

St Francis' Catholic Primary School's Pupil Premium Strategy Statement

Pupil Premium funding is provided to schools in addition to main school funding. It is allocated to children of low income families who are known to be eligible for free school meals (FSM) and children who have been looked after continually for more than six months. This also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 funding). A smaller amount is allocated to provide some additional support to children of service families.

Schools are free to spend the Pupil Premium in ways which they consider will enhance the education of the targeted children. At St. Francis', we believe that by directing the Pupil Premium funding in creative ways, we may realign the life chances for these children in order that they achieve as well as their Non-Pupil Premium peers and enjoy the same breadth of experiences.

SUMMARY INFORMATION					
Academic Year	2020/21	Total PP budget	£52,791	Date of most recent PP Review	Autumn 2020
Total number of pupils	393	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Autumn 2021

ATTAINMENT SUMMARY OF PUPILS ON ROLL 2019 - 2020		
Due to the Coronavirus, End of Year Attainment for 2019 - 2020 is not available.		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected progress in Reading	No Data due to Coronavirus	
% making expected progress in Writing	No Data due to Coronavirus	
% making expected progress in Maths	No Data due to Coronavirus	

1. 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)	
A.	Delayed confidence with language and communication skills including speaking, reading, spelling and writing
B.	Pupils struggle to make more than expected progress which would enable them to reach the same standard as their peers
C.	Decision-making skills, particularly in relation to the choices they make in relation to their learning and behaviour.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Pupil attendance is lower than the Non-Pupil Premium group
E.	Persistent lateness. Lateness reduces teaching hours and concentration levels and has an impact on learning.

F.	Parental engagement with school and their child's home learning (particularly reading).
G.	Family difficulties due to economic disadvantage, bereavement, relationship breakdown etc.

Intended Outcomes

Specific Outcomes		Success Criteria
A	Pupil Premium Children (PPC) will access additional English language support, enabling them to close the gap with their peers.	More PPC will achieve a good level of development
B	Targeted academic and emotional learning opportunities will be accessed by PPC	Attainment gap between PPC and non-PPC will diminish
C	Attainment for PPC will be in line with their peers.	Attainment gap between PPC and non-PPC will diminish
D	Additional support will be provided to improve attendance of PPC.	Attendance will be on a par with non-PPC
E	Additional support will be provided to improve punctuality of PPC.	Lateness of PPC will diminish
F	PPC will have access to materials to support home learning	PPC are able to access all home learning activities
G	PPC will be supported to ensure they are able to participate fully in school life.	PPC will access all school-based activities at the same level as non-PPC

Planned expenditure 2020 - 2021

Desired outcomes	Chosen action/approach	Rationale for this choice?
Children receive high quality education from staff who receive regular training to ensure their subject knowledge and understanding of child development is up to date.	<p>Phase Leaders to provide support to teachers to improve the quality of teaching and learning across the school and ensure consistency.</p> <p>Phase Leaders will monitor, provide support in terms of modelling lessons, collaborative planning, identifying training needs.</p> <p>Support and monitoring is a direct response of the discussions held at Pupil Progress meetings half termly or termly.</p>	<p>Children who are not secure in identified areas of learning are less likely to make good progress on the next stage of their learning.</p> <p>Children working at greater depth in KS1 should be at greater depth on exit of KS2</p> <p>Children who are shown how to take risks with their learning and are not afraid to fail develop a resilience which builds a love of learning.</p>

	<p>Inclusion Manager to support staff to provide quality intervention to support in closing the gap for all children and in particular those children who are eligible for Pupil Premium across all subjects.</p> <p>Inset day focus during the year to focus on ICT, Knowledge Maps across key curriculum areas and Writing.</p> <p>All Leaders to work in collaboration with the Senior Leadership Team to address new initiatives within the school and to also ensure subject knowledge is enhanced across the school in order to close the gaps in learning.</p> <p>Continuing Professional Development for all staff to ensure strong subject knowledge and strategies for classroom management.</p>	<p>Children taught by teachers that are well supported and trained make better progress.</p>
		<p>Total budgeted cost £5,990</p>

Desired outcomes	Chosen action/approach	Rationale for this choice?
<p>Improved confidence with all areas of speech, language and communication identified in Teacher Assessment and Pupil Progress meetings.</p>	<p>Whole class guided reading sessions focusing on developing skills of comprehension.</p> <p>Talk for Writing strategies included in lessons to develop sentence building and vocabulary.</p> <p>Opportunities provided for all children to have exposure to a full range of high level texts and genres.</p> <p>Project X code to run as an intervention to close the gap.</p>	<p>Evidence suggests that children who read well not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.</p> <p>In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.</p> <p>Vygotsky suggested that effective teaching should be geared towards a learner's 'zone of proximal development' (ZPD). Precision teaching encourages us to be very specific</p>

