



**St Paul's Way**

Education • Foundation • Trust

**Pupil Premium Strategy Action  
Plan  
Foundation School**

**2019/2020**

## Executive Summary

St Paul's Way Foundation School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. This document details the planned spend of the Pupil Premium Grant in 2019/2020 and our aims in planning this spending. Due to the successes of last year's actions, we have kept our approach very similar during this academic year.

Academic Year	2018/2019		Total Budget	PP	£172,920	
Number on Roll	253	No of pupils eligible for PP	131		% of pupils eligible for PP	51.8%

## Current Attainment (EOY 2018/2019)

	PPG pupils at SPWF	Non PPG pupils at SPWF	All Pupils National
% YR Achieved Good Level of Development	100%	72%	72%
% Y1 Phonics Screening Check: Pass	94%	85%	82%
% Y2 Reading: At Expected Level	81%	74%	75%
% Y2 Writing: At Expected Level	63%	77%	69%
% Y2 Maths: At Expected Level	75%	79%	76%

## Typical characteristics of PPG pupils at SPWF

- I. Pupils eligible for Pupil Premium Grant in SPWF typically outperform other children, although this was not the case for Y2 pupils in writing and maths in 2018-19.
- II. Pupils eligible for Pupil Premium Grant in SPWF are more likely to be male - 61% of PPG children are male.
- III. Pupils eligible for Pupil Premium Grant in SPWF are more likely to have English as an Additional Language – 63% of PPG children are also EAL.

## Evaluation Criteria

- Pupils eligible for Pupil Premium Grant continue to achieve above PPG children nationally, including at Greater Depth Standard.
- Pupils eligible for Pupil Premium Grant continue to achieve in line with or above all pupils nationally, including at Greater Depth Standard.

## 1. Key Objective: Quality First Teaching and Learning

### Action:

To reduce teaching group sizes in Literacy (in particular for RWI Phonics) and Maths lessons for key classes through the use of additional staff members.

### Rationale:

By reducing the teaching group sizes for all children, and in particular placing children with lower attainment in substantially smaller groups, teachers are able to tailor their teaching to the individual learning needs of the children in their group and spend more time with each child. This will enable pupils to make rapid progress in Literacy and Maths.

EEF Teaching and Learning Toolkit, 2018 - Reducing Class Size:

“Reducing class sizes appears to result in around 3 months additional progress for pupils, on average.”

### Description of intervention:

- Two Senior Leaders do not have their own class responsibility, but are timetabled as additional teachers for English and Maths. This enables these year groups to be split over a larger number of groups resulting in significantly reduced teaching group sizes.
- In Year R and Year 1 (and Year 2 in the Autumn term), Learning Support Assistants have been trained to deliver the teaching programme followed for Literacy (Read Write Inc. Phonics). This means that the four Year R and Year 1 classes are split into eight teaching groups each day, enabling us to substantially reduce the teaching group sizes (with Y2 across a third group in the Autumn term).
- In Year 3 an additional teacher works supporting lower attaining groups for English and Maths to enable small group support

### Success Criteria

- PPG pupils make rapid progress in Literacy and Maths
- PPG pupil achievement in Literacy and Maths is at or above that of all pupils nationally, including at Greater Depth Standard

<b>Dates</b>	<b>Lead Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Number of Pupils Involved</b>
Autumn 2019- Summer 2020	Clare Lynam (Headteacher) Siobhan Fehim (Assistant Headteacher) Diane Savva-Brown (Assistant Headteacher) Alice Greenwood (Assistant Headteacher)	<ul style="list-style-type: none"><li>- Lesson observations</li><li>- Data tracking and analysis</li><li>- Pupil progress and attainment docs</li><li>- RWI learning walks</li><li>- Book looks</li></ul>	All PPG pupils

## 2. Key Objective: Quality First Teaching and Learning

### Action:

Substantial investment in the delivery of the RWI Phonics and RWI Spelling Programmes

### Rationale:

Rigorous and high quality teaching in phonics will ensure that pupils are able to read and write accurately, enabling them to access learning and demonstrate their understanding across the whole curriculum.

