

Pupil premium strategy statement: St Francis of Assisi Catholic Primary School

Summary information					
School	St Francis of Assisi Catholic Primary School				
Academic Year	2017-18	Total PP budget	£152,000	Date of most recent PP Review	Sept 2018
Total number of pupils	245	Number of pupils eligible for PP	119	Date for next internal review of this strategy	July 2019

Current attainment				
	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible</i>	<i>All Pupils (national average)</i>
% achieving ES+ in reading, writing and maths (KS2)	76.3%	71%	86%	64%
% achieving HS in reading, writing and mathematics	5%	4%	7%	10%
Progress score in reading (KS2)	1.5	2.1	1.1	0
Progress score in writing (KS2)	1.3	1.8	0.5	0
Progress score in maths (KS2)	1.1	1.3	0.9	0
% achieving ES+ in reading (KS2)	84.2%	75%	100%	75%
% achieving ES+ in writing (KS2)	84.2%	79%	93%	78%
% achieving ES+ in mathematics (KS2)	84.2%	79%	93%	76%
% achieving ES in GPS (KS2)	76.3%	73%	78%	77%
% achieving HS in reading	26.3%	21%	36%	28%
% achieving GD in writing	13.2%	17%	7%	20%
% achieving HS in mathematics	13.2%	13%	14%	24%
% achieving HS in EGPS	26.3%	38%	7%	34%
Average scaled score in reading	105.3	103.5	108.3	106.1
Average scaled score in mathematics	104.4	103	106.7	104.4

Average scaled score in EGPS	104.4	102.7	107.1	106.2
% achieving ES+ in reading (KS1)	69.6%	73%	67%	75%
% achieving ES+ in writing (KS1)	65.2%	73%	58%	70%
% achieving ES+ in mathematics (KS1)	87%	91%	83%	76%
% achieving GD in reading (KS1)	13%	18%	8%	26%
% achieving GD in writing (KS1)	13%	18%	8%	16%
% achieving GD in mathematics (KS1)	13%	15%	9%	22%
% achieving ES+ in Phonics (Y1)	74%	88%	68%	82%
% achieving GLD	61.5%	62.5%	61.1%	77.1%

Commentary

Although little discrepancy in achievement between DAPs and non-DAPs is apparent at EYFS, once the move is made towards a more formal approach to learning in KS1, a gap begins to emerge, showing a tendency for DAPs to outperform their non-DAP counterparts at all levels at KS1 (with DAPs achieving at least in line with NA for all pupils). The number of DAPs achieving ES in phonics at KS1 is above that of their non-DAP peers (and above NA for all pupils). End of KS2 data shows that for this cohort, progress of Daps was greater than that of their non-DAP peers. Also, the attainment of DAPs is below that of their in-school non-DAP peers, but at least in line at ES with NA for all pupils. At KS1, DAPs' achievement at GD is above in-school non-DAP peers, but (with the exception of writing) below NA. By the end of KS2, DAP achievement at HS/GD is above that of their non-DAP peers in writing, in line in mathematics and below in reading. Interestingly, DAPs achievement at HS in EGPS, is considerably higher than that of their non-DAP peers and NA for all pupils.

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

In-school barriers

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| A. | Oral language skills in Nursery and Reception through to Y1 are lower than NA for pupils eligible for PP (particularly boys). This slows reading progress in subsequent years and has a knock on effect in other areas of learning. |
| B. | Pupils who are eligible for PP are making less progress than other pupils across Key Stage 1. This inhibits sustained high achievement in Key Stage 2. Pupils eligible for PP are achieving less well than their peers in reading and writing by the end of KS2. |
| C. | Lack of emotional resilience and behaviour-related issues for a DAPs at KS1&2. This provides a barrier to their own learning and has a detrimental effect on their academic progress and that of their peers. |

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

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| D. | A core of children eligible for PP are from hard to reach families and are more likely to be persistent absentees as well as being lower attaining learners. Attendance rates for pupils eligible for PP are 94.7% (below the target for all children of 96%). Non-PP attendance runs at 95.7%. A higher proportion of PP children are persistent absentees (15%) while only 3% of non-pp children are persistent absentees.(The % split of PA children is: 69% pp, 31% non-pp) |
| E. | Financial hardship faced by families of children eligible for PP |

