

Pupil Premium Strategy Statement

What is Pupil Premium?

Currently schools are provided with additional funding to support the learning and development of certain groups of eligible children. This is known as “Pupil Premium” and is allocated to children who:

- are currently eligible for Free School Meals (FSM)
- have at any point during the last six years received FSM (known as Ever 6 FSM)
- have been looked after continuously for more than six months
- have been adopted from local authority care under the ‘Adoption Act 2002’.

The funding aims to help schools ‘narrow the gap’ between pupils attainment and so ensure that the progress of eligible children is in line with progress of non-Pupil Premium children.

As directed by the Department of Education, schools are free to spend the Pupil Premium funding as they see fit. However we will be held accountable for how the funding has been used and the impact it has had on the eligible children. We are required to publish on line information about how we use the funding and its impact. This will ensure that parents and others are made fully aware of the progress and attainment of these pupils and the extra support that they receive.

1. Summary information

School	St Francis’ Catholic Primary School				
Academic Year	2018/19	Total PP budget	£36,960.00	Date of most recent PP Review	Spring 2018
Total number of pupils	400	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Autumn 2019

2. Attainment at end of year 6 2018

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in Reading, Writing and Maths	67% 4 out of 6	70%
% making expected progress in Reading	67% 4 out of 6	89%
% making expected progress in Writing	83% 5 out of 6	89%
% making expected progress in Maths	83% 5 out of 6	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills, SEND, EAL)</i>		
A.	Children unable to reach their age related expectations	
B.	Children have a range of social and emotional difficulties which prevent them from developing in line with their peers.	
C.	Individual ability to access a stimulating curriculum	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance, punctuality and lateness	
E.	Lack of parental involvement in child's schooling	
F.	Lack of engagement with home learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress – aim to reach age related expectations (ARE) or above	Progress data meetings with teachers. Barriers to learning identified and specific actions to be followed through to create impact.
B.	Children will have the ability to recognise, understand, handle and appropriately express emotions. Monitoring will show children require less support in this area and are able to self-regulate.	Children will receive targeted support to enable them to feel emotionally secure and more ready for learning. They will learn strategies to manage their behaviour and have better social and emotional literacy. Children will have a named adult to turn to in times of crisis. They will feel they have time to share their social and emotional needs.
C.	Quality first teaching	Teachers constantly meeting the needs of their classes, individualised planning, regular scaffolding opportunities for all learners. Motivate all learners so that they develop a love of learning, find their strengths and talents and achieve more than they thought possible.
D.	Children will attend school regularly Monitoring will show good attendance and those falling below the DfE expectation of at least 95% attendance will be monitored and supported as necessary. There will be a reduction in occasions of late arrival to school.	Children will not miss important learning which affects progress, will have routine to their day, be more confident and find friendships easier to maintain.
E.	Parents will feel confident to come in to school and engage with school activities, know who to contact if they have problems, be well informed about the teaching and learning and feel part of the school community. Parent voice questionnaires and parent meetings will show evidence of a closer working relationship between parent and school.	Children will be ready and suitably equipped for the day. Parents will feel part of the school community, informed about their children's learning and supportive of the school's values and ethos. Teachers will be aware of situations at home which could cause a barrier to learning.
F.	Children will complete homework on time and home school contact books will be used by parents to indicate involvement in their child's learning. Monitoring of Home School Contact Books will show parents engagement through messages and signatures. Homework will be completed to a high standard and returned on time.	At home, children will be able to consolidate and extend learning and have the resources and support to complete homework. Anxiety and low self-esteem will be reduced. Parents will engage in school meetings and provide support at home.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Accelerated progress – aim to reach age related expectations (ARE) C. Quality first teaching	Work moderations within year groups/ with local schools and across the diocese. Consistent monitoring and tracking of pupil data Pupil progress meetings with SLT. Barriers to learning identified and strategies used to support and impact particular pupils. Specific pupils targeted for intervention. Safe and stimulating environment in which to learn.	Children who are not secure in identified areas of learning are less likely to make good progress on the next stage of their learning. Children working at greater depth in KS1 should be at greater depth on exit of KS2 Children who are shown how to take risks and with their learning and are not afraid to fail, develop a resilience which builds a love of learning.	Interventions will be closely monitored through observations, pupil voice, teacher assessment and Target Tracker Great Learner Project rolled out across the school. Lesson observations/ learning walks/ work scrutiny. Great Learner Achievement Assemblies weekly for whole school with follow up work in class.	English Lead Maths Lead Phase Lead	Spring 2019 Summer 2019
Total budgeted cost					£20,000
ii. 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	When will you review implementation?

