

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	2016/17	Total PP budget	£26,980	Date of most recent PP Review	n/a
Total number of pupils	392	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Jan 2017

2. Attainment at end of year 6 2016

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading, writing and maths	0% $\frac{0}{2}$	89%
% making expected progress in reading	0% $\frac{0}{2}$	84%
% making expected progress in writing	50% $\frac{1}{2}$	93%
% making expected progress in maths	50% $\frac{1}{2}$	98%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills, SEND, EAL*)

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| A. | Children have gaps in their knowledge in reading, writing and maths which is slowing their progress in these areas. |
| B. | Children have a range of social and emotional difficulties which prevent them from developing in line with their peers. |
| C. | Children are unable to access activities and experiences due to the cost involved |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | A number of the children have low attendance |
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap in reading, writing and maths attainment	The impact of these interventions will be seen through the attainment and progress that the children achieved, measured at the end of each term by the teachers assessments against the targets set
B.	To address a range of needs that the children have including low self-esteem, friendship skills, listening & attention, social skills, communication, actions & consequences	Impact will be seen through the improvement in children's confidence, happiness and their relationships with their peers, adults and family. Where appropriate a strengths and difficulties questionnaire will be completed at the beginning and end of the intervention to measure tangible outcomes.
C.	Giving children the ability to access opportunities which their families were not be able to fund	The impact of these activities will be seen through the children's engagement in their learning, their attainment in lessons, a healthier lifestyle, equality of opportunities, emotional wellbeing, life skills, independence
D.	Children will attend school at least 95% of the time, attendance will be measured monthly	Children will attend school at least 95% of the time enabling them to access lessons and activities which will enable them to make good progress.

5. Planned expenditure

Academic year

2016/17

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. To close the gap in reading, writing and maths attainment for PP children through the use of targeted interventions	Talk for writing strategies to be implemented across the school in both fiction and non-fiction	All staff have received Talk for Writing training in fiction during 2015, the impact measured over the course of 2015/16 showed rapid improvement in both oral and written language skills. Further training is booked for Autumn 2016 in Talk for Writing non-fiction for all staff	Interventions will be closely monitored through observations, pupil voice, teacher assessment and Target Tracker	English Lead	Jan 2017
Total budgeted cost					£17,000

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?
A. To close the gap in reading attainment	Project X intervention lead by trained and highly experienced staff targeting phonics, whole word and comprehension skills	Ongoing tracking of the intervention Project X has shown it to have enabled children in years 2 and 3 to make rapid progress in reading and comprehension.	New staff will be trained in delivering the interventions Interventions will be closely monitored through observations, pupil voice, teacher assessment and Target Tracker	Inclusion Manager	Jan 2017
A. To close the gap in reading, writing and maths attainment	Teacher lead interventions for maths and writing targeting areas identified through assessment.	Research has shown that children make faster progress when taught by a qualified teacher. We have worked as a team to examine the school timetable in order to allow teachers to lead as many of the interventions as possible.	Interventions will be closely monitored through observations, pupil voice, teacher assessment and Target Tracker	Maths and English Leads	Jan 2017

B. To address a range of needs that the children have including low self-esteem, friendship skills, listening & attention, social skills, communication, actions & consequences	To implement strategies learnt through participation in the EASEL (Everyone a Successful Learner) project. Access to support from out Learning Mentor	The government have identified Learning Mentors as having a positive impact on the progress of children with a wide range of barriers to their learning. We ensure our Learning Mentor receives training and support to enable the children to overcome the barriers. All staff completed the EASEL training in 2015 and implement the strategies within their classrooms	Impact will be seen through the improvement in children's confidence, happiness, their relationships with their peers, adults and family. Where appropriate a strengths and difficulties questionnaire will be completed at the beginning and end of the intervention to measure tangible outcomes.	Inclusion Manager	Jan 2017
C. Giving children the ability to access opportunities which their families were not be able to fund	Children across the school will be supported financially to attend the residential visits, trips, swimming lessons, out of school clubs etc. to ensure all children have the same experiences.	Giving children the ability to access opportunities which their families were not be able to fund ensures our school provides equal opportunities to all.	The impact of these activities will be seen through the children's engagement in their learning, their attainment in lessons, a healthier lifestyle, equality of opportunities, emotional wellbeing, life skills and independence	Inclusion Manager	Jan 2017
D. Children will attend school at least 95% of the time, attendance will be measured monthly	The Head Teacher will monitor attendance monthly unless we have a specific cause for concern when the child will be monitored daily	This will enable the school to quickly identify patterns of absence	Monitoring the attendance closely will enable us to quickly support any family who is struggling to get their child to school and ensure the child gets consistent access to education.	Head Teacher	Jan 2017
Total budgeted cost					£10,000

6. Review of expenditure

Previous Academic Year 2015/16

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
Closing the gap between disadvantaged and non-disadvantaged children.	Access to small group and 1:1 intervention by qualified teachers	Impact: High Observed increased progress amongst participating children compared to peers measure through teacher assessment and summative assessments Success Criteria: Met	The impact of using experienced teachers to deliver interventions was that the children made accelerated progress, the sessions could be adapted quickly through the knowledge of the curriculum requirements and the range of teaching strategies available to our skilled teaching staff	£15,230

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
To improve children's social, emotional and health development.	Access to small group and 1:1 intervention by a specialist Learning Support Assistant	Impact: High: Children have measurably fewer incidents during free play which involve adult interventions, they are able to participate in team activities and access lessons regularly. The class do not have their education disrupted by the behaviour of other children Success Criteria: Met in many cases, ongoing in others	The impact of supporting children with emotional difficulties was most successful when all staff consistently followed the agreed support strategies. Staff and parents were positive about the EASEL (Every Child a Successful Learner) training. We will not be repeating the training but will continue to update and train in house using the techniques learnt.	£6,200
iii. Other approaches				
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
To enable inclusion and increase the children's self-confidence and pride.	To fund trips, activities, clothing, equipment etc. for children whose families are unable to	Impact: High Children who would otherwise have been unable to participate or access equipment were included fully. Success Criteria: Met	Identifying children who require this support can be problematic as the families often do not wish others to know of their personal circumstances. Our admissions team have developed the wording on the forms from new parents to make identifying those who would benefit more consistent	£939.85