

What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

“It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”

Source - DfE website

The Pupil Premium grant is a sum of money allocated to local authorities and schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years. It is intended to enable schools to provide targeted support to help vulnerable children to reach their full potential and diminish any differences between disadvantaged pupils and their peers. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

At St William’s Catholic Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the schools own budget will help ensure this money is spent to maximum effect.

Information to be published to parents:

In place of the current requirements regarding information about pupil premium expenditure, schools are now required to publish their PUPIL PREMIUM STRATEGY.' This should include:

1. In the previous academic year:
 - how the pupil premium allocation was spent
 - the impact of the expenditure on eligible and other pupils

2. The current academic year:
 - the amount of the school's allocation of pupil premium grant
 - details of the main barriers to educational achievement
 - how the allocation will be spent to address the barriers and why these approaches were taken
 - how the school will measure the impact of the pupil premium
 - the date of the next pupil premium strategy review.

Who is eligible for free school meals?

Children whose parents receive certain support payments are entitled to receive free school meals. If you think that you may be eligible, we urge you to apply by completing the 'free school meals' application form on Wigan Council's website, or contact a member of their team:

Contact Details

E-mail	https://www.wigan.gov.uk/Resident/Benefit-Grants/Welfare-Reform/apply-for-benefit.aspx
Opening Hours	Telephone: Monday to Friday 8.00 to 18.00. Saturday 8.00 to 12.30. Opening Hours Mon - Fri 09.00 - 17.00 Saturday 10.00 - 16.00
Phone Number	01942 828644
Textphone (Minicom)	01942 828725
Fax	01942 828613
Facilities	Disabled Access, Disabled Parking, Disabled Toilets, Parking, Lift
Address	Wigan Council, Wigan Life Centre, The Wiend, Wigan, WN1 1NH

Eligibility Criteria

Parents/guardians in England do not have to pay for school meals if they receive any of the following:

- Income Support
- Income-Based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Guarantee element of State Pension Credit

Pupil Premium is an important payment for schools and a really good opportunity for eligible parents to get even more support for their children in schools.

My infant child gets a free meal anyway - do I still register?

Yes, yes, yes!!!

September 2014 saw the launch of the 'Universal Free School Meal' offer which now means that children in Reception, Year 1 and Year 2 classes all receive a free school lunch every day! Whilst this is fantastic for families, we have become concerned that it is deterring some of the eligible parents & carers (under the old criteria) from completing the registration process. We urge all eligible families to claim so that school receives targeted money to spend on their child's learning.

Did you know...just registering your child for Free School Meals means that the school gets extra money?

For every child registered, St. William's gets £1320 this year!

With this money we could purchase resources which improve outcomes for our most vulnerable learners. We urge you to register so that we don't miss out!

Pupil Premium at St. William's.

Our key aim in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good or better progress and our performance data shows that pupils in receipt of the grant achieve equally well. However from time to time the levels of attainment for children eligible for free school meals are lower. Through targeted spending we are determined to make sure that all groups of pupils perform equally and consistently well. For children who start school with skill development lower than that expected for their age, our aim is to ensure that they catch up urgently in order to reach at least the required expectations for their age.

Our pupil premium money has been used to provide a range of additional support for our children and these interventions, along with quality first teaching have started to have a positive impact on children's attainment and self-belief.

Through targeted interventions we are working hard to eliminate barriers to learning and progress. One of the schools aims is to ensure that **ALL** groups of pupils make good progress in order to reach **age related expectations** as they move through the school.

Targeted support is being provided through one-to-one and small group throughout the school. These interventions support children in knowing where they are and what they need to do to improve their work.

Increasing Parental Engagement has also been a focus at the school. A range of learning opportunities have been provided to help parents develop their own skills in English and maths - to make them better equipped at supporting their children at home.

Number of pupils and pupil premium grant (PPG) received 2016-17
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Total number of pupils on roll	207
Total number of pupils eligible for PPG	84
Amount of PPG received per pupil	£1320
Total amount of PPG received	£110,880

In the 2016 to 2017 financial year, school received the above funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6

Schools also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, schools will receive for them the £1,900 rate. Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. However, funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

When making decisions about using pupil premium funding we consider it crucial to consider the following for each individual:

- Supporting learning in the curriculum;
- Supporting pupils' social, emotional and behavioural needs;
- Supporting enrichment opportunities beyond the curriculum;
- Supporting families and Community.

How will we measure the impact of the Pupil Premium?

Our school performance data and school assessment information captures the achievement of pupils covered by the Pupil Premium. We also produce individual costed provision maps for all the pupils in receipt of the PPG to evaluate the impact of spending across the four areas mentioned above.