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that more eligible for PP meet age related expectations and achieve GLD.
B.	Ensure progress throughout KS1&2	Pupils eligible for PP make as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by rigorously moderated teacher assessment.
C.	Behavioural issues of children addressed. Resilience developed	Barriers to learning removed. Fewer behaviour incidents recorded for these pupils on class and school systems. Effective support in place from LMs. Evidenced in pastoral care records.
D.	Improved attendance rates for pupils eligible for PP, reduce the proportion of PP children who are persistent absentees.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance to close the gap with non-PP attendance.
E.	Provide financial support in order to enable participation in trips (including residential) and other activities and ensure that they have the necessary equipment and uniform for school.	Children eligible for PP are supported in accessing learning experiences open to all children (London/Lake District residentials in particular).

3. Planned expenditure					
Academic year	2016/17				
The three headings below show how we using 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. Improved oral language skills in EYFS/KS1	Staff training on Wellkomm approach at EYFS and Talk Boost at Reception/KS1 Staff training on developing CL for pupils in EYFS through to Y1	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Wellkomm/Talkboost provide an effective framework and resources for improving children's C&L skills.Targeted	One TA identified to deliver WellKomm at EYFS to undergo training and deliver interventions. Use INSET days to deliver training. One teacher and TA each from EYFS/KS1 to undergo training in Talkboost and deliver this to small groups.	EYFS/KS1 Team Leaders	July 2018
B. Ensure progress throughout KS1&2.	I&I Manager to be provided with non-contact time for 2.5 days per week to oversee provision for vulnerable groups and individuals. INSET for all staff on the provision of tailored support for children in groups.	&I Manager has overview of groups needing support, staff deployed to provide this and the impact of this provision. PP children prioritised for supportive interventions to close the gap in learning and accelerate progress in reading, writing and mathematics.	PP children who are not making expected progress identified in PPMs. I&I Manager to work with teachers to ensure that TA support is directed towards PP children.	I&I Manager Class Teachers TAs.	July 2018
Total budgeted cost (Includes 0.5 I&I Manager, EYFS TA, KS1 TA for WellKomm and other interventions, INSET and resources)					£ £74,950
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. Improved oral language skills in reception	One to one and small group provision for Early Language Intervention for children in Reception.	Some of the students need targeted support to catch up. WellKomm is a programme which has been independently evaluated and shown to be effective in other schools.	Ensure training for the TA responsible for the delivery of WellKomm. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EYFS/KS1 class teachers	Jun 2018

Total Budgeted Cost					
B. Ensure progress through KS1&2.	TA support to deliver interventions including Toe by Toe one to one and support DAPs who are not making progress in mathematics, by delivering interventions in line with the Singapore Approach to teaching and learning.	Toe by Toe is a proven method of raising attainment. Tracking shows that children (DAPs in particular) are not making requisite progress in reading and writing. Small group support in these areas has been shown to speed up progress and boost attainment.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by I&I Manager, SLT and subject leaders co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	I&I Manager SLT Subject Leaders Class Teachers	Dec, Apr and July 2017-18
Total budgeted cost (Includes 0.5 I&I Manager, EYFS TA, KS1 TA for WellKomm and other interventions, INSET and resources)					£74,950
iii. Other approaches					
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?
B. Improved learning outcomes, increased focus in class, with children learning ready at the start of the school day.	Breakfast club open to children from YN-Y6, at no charge, PP children targeted and encouraged to attend. Subsidised after-school club for PP children	To ensure that children get a good start to their school day in that they are well-fed and take part in purposeful activities during breakfast club.	Put into place a clear management structure for breakfast club, ensuring that all policies are in place and fully adhered to. Ensure staff have a clear understanding of their roles.	HT/Breakfast Club Manager After-school Club Manager.	April 2018
Total Budgeted Cost (Includes staffing costs for breakfast club, food and equipment costs, costs top after school club of PP placements)					£21,642
C. Support for children with EBD	Use targeted behaviour intervention for identified students. Learning mentors to engage with parents to set and monitor targets. Develop restorative approaches and focus on positive behaviours.	Learning mentors have a proven record in being effective in removing barriers to learning and building self-esteem and resilience in children. Our learning mentors are skilled in creating effective working relationships with families, including those who are difficult to engage, and in liaising with other agencies. Nurture group is an approach which has	Ensure identification of target pupils is fair, transparent and properly recorded. Set up a nurture group to support children with EBD issues, to ensure that they are learning ready when they go into class. Provide support in line with the school behaviour policy, tailored to individual	Behaviour Lead Learning Mentors Class Teachers	July 2018