EEF Teaching and Learning Toolkit, 2018 – Phonics

“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months progress.”

Ofsted, 2010 – Reading by Six

“The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills.”

### Description of intervention:

Additional resources purchased to ensure the on-going high quality provision of phonics teaching for pupils throughout the school, using the RWI Phonics and RWI Spelling programmes. This includes resources for use in lessons, in interventions, at home, training for parents, online resources and training and support.

In Year R and Year 1 (and Year 2 in the Autumn term), Learning Support Assistants have been trained to deliver Read Write Inc. Phonics. This means that the four Year R and Year 1 classes are split into seven or eight teaching groups each day (with Y2 across a third group in the Autumn term), enabling us to have small, focussed, high quality teaching groups for RWI.

RWI development days purchased to further develop standards of teaching and learning.

1:1 tutoring for pupils who are at risk of falling behind in phonics

### Success Criteria

- PPG pupils make rapid progress in Literacy
- PPG pupil achievement in Literacy is at or above that of all pupils nationally, including at Greater Depth Standard
- PPG pupils achieve in line with or above all pupils nationally in the Phonics Screening Check

Dates	Lead Responsibility	Monitoring and Evaluation	Number of Pupils Involved
Autumn 2019- Summer 2020	Alice Greenwood (Assistant Headteacher)	<ul style="list-style-type: none"><li>- Lesson observations</li><li>- Data tracking and analysis</li><li>- Pupil progress and attainment docs</li><li>- RWI learning walks &amp; book looks</li></ul>	All PPG pupils

### 3. Key objective: Quality First Teaching and Learning

**Action:**

Extend and develop our Mastery approach to teaching and learning in Maths, through training and additional resourcing

**Rationale:**

Consolidate and extend our Mastery approach to maths teaching throughout the school to ensure excellent achievement for pupils.

EEF Teaching and Learning Toolkit, 2018 – Mastery Learning

“Mastery approaches are effective, leading to an additional five months progress over the course of a school year compared to traditional approaches.”

Fair Education Alliance, 2017 – Report Card 2016/17

“By adopting a whole school or setting approach to maths, the link between underachievement and socio-economic disadvantage can be broken.”

**Description of intervention:**

- Staff released for training, on-going whole staff CPD, additional resources purchased to support mastery approach.
- Implementation of Numicon intervention programme in KS1
- Implementation of Success @ Arithmetic intervention programme in KS2

**Success Criteria**

- PPG pupils achieve in line with or above all pupils nationally in Maths, including at Greater Depth Standard
- PPG pupils make rapid progress in Maths
- High standards of Maths teaching are evident

<b>Dates</b>	<b>Lead Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Number of Pupils Involved</b>
Autumn 2019-Summer 2020	Diane Savva-Brown (Assistant Headteacher)	<ul style="list-style-type: none"><li>- Lesson observations</li><li>- Data tracking and analysis</li><li>- Pupil progress and attainment docs</li><li>- Maths learning walks</li><li>- Book looks</li></ul>	All PPG pupils

#### 4. Key Objective: Extending and Enriching Learning

**Action:**

Providing Literacy and Maths teaching groups beyond the school day, for targeted groups of pupils

**Rationale:**

Extension of teaching beyond the end of the school day gives children further opportunities to access high quality learning opportunities, which is of particular importance to those pupils who could not otherwise access support for learning outside school.

EEF Teaching and Learning Toolkit, 2018 – Extending School Time

“On average, pupils make two additional months’ progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately.”

Sutton Trust Research Briefing, 2014 – Extra Curricular Inequality

“[These figures] suggest a pronounced social gradient in...the provision of private tuition...[There is] a clear need to make...private tuition ...more available to less advantaged children.”

**Description of intervention:**

Small group, after school tuition is provided for small groups of pupils in Literacy and Maths, to diminish the differences between them and other pupils nationally. Groups are reviewed termly to ensure they are focussed on the pupils in need of support.

