupil Premium child as well as organising and completing EHCP</p>
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					<p>reviews for 2 PP children.</p> <p>CPD and Time spent with Teaching Assistants and teaching staff has enabled confidence to develop in identifying and delivering support for specific needs of PP children.</p> <p>Pupil Premium children state that they feel more confident and able to engage in classroom learning as a result of the support they have received from all staff. Staff report that PP pupils are more engaged in learning and making expected or more than expected progress in most areas. PP pupils with very specific needs are being monitored closely and targeted intervention put into place.</p> <p>The time that the Inclusion Manager has spent supporting parents has enabled good working relationships to be developed. As a result these parents are more engaged in their children's learning and in supporting their children at home in ways that are</p>
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					<p>consistent with school support and strategies. This has had a direct impact on the engagement of these pupils within the classroom setting.</p>
<p>To provide 1:1 TA support for the emotional, social, and mental well being of Pupil Premium Pupils</p>	<p>HT Inclusion Manager 1:1 TA</p>	<p>April 2016 - March 2017</p>	<p>Projected £6200 Actual £5398</p>	<p>Pupils emotional, social and mental well being needs are being supported leading to development of self confidence and self esteem. Pupil progress is good and pupils report that feel happy and confident in their learning at school.</p>	<p>Due to the increasing social, emotional and mental wellbeing needs of specific Pupil Premium pupils, support has been put in place to deliver focus additional activities to develop strategies and management of these behaviours.</p> <p>1:1 enhanced support for 2 PP children has enabled these children to engage in classroom learning and 1 of these pupils has made expected progress in maths and English. This is due to the support being in place to help this pupil manage his emotions and behaviours so this doesn't impact on his learning.</p> <p>The summer term has involved the PP TA supporting more pupils with social, emotional and mental wellbeing development as well as transition support for the Year 6 PP children to enable them to be secondary</p>

					ready.
To provide additional teacher support for Pupil Premium children to be able to access the full curriculum and make expected progress in core subjects through splitting the identified cohort, which will also provide respite for those PP pupils with additional complex needs.	HT Inclusion Manager	April 2016 - March 2017	Projected £3500 Actual £3402	Pupil Premium child make accelerated progress to narrow any emerging or existing gaps in learning. Pupil premium 100% children to be making good or better progress. Pupils emotional, social and mental well being needs are being supported leading to development of self confidence and self esteem. Pupil progress is good and pupils report that feel happy and confident in their learning at school.	Support was put into place for a 6 week period employing an additional teacher to support a cohort with a high percentage of PP children. As a result PP children have made expected progress in core areas of English and maths as they have benefited from working in smaller groups. This also had a positive impact on pupil emotional and educational wellbeing as there was a higher percentage of engagement in learning and participation in lessons than had been prior to this intervention being put into place.
To provide resources that support independent learning and promote challenge.	Inclusion Manager Pupil Premium	April 2016 - March 2017	Subscription for Sumdog for Maths £20 projected Actual	Pupils basic number sense and mental maths skills through targeted maths apps. Pupils make good progress in maths and become fluent mathematicians. Pupils have access to a range of interactive and practical support to develop key SPAG	All PP children received access to a paid subscription for Maths and Spelling on the interactive online Sumdog. A survey of use and impact -

