

**St. Bernadette's Catholic Primary School
School Improvement Plan**

Area for development: SIP Priority 4 Pupil Premium

Rationale: From analysis of data, Pupil Premium children still do not perform as well as non-pupil premium children.

Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Evaluation
1) To review provision for Pupil Premium children with regard to emotional and mental health needs.	<p>'Tappy Twins' lead to provide training for staff with regard to helping children to recognise and control emotions.</p> <p>Children who struggle with emotional needs to be prioritised to work in small groups or 1:1 with 'Tappy Twins' Lead</p>	<p>N. Lavin R. Bhella - Kelly 'Tappy Twins' Lead</p>	<p>Staff will have received training with regard to helping children recognise their emotions. Staff meeting during Autumn term.</p> <p>Pupil Premium children who are having difficulties regulating and controlling their emotions will have received support from 'Tappy Twins' on 1:1 or small group basis.</p> <p>Ongoing - Weekly</p>	<p>Cost of 'Tappy Twins' Lead £180 for 1 afternoon per week.</p>	
2) To allocate a Pupil Premium lead for each year band.	<p>As part of the performance management process a Pupil Premium lead to be allocated who will be responsible for overseeing the provision and impact of Pupil Premium intervention within their year band.</p> <p>Time will be given to meet with those staff responsible for delivering the intervention and also to feedback and review impact.</p>	<p>A. Carroll Allocated Year Band lead</p>	<p>Targeted intervention will take place with Pupil Premium children focusing on specific needs within the year band.</p> <p>Clearer oversight of the impact of each intervention will be gleaned through case studies and regular contact with those providing the intervention.</p> <p>Interventions will be reviewed each half term looking at the impact and whether changes need to be made.</p> <p>Ongoing</p>	<p>Release Time</p>	
Review					

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3) Teaching assistants to be used to improve children's basic skills through interventions for Reading.	TAs will be timetabled to teach discrete elements of Reading, Writing or Mathematics that children are struggling with (e.g. Spellings, handwriting, number bonds, times tables). TAs to receive training on teaching handwriting and number facts.	A. Carroll Year Band Lead for Pupil Premium	Pupil Premium children will have better acquisition of the basic skills needed to help them access the curriculum and will have greater confidence to help them progress more. Ongoing - groups to be reviewed half termly with Year band Lead for Pupil Premium	£5,000.00 Resources: £1060	
4) A 'Jackanory' reading club to be established to target reluctant readers	A 'Jackanory' Club will be established with children meeting weekly to read to younger children and to discuss reading books and recommend books to be taken home.	A Carroll J Docker	Children will be engaged more in reading and will have a greater thirst for and enthusiasm for reading. Pupils will be taking more books home to read for pleasure. Older children will be more enthused by helping the younger children. Weekly.	Resources: £200	

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5) Easter and Summer School.	Holiday clubs run by school staff in Easter and Summer holidays for those Pupil Premium children who have been identified as requiring extra support. The clubs will run for a week of the school holidays and are designed to enrich the lives of these pupils who may not have a family holiday.	A Carroll	Pupil Premium children will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these children have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers, being safe and enjoyment. Easter and Summer	£12,000.00	
6) Third Space Learning	30 children identified as PP requiring extra support in Maths will take part in online maths tuition.	L Nugent	Progress and engagement in Maths will increase and children will achieve national. Mon: 1-2 Wed: 2-3 Thurs: 2-3	£13,700	
7) To investigate adaptive learning software to support the learning of Pupil Premium Children. Drag and Easy Speak Software	Various adaptive learning software will be explored which could be used to help develop, enhance and consolidate the learning opportunities provided for Pupil Premium children. If suitable software is found, children will be allocated time to use the software on a	A Hulse	Appropriate adaptive learning software will be sort and children will be timetabled to use the software. Pupils will access the software which will help them learn and ultimately progress at a greater rate.	Cost of software	

	weekly/ daily basis.				
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8) iPads for Early Years Provision	Teacher/Teaching Assistant led intervention in Maths and English	E Finnegan M Abbot	PP Pupils achieving early learning goals September 18	£2700	
9) Mentoring	Teaching Assistants are assigned a selection of disadvantaged pupils who teachers have identified as those who would benefit from mentoring.	A Carroll Year Band PP Leads	That disadvantaged pupils will be more 'ready to learn' as the emotional issues that they may bring in to school can be discussed with their mentor. This will allow them to be able to concentrate on their learning without the emotional distractions that they may have. As a result, these pupils will make greater progress. Continuous support	£5,500.00	
10) Breakfast Boxes	Breakfast boxes to be provided in each year band for those children who come to school without breakfast. These will be topped up throughout the year.	A Carroll/L Nugent	Research suggests that 2 months extra progress is made from pupils who have a breakfast. The outcome of providing a breakfast box will be that all children in school will have a breakfast and therefore will not be in school hungry. Beyond this, concentration will increase and as a result, academic achievement. Ongoing	£250.00 approx	
11) Feedback regarding	Feedback provided to	A Carroll	Governors are fully involved in the	NA	