**Success Criteria**

- PPG pupils make rapid progress in Literacy and Maths
- PPG pupil achievement in Literacy and Maths is at or above that of all pupils nationally, including at Greater Depth Standard

<b>Dates</b>	<b>Lead Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Number of Pupils Involved</b>
Autumn 2019- Summer 2020	Clare Lynam (Headteacher) Siobhan Fehim (Assistant Headteacher)	<ul style="list-style-type: none"><li>- Data tracking and analysis</li><li>- Pupil progress and attainment docs</li></ul>	Y1-5 PPG children

## 5. Key Objective: Extending and Enriching Learning

### Action:

Providing a range of extra-curricular activities to enhance pupils' cultural capital and give them access to a range of activities they may not otherwise have the opportunity to take part in.

### Rationale:

EEF Teaching and Learning Toolkit, 2018 – Arts Participation

“Improved outcomes have been identified in English, Maths and Science learning...On average greater effects have been identified for younger learners”

EEF Teaching and Learning Toolkit, 2018 – Sports Participation

“The overall impact of sports participation on academic achievement tends to be positive...participating in sports and physical activity is likely to have wider health and social benefits.”

Sutton Trust Research Briefing, 2014 – Extra Curricular Inequality

“Research has also shown that ‘softer’ cultural experience (cultural capital) and participation in extra-curricular activities like music, dance, and sports can have a positive effect on both educational attainment and career outcomes....Substantial inequality between social groups is evident.”

### Description of intervention:

Small group, after school activities are provided for groups of pupils in areas of the curriculum other than Literacy and Maths, to broaden their experiences and opportunities and to increase their cultural capital. Groups include an art group, a choir and a cultural explorers club.

### Success Criteria

- High numbers of PPG pupils are engaged in extra-curricular activities

Dates	Lead Responsibility	Monitoring and Evaluation	Number of Pupils Involved
Autumn 2019- Summer 2020	Clare Lynam (Headteacher)	<ul style="list-style-type: none"><li>- Club allocation document</li><li>- Parent feedback</li><li>- Pupil Feedback</li></ul>	All PPG Children

## 6. Key objective: Parental Engagement

### Action:

A range of regular activities and communications that provide opportunities for parents to come into school and interact with school staff, learn about the life of the school, attend workshops on particular curriculum areas and express their views.

### Rationale:

Parents are encouraged to come into the school, for both informal and more formal activities, building trusting relationships with school staff, contributing ideas to the development of the school and developing their understanding of how we teach and how our pupils learn. This will enable them to provide better support for their children's learning.

EEF Teaching and Learning Toolkit, 2018 – Parental Involvement

“Parental involvement is consistently associated with pupils' success in school.”

University of Warwick, 2007 – Engaging Parents in Raising Achievement: Do they know they matter?

“Research shows a consistent relationship between increasing parental engagement...and improved attendance, behaviour and student achievement.”

### Description of intervention:

Informal parent coffee morning (weekly), Parent forum (monthly), Parent workshops (regular), Parent open week (annually), Parents evening (termly), Parent questionnaire (annually), EYFS Challenge time (3-5x per week), Parent classes (including functional skills, ESOL etc)

Significant focus on raising pupil attendance through communications with parents

### Success Criteria

- A wide range of parental involvement activities is on offer
- Parents are actively engaged in activities in the school
- Pupil attendance is in line with or above national averages

### Dates

Autumn 2018-  
Summer 2019

### Lead Responsibility

Clare Lynam (Headteacher)  
Siobhan Fehim (Assistant Headteacher)  
Nazeerah Rahman (Family Liaison and Wellbeing Officer)

### Monitoring and Evaluation

- Parent questionnaire
- Attendance records
- Calendar of parental events

### Number of Pupils Involved

All PPG pupils

## 7. Key objective: Parental Engagement & Homework

### Action:

Activities and resources to support parents with home learning and to provide children with accessible home learning opportunities.

### Rationale:

We aim to provide systems and support that enable all our pupils to access learning at home and give all our parents the confidence to support their children's learning. The homework activities funded reinforce other key objectives, linking with phonics, maths mastery and parental involvement.

EEF Teaching and Learning Toolkit, 2018 – Homework

“Schools whose pupils do homework tend to be more successful.”