	1:1 TA		<p>£20</p> <p>Multi - Sensory equipment</p> <p>£350 Projected</p> <p>Actual £0</p>	<p>skills.</p> <p>100% pupils access interactive maths activities at home through personal kindles. 100% make good or better progress in Maths.</p> <p>100% pupils are supported with developing SPAG and 100% make good or better progress in SPAG lessons.</p>	<p>July 2017 indicated that: 12/14 PP pupils (86%) accessed Sumdog learning at home and as a result 10/12 parents reported that they were engaged more in supporting their child's learning. 14/14 PP pupils (100%) stated that they enjoyed using Sumdog to learn and that tis helped them with their maths skills.</p> <p>Multi Sensory resources were funded through the SEND Budget</p>
To provide enrichment workshops for pupils.	Inclusion Manager Teachers Outside providers	April 2016- March 2017	<p>Music lessons - keyboard/gu itar</p> <p>(£200 Projected)</p> <p>Actual £22.38</p>	<p>Workshops promote higher order thinking skills and enable children to develop stamina for critical thinking and awareness. Pupil's self-esteem is raised. Pupils social skills are enhanced and developed leading to pupils increased self awareness and self confidence. Pupil interviews demonstrate 100% enjoy the enrichment activities provided. Pupils develop perseverance and independent learning skills which promote good progress and achievement 100% make good or better progress.</p> <p>Pupils overcome barriers to learning, by reducing worry and lack of confidence. To</p>	<p>April 2017-July2017 there was only 1 pupil who accessed Music lessons.</p> <p>There was no uptake of any further PP children accessing additional music lessons this academic year through pupils own personal choice.</p>

				reduce pupils experiencing issues over an extended time.	
To provide subsidies for curriculum resources, trips and visits.	Inclusion Manager	April 2016- March 2017	<p>Projected £1000</p> <p>Actual £411.92</p>	<p>Families are routinely supported with financial implications of trips and visits by school funding allowing pupils to attend where previously families may have declined consent to attend due to financial constraints. Percentage of families taking up financial support greater than in previous years. Pupil relationships with peers maintained, isolation from events greatly reduced. Holistic learning experiences more readily accessed by pupils that previously they did not experience for example, outdoor adventure.</p>	<p>PP children and families have received financial support to enable pupils to attend school trips and visits that otherwise they would not have had the opportunity to be involved with. As a result these pupils have been involved in a variety of rich and rewarding experiences that have also helped to develop confidence and self-esteem as they engage with their peers in social situations that would otherwise not be possible. These pupils have grown in confidence and happiness, reflected in their attitude to learning and enjoyment of the world around them.</p> <p>All PP children accessed school trips and 3/14 pupils were able to attend residential trips to The Briars and Caythorpe.</p>