Pupil Premium to governors	governors on initiatives in place in school and the impact these have on PP pupils in relation to the whole child including experiences, emotional needs and academic achievement.		progress and well-being of PP pupils and are able to support and challenge school leaders on the impact that pupil premium provision is having on the progress and development of these pupils.		
12) To provide pupils and their families with support and advice.	Pupil and parent support workers employed in school to provide mentoring and support for pupils as well as their families. Support could include help with housing issues, accessing funding as well as relationship and parenting advice. Referrals of pupils by staff for mentoring and/or counselling, attendance issues and signposting for specific support such as attendance, bereavement counselling, anger management and behaviour issues to specific agencies.	F Shalvey P Payne	Increased attendance, improvement in emotional well-being, behaviour, development of friendship groups, social skills or in general self-esteem. Improvement and stability of home life which in turn improves chances for greater opportunities to reach full potential. Continuous	£25,000.00	
13) Beanstalk Reading Intervention	Three PP pupils from Y4 to continue the Beanstalk reading programme.	L Nugent	Increased progress and engagement in reading September - April	£650	
14) Intervention provided for those pupils who are not making expected progress or who are below expected attainment in	Disadvantaged pupils from Y1 to Y6 who are not making expected progress or who require extra help to reach expected standards.	A Carroll PP Leads	That all PP pupils will make at least expected progress and reach expected standards in Reading, Writing and Maths and that the more able PP children will work at greater depth.	£24,000	

Reading, Writing and Maths. Intervention provided for those pupils who may have the potential to work at greater depth.			Ongoing from September		
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15) Play Therapy/Tappy Twins/Ed Psych	Social/emotional therapy and identification from outside experts to help the development of pupils with emotional and specific needs.	A Carroll R Bella F Shalvey/P Payne	Pupils provided with emotional support and identified ways to deal with their needs. Providing time to talk and explore feelings. These pupils will be more able to take a full part in the curriculum and provide them with the skills to manage emotions longer term. Ongoing throughout 18-19	Play Therapy £3000 Ed Psych £6000 Tappy Twins	
16) Pupils are screened if they are displaying dyslexic traits. Following identification, the Nessy programme is administered. Those who are identified as having dyslexic tendencies then receive specialised intervention.	PP pupils who have been identified as having dyslexic tendencies are provided with extra support which will enable them to make greater progress in Reading and Writing.	R Bella	Greater progress made in Reading and Writing. Increased confidence with written work. Ongoing throughout 18-19	£13,230	
17) Pupils tested for Speech and Language developmental issues. 1:1 intervention	Speech and Language issues are quickly identified and support put in place to ensure that S&L is not a barrier to learning. As a result,	R Bella V Carroll	Development of their use of language when talking and during lessons. Able to access their age-related curriculum.	£31,267	

provided throughout the academic year.	a greater proportion of pupils will achieve GLD by the end of reception and increased ability to access their age expected curriculum.		Ongoing throughout 18-19		
Points for Action	Provision	Lead Person	Outcome with timescale	Cost	Evaluation
Library Refurbishment	To re-design the library into a space that will develop and encourage a love for reading.	C Connaire	Re-designed library used for PP children during lessons and for intervention as well as lunchtime clubs. Autumn Term 2018	£12000	
Listening Centres	Listening centres in classrooms for groups of children to use and listen to audio books.	K Lakin/C O'Toole	Used during Reciprocal Reading and during ERIC time to encourage children to read and develop a love for reading. Autumn Term 2018	£1000	
Magazine/Newspaper Subscription	From survey, pupils do not read magazines, newspapers or comics. These will be provided for pupils to read during their ERIC time to develop a breadth of reading material and a range of genres.	C Connaire	Children are reading and experiencing a wider range and variety of types of writing to develop a broader reading knowledge. Ongoing throughout 18-19	£1000	
Residential Trips	Identified pupils who do not attend trips for financial reasons to be paid for through PP Funding.	A Carroll	Pupils able to take a full part in the whole curriculum regardless of cost. 2018-2019	£2000	
Accelerated Reading Programme	Accelerated Reading Programme to be introduced in school to develop reading particularly of Disadvantaged pupils.	C Connaire/K Lakin/C O'Toole	Greater participation in reading, particularly at home creating a love of reading. Autumn Term 2018	£3000	
Cycling Workshop	Cycling workshop provided for dis-engaged pupils who would benefit from developing and learning some 'hands on' skills	A Carroll	Pupils provided with opportunity to take part in 'hands on' workshops developing their interests and improving behaviour as well as providing them with the skills to ensure they are using	£1000	

	to allow them to maintain their bikes and ensure they are roadworthy.		their bikes safely. Autumn/Spring Term 18/19		
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