	<p>Precision Teaching enables children to target specific gaps in their learning and make rapid progress to close the gap.</p> <p>Great Learner Project focus on children having a greater understanding of the way we learn and giving them confidence to make mistakes</p> <p>Academically Able writing sessions.</p> <p>ELKAN Language building interventions.</p>	<p>about the material used with the child, ensuring that it is within the ZPD.</p> <p>Precision teaching also draws on Haring and Easton's learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively</p>
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Total budgeted cost	£17,512
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Desired outcomes	Chosen action/approach	Rationale for this choice?
<p>Children have a greater confidence with number evidenced through Teacher Assessment and Pupil Progress meetings.</p>	<p>Whole class Maths Mastery lessons.</p> <p>Teachers lead small group targeted Maths interventions.</p> <p>Precision Teaching targeted at gaps in understanding.</p> <p>Academically Able Maths sessions.</p> <p>A wide range of resources available to every class to enable children to learn in practical ways.</p>	<p>Research shows that when taught to master Maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine Maths problems without having to memorise procedures.</p> <p>Pupils are given time to think deeply about the Maths and really understand concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth.</p> <p>Vygotsky suggested that effective teaching should be geared towards a learner's 'zone of proximal development' (ZPD). Precision teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD.</p> <p>Precision teaching also draws on Haring and Easton's learning hierarchy which shows us</p>

		how new learning needs to be fluent before it can be maintained effectively
		Total budgeted cost £1,100

Desired outcomes	Chosen action/approach	Rationale for this choice?
<p>Children's aspirations and decision-making result in fewer incidents of negative behaviour, greater pride in their own ability and a desire to do their best shown through a reduced number of reported incidents and quality/quantity of work produced.</p>	<p>All staff work with targeted families to improve attendance and provide support and advice to parents.</p> <p>Inclusion Manager to strategically implement and oversee lunchtime provision. Teaching Assistants to be deployed on the playground to promote positive play.</p> <p>Inclusion Manager to offer training to new Teaching Assistants.</p> <p>Sensory Training to support staff due to the high sensory need of some children.</p> <p>All staff to consistently use the school's Behaviour Policy and known strategies to promote positive behaviour.</p> <p>Pupil leaders to promote positive play (if restrictions allow).</p> <p>Attendance tracked daily.</p> <p>Weekly Care Committee meetings to review children and track progress including attendance.</p> <p>Attendance meetings with the EWO to discuss parents who are a concern. Prompt referrals made to EWO if poor attendance continues.</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>Lunch Club to provide opportunity to enjoy unstructured time in a small supported group (if restrictions allow).</p> <p>Infant Break Time Fun Club for children who do not enjoy the busy playground (if restrictions allow).</p>			
		<table border="1"> <tr> <td>Total budgeted cost</td> <td>£7,409</td> </tr> </table>	Total budgeted cost	£7,409
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Desired outcomes	Chosen action/approach	Rationale for this choice?		
<p>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.</p> <p>Parent Voice questionnaires and parent meetings will show evidence of a closer working relationship between parent and school.</p> <p>Home-School Contact Books will be used by parents to indicate involvement in their child's learning.</p>	<p>Termly Coffee Morning for parents to discuss concerns and build relationships with other families (if restrictions allow).</p> <p>All children provided with a Home-School Contact Book with which to communicate with the class teacher and vice versa.</p> <p>Home school agreements to be signed by child and parent.</p> <p>Teacher meetings to explain the curriculum and show how we teach Maths and Phonics.</p> <p>Class emails and online classrooms have been set up.</p> <p>Families who are unable to access online learning at home will be supported to ensure all children are provided with the tools they need to complete learning tasks set by the teacher.</p>	<p>Parents who are confident to support their children academically are more likely to do so.</p> <p>Research results indicate that parental involvement in children's education matters. It matters for their achievement, motivation and well-being at school.</p> <p>With the challenges of working with the restrictions of the Coronavirus, we have provision for our families to access learning from home.</p>		
		<table border="1"> <tr> <td>Total budgeted cost</td> <td>£4,345</td> </tr> </table>	Total budgeted cost	£4,345
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Desired outcomes	Chosen action/approach	Rationale for this choice?
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<p>Parents will feel able to share concerns with staff. Parent Voice questionnaires and parent meetings will show evidence of a closer working relationship between parent and school.</p>	<p>Termly Coffee Morning for parents to discuss concerns and build relationships with other families.</p> <p>Supporting families financially.</p> <p>Providing help with funding for school trips, residential trips, swimming, school uniforms.</p> <p>Children are provided with access to resources required to achieve success at school.</p> <p>All children are included in educational trips throughout the year.</p> <p>No child is denied the opportunity to join a club due to financial restraints.</p> <p>Parents are contacted if there is a concern about the wellbeing of the child to see if there are issues at home which may need additional support</p> <p>Rainbows support group for children who have experienced grief</p> <p>DSLs monitor Operation Encompass emails for notifications of police involvement with families.</p> <p>Weekly Care Committee Meetings monitor progress of vulnerable families.</p> <p>Compassionate Schools training for staff.</p> <p>Emotional Literacy Support Assistant to work with staff, children and families offering</p>	<p>Evidence shows that across the UK, mental health issues in children are increasing while child wellbeing is deteriorating. Young people today have to navigate a complex and ever-changing world, facing challenges and pressures in numerous aspects of their life. By supporting the whole family, the ability for the child to make progress and succeed is greatly increased.</p>
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	guidance and strategies to cope with anxieties.	
		Total budgeted cost £16,435

Review of expenditure 2019 – 2020

In 2019 – 2020 St Francis' received £46,200 for Pupil Premium Funding.

Due to Coronavirus and school closures, it is not possible to evaluate the impact of Pupil Premium Funding for the academic year 2019/20.

Actions planned for the last academic year, but unfinished due to the circumstances, have been carried forward to the current academic year. The plan for 2019/20 funded adult support and interventions for pupils for pupils. Although the school partially closed, the funding was still allocated.

Pupil Premium children were supported to a higher level from the fund during the school closure (e.g. targeted support from our Pastoral Team and provision of equipment).