					<p>PP pupils accessed a range of school visits (subsidised and free) at different times and dependant on Year group activity</p> <p>Examples of these were:</p> <p>Southfield House-WW1 poetry and games</p> <p>Southfield House - Christmas Carols</p> <p>Briars residential</p> <p>Judaism Workshop</p> <p>Christmas Unwrapped event</p> <p>Science Energy Workshops</p> <p>British Museum</p> <p>Library Visit</p> <p>Dementia Café</p> <p>BLP STEM day</p> <p>Drama Workshop</p> <p>Caythorpe Residential</p> <p>Peterborough Museum</p> <p>Sorcerer's Apprentice</p> <p>Snettisham Farm</p> <p>Wicksteed Park</p> <p>The Deep</p> <p>Belton House</p> <p>Sealife Centre</p>
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<p>To provide social, emotional and mental wellbeing support for pupils in need through Art Therapy.</p>	<p>Inclusion Manager Qualified Art Therapist</p>	<p>April 2016 - March 2017</p>	<p>Projected £1500</p> <p>Actual £199.23 for Art Therapy resources</p>	<p>Pupils emotional, social and mental well being needs are being supported leading to development of self confidence and self esteem. Pupil progress is good and pupils report that feel happy and confident in their learning at school.</p> <p>Good home/school communication is supporting the needs of the individual pupils while leading to an overall productive teaching and learning environment. Pupils are engaged in their learning as other needs are being supported. Pupils develop a means to communicate feelings and strategies to deal with their needs, leading to happy, confident pupils.</p> <p>Whole school consistent approach enables a secure and safe working atmosphere for these pupils.</p> <p>Pupils learn how to cope with difficult situations.</p> <p>Pupils happier in school and attendance improves. Pupil Progress is good.</p>	<p>This academic year 2016/2017 we were fortunate enough to have an Art Therapist trainee working in school, under the direction of the trained Art Therapist that has previously worked with our PP children.</p> <p>There was no cost implication for the Art Therapy sessions as they were provided for free as part of the trainee's work experience.</p> <p>3/14 PP pupils accessed ART Therapy sessions to support with emotional and mental wellbeing over 2 terms. 1 pupil received an 8 week block of Therapy 1 LAC received a 10 week block of therapy 1 pupil received a 6 week block of group therapy.</p> <p>All pupils engaged in the Art Therapy process were provided with strategies to cope with emotions and feelings, which impacted on them being more positively engaged in the classroom and with their</p>
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					<p>learning, as well as supporting development of social interaction and communication skills. The opportunities to express themselves in a safe and secure environment has led to these pupils being calmer and more settled in their school and home life, therefore impacting positively on their engagement with learning and making progress. Specific needs that were significant barriers to learning have been reduced greatly.</p> <p>As a result of these sessions 1 LAC pupil will be supported by further art therapy sessions in 2017/2018 to allow a longer period of time for this PP pupil to develop strategies to manage and be more aware of own emotions and develop strategies to cope in certain situations.</p> <p>The strategies identified and developed through these sessions have also enabled staff to support through a consistent and whole school approach.</p>
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<p>To develop higher order thinking skills in pupils.</p>	<p>Inclusion Manager</p>	<p>May 2016 - May 2017</p>	<p>Projected £96.00</p> <p>Actual £96.00</p>	<p>Pupils develop their thinking skills through accessing activities on www.goodmorningchildren.com;</p> <p>Activities are guided by the personal interests of the children and 100% of pupils report they enjoy the challenges during morning activities.</p>	<p>This resource is used throughout school during morning thinking skills time to enable pupils to engage in stimulating challenges that covers all aspects of the curriculum including Global learning, current affairs and varied topics related to learning. It has helped to develop creative thinking and problem solving skills. PP children have been able to develop their knowledge and skills of aspects of life that go beyond the school curriculum and as a result gain valuable life knowledge and skills that they can use in everyday life.</p>
<p>To provide appropriate school uniform to increase attendance and engagement with all aspects of school life.</p>	<p>Inclusion Manger</p>	<p>September 2016 - April 2017</p>	<p>Projected £500</p> <p>Actual £823.57</p> <p>£408.48 uniform £39.95 school shoes £342.40 school milk</p>	<p>Attendance of all pupils in receipt of Pupil Premium funding meets and in some cases exceeds the target of 95% attendance throughout the academic year;</p> <p>Pupils self-esteem is raised and 100% report they are happy to come to school. 100% of pupils report that they know they have the correct uniform</p>	<p>Provision of school uniform has supported PP children in feeling happy and confident in coming to school as they feel part of the school family. It has also developed positive relationships with parents who are more supportive in ensuring that their children come to school in the correct uniform. Positive relationships developed between school staff and parents have</p>

			<p>£32.74 breakfast club</p>		<p>led to parents feeling more confident in asking for the support and help they may need.</p> <p>The cost of this also includes shoes purchased for 1 PP child, whose parent is struggling financially and this has enabled this pupil to be able to wear the correct school uniform, which has also ensured that this pupils growth and development is catered for appropriately.</p> <p>This cost also included the provision of milk as a breaktime nutritional drink to ensure good health and development for our PP children.</p>
<p>Total Expenditure: £22,021.86</p>					

Monitoring and Evaluation of the Intended Outcomes

Inclusion manager to monitor impact of funding through use of:

- Pupil Interviews
- Analysis of CPD Evaluation forms (where appropriate)
- Staff Audits
- Lesson Observations (TA's/1:1 support)
- Focused Governor Visit
- Intervention folder monitoring
- Collation of Pupil Premium experience evidence folder-photographs of lessons, events and clubs etc.
- Monitoring the number of pupils accessing both free and paid clubs.
- Monitoring of pupil progress
- Inclusion Manger to present findings to SLT and governing body through detailed subject reports.

All actions to be secured by end of financial year resulting in completion of this action plan. Analysis of impact will then be used to inform further action plan(2017/18) to build on developments and maintain as school priority.