At St William's Catholic Primary School, the usual cycle of data will be used to measure pupil progress and enable the early identification of further need, support and/or appropriate intervention. Review meetings take place each half term and include Senior Leaders, Class Teachers and Learning Support Assistants (LSAs).

Each half-term, the school will review the impact of actions taken and plan for how the funding will be specifically allocated over the next half term. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. NB: There are

some pupils who are not eligible for Pupil Premium but are included as they may benefit from accessing additional support.

Identified barriers to educational achievement for pupils eligible for the Pupil Premium:

At St William's Catholic Primary School we have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance and Punctuality;
- Emotional well-being and mental health;
- Limited access to educational enrichment experiences such as visits out, participation in physical activities and out-of-school clubs;
- Home support;
- Low attainment on entry to school;
- Poor communication & language skills;
- SEND Social, Emotional and Behaviour Difficulties;
- SEND Cognition and Learning Difficulties;
- Aspirations;
- School Readiness.

Desired Outcomes

Priorities from school data

EY: To increase the percentage of disadvantaged children who achieve a "Good Level of Development" (GLD) to be in line with that of non-disadvantaged children nationally.

Y1 Phonics: To increase the percentage of disadvantaged children who achieve the Year 1 phonics screening to be in line with that of non-disadvantaged nationally.

Key Stage 1: To increase the percentage of disadvantaged children attaining at least the expected standards (ARE) in all subjects for all Early Years (EY) development groups so that the percentage is close to or above national figures for other pupils.

Key Stage 2: To increase the progress of disadvantaged pupils to be in line with progress made by non-disadvantaged pupils nationally with no significant difference in all subjects.

To narrow the attainment gap between disadvantaged pupils at St William's and non-disadvantaged nationally.

Attendance :

To improve the attendance of disadvantaged pupils.

To reduce the persistent absence rate of disadvantaged pupils.

Spending Rationale

At St William's we have grouped the barriers to learning under five key areas. Our rationale for spending our Pupil Premium Grant is set out under these key areas.

Quality of Teaching and Personalised Learning

We use evidence based research to choose the best ways of ensuring the quality of teaching is the best it can be and this raises standards for all children. The recognition of problems and intervening early can mean that gaps in learning are closed quickly. There are also times when individual children need a little bit of extra help to remove a barrier in their learning.

Social and Emotional Support

Children who develop good social skills, are emotionally well and have good mental health tend to make good progress.

Parent Partnership

Having parents involved in supporting their children's learning and engaging with the life of the school makes a big difference to learning and progress.

Enrichment Experiences

We know that providing real life experiences for children who may not have the opportunity to access these at home, can help to bring learning to life.

Attendance and Punctuality

We know that if children attend school on time every day, they will make more progress,

Quality of Teaching and Personalised Learning

<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>When will we review implementation?</i>
Improved outcomes in Reading for all year groups	Whole-school initiative to focus high quality guided reading and regularly expose children to comprehension questions,	School tracking shows a difference between reading ages and comprehension assessments.	Half termly pupil progress meetings led by HT. English lead's monitoring and evaluation. SLT monitoring.	Termly
Improved outcomes in Mathematics for all Year Group	To further enhance the our use of concrete and pictorial resources progressively throughout school	Research through MAST teacher and Maths Hub	Singapore bar method integrated as a pictorial resource with the daily maths lessons across school Half termly pupil progress meetings led by HT. Maths lead's monitoring and evaluation. SLT monitoring.	Termly
Improved conversion of low and middle prior attainment groups to achieve ARE. Improved progress for these groups.	Planning which identify children below ARE and their individual barriers to learning and planned next steps to address this	On entry data and school tracking system.	Half termly pupil progress meetings led by HT & DH. SLT monitoring	Termly
All children meet their age related and progress targets.	Deployment of an additional teachers , HLTAs and TA's to team teach in order	School tracking system.	Half termly pupil progress meetings led by HT & DH. SLT monitoring.	Termly

	to reduce pupil/staff			
Teachers are effective in tracking individuals and groups and using this information to improve the progress of children.	Implementation of, training for and ongoing development with our new school assessment tracker	Building on the new assessment system to achieve a consistent and efficient tracking system across the whole school	Half termly pupil progress meetings led by HT & DH. SLT monitoring	Termly
Individual children catch up, in order to access the programme at an age related expectation.	Numicon intervention and "Talking Maths" led by trained and experienced	School tracking system.	Half termly pupil progress meetings led by HT & DH. SLT monitoring.	Termly
Year Two and Six will meet age related expectation and progress targets.	Boosters delivered before school, afternoons, after school	Low starting points. Data analysis. SLT and Teacher identification through pupil progress meetings.	Half termly pupil progress meetings led by HT. SLT monitoring.	Termly
To support pupils with areas of development in Spelling.	IDL and Precision Monitoring implemented for identified children	School tracking system.	Half termly pupil progress meetings led by HT & DH. SLT monitoring.	Termly
Early Years and Key Stage pupils will meet the expected standard in phonics.	Phonics intervention led by trained staff	Low starting points. Data analysis. Teacher identification.	English and EY lead undertakes regular monitoring. SLT monitoring	Termly
To support pupils with areas of development in early reading.	"Early Reading" and "Reading Plus" implemented for identified children.	Research identified rapid progress made	English and EY lead undertakes regular monitoring. SLT monitoring	Termly
Improve speech and language skills in Early Years.	Speech & Language intervention, specific programs and training through speech and language team "Talking Circles" implemented	Early identification through speech and language team	SEND and EY lead undertakes regular monitoring. SLT monitoring	Termly
Total Budgeted Cost				£75,000