<p>B. Children will have the ability to recognise, understand, handle and appropriately express emotions.</p> <p>Monitoring will show children require less support in this area and are able to self-regulate.</p>	<p>Identify children who need Learning Support intervention Provide access to Learning Support Identify children who would benefit from not going onto the playground at lunch time Invite targeted children to Lunch Club</p>	<p>Children with targeted support can manage their behaviour and access learning.</p> <p>Children who feel emotionally secure are more ready for learning.</p>	<p>Half termly Pupil Progress Meetings with Learning Mentor and class teacher.</p> <p>Termly meetings with parents and class teacher.</p> <p>Regular liaison between Inclusion Manager and Learning Mentor.</p>	<p>Inclusion Manager</p>	<p>Spring 2019</p> <p>Summer 2019</p>
<p>E Lack of parental involvement in child's schooling</p>	<p>Termly Coffee Morning for parents to discuss concerns and build relationships with other families</p> <p>Supporting families financially.</p> <p>Analysis of PP participation in extra curricular activities</p>	<p>Providing funding for school trips, residential, swimming, school uniforms. Children are provided with appropriate resources to remove barriers to their learning and access to resources required to achieve success at school.</p> <p>We need to know the proportion of PP attending extracurricular activities so that where gaps are identified, we can address these to ensure disadvantaged pupils are proportionately represented</p>	<p>Meetings scheduled with parents.</p> <p>Through TAFs, learning conversations, other parent meetings</p> <p>PP lead to analyse data monitor progress and meet with pupils and parents.</p> <p>Ensure that all PP children know what extracurricular activities are available to them</p>	<p>Inclusion Manager</p>	<p>Spring 2019</p> <p>Summer 2019</p>
<p>F. Children will complete homework on time and home school contact books will be used by parents to indicate involvement in their child's learning.</p>	<p>All children provided with a Home School Contact Book with which to communicate with the class teacher and visa versa. Home school agreements to be signed by child & parent</p>	<p>Parent support ensures children are able to consolidate and extend their learning. Unsupported children can feel anxious and have low self esteem</p>	<p>Provide Meet The Teacher sessions for parents to gain a better understanding of year group expectations Invite parents to English and Maths evenings End of year evaluative survey</p>	<p>Head Teacher</p>	<p>Spring 2019</p> <p>Summer 2019</p>
<p>Total budgeted cost</p>					<p>£16,960.00</p>

6. Review of expenditure				
Previous Academic Year 2017/18				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C. To close the gap in English and Maths attainment for PP children through the use of targeted interventions	Engage in regular dialogue with pupils about their work in class and targets. Identify unmet targets, plan lesson and interventions to secure the learning Greater Learner Project	Pupil Premium children, and others receiving interventions to help close the gap made excellent progress in English and Maths.	Children have embraced the idea of the Great Learner Project. We introduced 'The Pit', as a visual image for children who are being challenged in their learning and having to problem solve. This has been very helpful for building resilience in their learning as they have learnt strategies to get out of 'The Pit' and feel safer when they are struggling with a task. Teacher-led interventions have significant impact on progress	£16,076
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Resilient children who are able to adjust to change with support Early Years Foundation Stage (EYFS) to KS1	Action Research Project focussing on the transition from EYFS to Yr1 working with Deanery Schools	Children have transitioned confidently this year. Parent feedback is positive, showing that children are happy to come into school and are enjoying the planned activities. Teachers' observations confirm that children's resilience is good	The quality of learning observed and assessed in Year 1 is good. The children are developing stamina in terms of attention and focus in preparation for greater structured teaching in the Spring Term.	£3,210
A. Resilient children who are able to adjust to change with support throughout the school	Liaise with feeder nurseries, in year transfer schools and secondary schools to share information Learning Mentor to work with most vulnerable children	Learning Mentor support was very effective and the feedback from questionnaires indicates that parents recognise and value this. Families new to the school and those transitioning to other settings expressed their thanks for the support provided. Children in yr3 showed greater resilience this term due to timetabling being similar to KS1 allowing additional breaks.	The school plans to continue to develop transitioning and will look for opportunities to work with families and class groups to ensure the children are provided with the necessary support and strategies to cope with change and develop resilience.	£879

<p>B. Children will have the ability to recognise, understand, handle and appropriately express emotions.</p> <p>Monitoring will show children require less support in this area and are able to self-regulate.</p>	<p>Identify children who need Learning Support intervention Provide access to Learning Support Identify children who would benefit from not going onto the playground at lunch time Invite targeted children to Lunch Club</p>	<p>Questionnaire and Pupil Voice shows that children invited to Lunch Club have learned social skills, benefited from a quiet space to recharge their batteries and the opportunity to discuss their concerns and worries.</p> <p>Children with profound anxieties have learned strategies for self-regulation and have therefore gained independence and are more able to cope with daily life.</p>	<p>The school has expanded and the number of children on role who require additional support in emotional literacy has grown alongside.</p> <p>The Senior Leadership Team are looking for ways to expand this provision within the constraints of the school budget.</p>	<p>£14,357</p>
<p>C. Teachers will identify gaps in learning and interventions will target those gaps.</p> <p>Data will show progress is made against personal targets.</p>	<p>Teachers to analyse children's targets half termly and identify gaps in learning. They provide personalised interventions to address insecure learning and provide group intervention to secure learning. Support in class.</p>	<p>Interventions enabled children to make accelerated progress against their personal targets.</p> <p>Timetables were adjusted to allowed the majority of the interventions to be provided by teachers.</p>	<p>The cost of covering class teachers in order to release them to provide intervention is a significant proportion of our school budget and we will have to think of ways to manage this going forward.</p>	<p>£13,729</p>
<p>F. Children will complete homework on time and home school contact books will be used by parents to indicate involvement in their child's learning.</p>	<p>All children provided with a Home School Contact Book with which to communicate with the class teacher and visa versa. Home school agreements to be signed by child & parent</p>	<p>Parents who engage with the Home School Contact Book report that they find it useful to communicate with the teacher and support their child's learning.</p> <p>This is not yet used by all parents and some children continue to be unreliable when sharing their book with parents and teachers.</p>	<p>The book has been amended this year to include spelling lists, and further school information to support the parents and children. This will be reviewed at the end of the year.</p>	<p>£1,075</p>