	Set up a nurture group to support children with EBD, enabling them to go into class ready to learn.	been successful nationwide, including throughout Lancashire and is currently being adopted by many of our neighbouring schools.	needs. In PPMs, identify whether or not LM support results in improved learning outcomes for children. Monitor behaviour records.		
D. Improved attendance rates , reduction in the number of persistent absentees.	Pastoral Care team and office staff to monitor attendance closely and put into place necessary support to improve attendance.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough, effective INSET for support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Attendance Lead Learning Mentor/Family support Worker	July 2018
Total Budgeted Cost (Includes Equipment, INSET costs, Learning Mentor costs)					£63,603
E. Children eligible for PP able to access wider aspects of the curriculum; are turned out for school in line with policy expectations and have the necessary equipment to go about their learning.	Provide subsidies for: school uniform and equipment residential and other trips	Children eligible for PP can come from families who experience real financial hardship, which means making choices about what they feel they can and cannot access (particularly in terms of residential trips, which are by necessity not compulsory)	Office staff and learning mentors act as the point of delivery for uniform and equipment.	SBM HT EVC	July 2018
Total budgeted cost (includes Residential/other trip subsidies, payments for uniform and equipment)					£4,624
Overall Total Budgeted Costs					£164,819

4. Additional detail

Our school strategy for spending Pupil Premium is as follows:

- Learning: we track the progress of children who are eligible for PP and where children are falling behind, schedule one to one or small group support to ensure that the overall achievement of children qualifying for PP is in line with that of their peers
- Well-being: ensure that children who need to, access Breakfast Club, in order to ensure a healthy and positive start to the school day
- Nurturing: learning mentors maintain awareness of children who are eligible for PP and attend to their pastoral needs, providing proactive support and liaising with families
- Financial help: children who are eligible for PP receive support with uniform, paying for trips and visits (including residential) and equipment

Children eligible for Pupil Premium can face a number of barriers to learning. Our breakfast club aims to ensure that children get the school day off to a settled and nutritious start. Eligible children can display a range of emotional and behavioural needs, requiring support from learning mentors. In certain circumstances, the achievement of children eligible for Pupil Premium can lag behind that of their peers and the support that we put in place aims to address this. The impact of this support has been that children eligible for pupil premium have made better progress than their non-PP peers in school in Reading and Mathematics. Children eligible for pupil premium did better than the national average in Y1 phonics. At the end of KS1, children eligible for PP achieved better than the national average in writing, mathematics and science. We measure the impact of pupil premium by looking at our end of key stage results, our tracking system throughout the school and our pastoral care records.

The school's pupil premium strategy was reviewed in July 2017.

In 2016-17, Pupil Premium was spent on:

- Subsidising off-site visits, including residential and activities
- Breakfast club for children at no charge
- Nurture group for disadvantaged pupils
- Provision of personal essentials
- An additional learning mentor to provide support for vulnerable children and their families.
- One to one support for children at KS2, who were falling behind in their targets
- Additional TA support to deliver personalised intervention programmes and to support children with EBD

Previous data shows that children eligible for PP achieve at least in line with others. Children eligible for PP who attended breakfast club had a nutritious breakfast and made a positive start to the school day. Learning mentors focused their attentions on providing tailored support to children eligible for PP

In 2017-18, Pupil Premium is being spent on:

- Personal school essentials (uniform, equipment)
- Subsidising offsite visits (including residential)
- Free breakfast club
- Nurture group
- Learning mentor support
- One to one/small group support for children at KS2 who are falling behind in their learning targets
- TA support to deliver personalised interventions
- Nurture group for children with EBD