Fair Education Alliance, 2017 – Report Card 2016/17

“Primary settings that were successful in closing the gap do this by engaging parents and carers in the process and arranging workshops to help parents and carers support their child's maths learning both at school and at home.”

### Description of intervention:

Homework resources to support pupils with learning of key skills such as arithmetic and phonics.

Provision of support for parents, so they are empowered and enabled to help support pupils with their homework e.g. a parent and child homework club, parent workshops, consistent and structured resources.

### Success Criteria

- Parents and pupils feel homework supports their learning in school

Dates	Lead Responsibility	Monitoring and Evaluation	Number of Pupils Involved
Autumn 2019 - Summer 2020	Clare Lynam (Headteacher) Diane Savva-Brown (Assistant Headteacher) Alice Greenwood (Assistant Headteacher)	<ul style="list-style-type: none"><li>- Parent feedback</li><li>- Pupil feedback</li></ul>	All PPG pupils

## 8. Key objective: Parental Involvement and Early Years Intervention

### Action:

To provide opportunities for parents with pre-school age children to be involved in school life with their young children, and to provide high quality learning opportunities for these families.

### Rationale:

EEF Teaching and Learning Toolkit, 2018 – Early Years Intervention

“On average, early years interventions have an impact of five additional months’ progress, and appear to be particularly beneficial for children from low-income families.”

### Description of intervention:

Weekly drop-in sessions for parents and carers with pre-school age children which provides an opportunity for them to build trusting relationships with school staff, develop a network of friends and engage in high quality learning opportunities which they can then continue at home (play equipment is out for the whole session and the session closes with group singing / library session).

### Success Criteria

- Parents are actively engaged in activities in the school

<b>Dates</b>	<b>Lead Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Number of Pupils Involved</b>
Autumn 2019-Summer 2020	Clare Lynam (Headteacher) Nazia Begum (LSA)	- Parent feedback	Varies week to week

## 9. Key objective: Language Development

### Action:

A broad range of training, interventions and activities to develop children's language skills, to support them in learning across all areas of the curriculum.

### Rationale:

With the increasing prevalence of Speech and Language difficulties, we seek to provide exemplary support for these pupils and remove the barriers S&L difficulties can present.

EEF Teaching and Learning Toolkit, 2018 – Oral Language Interventions

“Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.”

Newcastle University / Early Intervention Foundation, 2017 – Language as a Child Wellbeing Indicator

“Children from socially disadvantaged families are more than twice as likely to be diagnosed with a language problem.”

“Evidence concerning the strong link between early language development and later-life outcomes has resulted in several calls to prioritise early language skills as a primary child wellbeing indicator.”

### Description of intervention:

We have an SLA providing an additional half day per week of Speech and Language Therapist support in school, in the form of observations, training, interventions, 1:1 support. Staff have had a range of training, including from the SALT to support the development of a language rich environment in school.

### Success Criteria

- Children with Speech and Language difficulties make good progress in learning
- All PPG pupils make good progress and achieve in line with others nationally, including at Greater Depth Standard

Dates	Lead Responsibility	Monitoring and Evaluation	Number of Pupils Involved
Autumn 2019-Summer 2020	Siobhan Fehim (Assistant Headteacher)	- Data analysis	All PPG pupils

## 10. Other Miscellaneous Support Mechanisms for Vulnerable Children and their Families

### Action:

A range of other supports are put in place based on identified needs of our vulnerable families and the identification of the best way to support these needs.

### Rationale:

Through the close relationships we have built with our families, our knowledge of their specific needs have enabled us to identify specific things we can do to support them

### Description of intervention:

- Holding 2 places within our breakfast and teatime club childcare provision that our most vulnerable families can access on an ad-hoc basis.
- Staff time for parental and community support (Masud Rana)
- Staff time for parental and pupil support (Nazeerah Rahman)
- Family Library access after school and pupil library access during lunchtimes

### Success Criteria

- All PPG pupils make good progress and achieve in line with others nationally, including at Greater Depth Standard

Dates	Lead Responsibility	Monitoring and Evaluation	Number of Pupils Involved
Autumn 2018-Summer 2019	Clare Lynam (Headteacher)	- Data analysis	All PPG pupils