Social and Emotional Support

<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>What is the evidence and rational for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>When will we review implementation?</i>
Identified children feel safe and secure. School meets individual children's emotional well-being	Counselling, provided by Wigan Family Welfare, one day a week	Increased referrals to Wigan Family Welfare. Identified need within school.	Regular reviews between the HT and the counsellor.	Annually
Identified children feel safe and secure. School meets individual children's emotional well-being	Afternoon Nurture groups	The identification of vulnerable children and families (Boxall Profile analysis).	On entry and exit data analysis. Pupil tracking data. Teacher feedback. Nurture teacher will attend regular Nurture Network Group Cluster Meetings	Termly
Identified children feel safe and secure. School meets individual children's emotional well-being	Lego therapy, after school and during lunchtimes	The identification of vulnerable children and families (Boxall Profile analysis).	On entry and exit data analysis. Pupil tracking data SEND lead monitoring	Termly
Identified children to access multi - sensory play experiences	Messy play	The identification of vulnerable children and families. Supports attachment issues and early learning gaps	Monitoring of qualitative outcomes by SEND lead	Termly
Total Budgeted Cost				£23,000

Parent Partnership

<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>What is the evidence and rational for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>When will we review implementation?</i>
Parents and pupils regularly attend multi-professional meetings without other siblings	To enable parents of disadvantaged pupils to attend multi-professional sessions with child.	Missed meetings and appointments with a variety of agencies hindering pupils access to support	Monitored by SLT	Termly
Parents who have an understanding	Curriculum workshops provide	Parent voice through parental	Monitored by subject leaders and	Termly

of the curriculum are able to support their children at home	parents with the opportunity to find out about the curriculum, what their children will learn and how they will be taught.	questionnaires	SLT	
Parents to develop strategies to support children's early reading skills	"Parent in Partnership" led by two EY teachers	Low on entry attainment, Researched through EY cluster	Monitored by EY lead and SLT	Termly
Total Budgeted Cost				£3,000

Enrichment Experiences

<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>When will we review implementation?</i>
All pupils experience visits and enrichment Eg Theatre visits, Museums, art galleries.	To ensure that all pupils including disadvantaged pupils have access to school visits and enrichment activities to enhance their learning opportunities	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they excel at, take pride in and develop a sense of achievement	PP leads will gather data from school clubs, sports coaches and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the school can help.	Termly
Disadvantaged pupils access and achieve in clubs like the piano, rugby, athletics, cookery	Disadvantaged pupils have access to extracurricular activities run by qualified staff.	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they excel at, take pride in and develop a sense of	PP leads will gather data from school clubs, sports coaches and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the school can help.	Termly

		achievement		
Total Budgeted Cost				£8,000

Attendance and Punctuality

<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>When will we review implementation?</i>
Improved attendance and punctuality of disadvantaged pupils.	To monitor and recognise good and improved attendance through awards and recognition. These awards support good attendance and punctuality, which is essential.	Successful practice continuation significantly improved punctuality and attendance. Feedback from children, parents and staff. To reduce persistent absence	Termly reports to governing body and meetings with Startwell Link Worker	Annually
Disadvantaged children in school and ready to learn at 8.45am. Reduction in the persistent lateness of disadvantaged pupils. Increase in attendance.	Wake Up & Shake Up. Engagement with outside agencies e.g. Startwell and Attendance Enforcement Team	Successful practice continuation significantly improved punctuality and attendance. Feedback from children, parents and staff. To reduce persistent absence.	Termly reports to governing body and meetings with Startwell Link Worker	Annually
Total Budgeted Cost				£2,000

The shortfall in costings will be met through the school budget.

If you have any questions or would like to know more about Pupil Premium funding and how it is being used to benefit your child, please speak to the headteacher.

If you think your child may possibly be eligible for free school meals, even if you don't want your child to eat school meals, please call into the office to collect a claim form. Every child who is eligible generates valuable income for the school.