# Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|---|---|---|---|---|---|
| **School** | St. Francis of Assisi RC Primary School | | | | |
| **Academic Year** | 2017-2018 | **Total PP budget** | £149,000 | **Date of most recent PP Review** | 24th May 2016 |
| **Total number of pupils** | 231 | **Number of pupils eligible for PP** | 112 | **Date for next internal review of this strategy** | 5th March 2018 |

| 2. Current attainment | | |
|---|---|---|
| | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving national expectations reading, writing & maths (or equivalent)** | **63%** | ***67%*** |
| **Reading Progress Score** | **3.4** | **0.0** |
| **Writing Progress Score** | **4.2** | **0.0** |
| **Maths Progress Score** | **4.2** | **0.0** |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **A.** | Pupils arrive in school with below average attainment, especially in speech and language and communication |
| **B.** | Disadvantaged boys perform lower than their peers in reading, writing and maths |
| **C.** | Disadvantaged SEND pupils perform lower than their peers in reading, writing and maths |
| **D.** | Fewer opportunities outside school for enrichment and wider personal development |
| **E.** | Increased risk of social and emotional difficulty |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **F.** | Inconsistent attendance and punctuality |

| 4. Desired outcomes | | Success criteria |
|---|---|---|
| | **Overall**<br><br>**The difference in performance between Pupil Premium pupils and others diminishes year on year.** | |
| **A.** | **The differences between pupils arriving at St. Francis of Assisi with lower than average attainment (especially in speech and language and communication) and their peers nationally are diminished.** | All pupils entering the school with low EYFS baselines will receive '1to1' or group interventions by a specialist external speech and language therapist (or teaching assistant who has received training for the professionals).<br><br>The Communication Trust's baselines will be used to measure impact. |
| **B.** | **Disadvantaged boys perform in-line with other boys in school, and nationally, in reading, writing and maths.**<br><br>**The gap between boys and girls in reading, writing and maths is reduced year on year.** | Disadvantaged boys will perform in-line with other boys in school by July 2018 in reading, writing and maths.<br><br>Disadvantaged boys will be performing in-line with the girls in reading, writing and maths by July 2018. |

| | | |
|---|---|---|
| **C.** | **Disadvantaged SEND pupils will reach their potential and progress in-line with their peers** | Disadvantaged SEND pupils at St. Francis will progress in-line with other pupils nationally in reading, writing and maths by July 2019 (pupils with severe learning difficulties will be assessed under the new framework and case studies will be supplied)<br><br>The attainment gap between disadvantaged SEND pupils and their peers diminishes year on year. |
| **D.** | **Disadvantaged pupils will have an equal opportunity to access a variety of exciting workshops and trips to extend their learning beyond the classroom** | No pupil premium child should miss out on a school trip because of a lack of money.<br><br>Disadvantaged pupils who have talents in particular areas will be offered funded or subsidised clubs to improve their chances of success in the future. |
| **E.** | **All pupils with social and emotional difficulties feel safe in school and they develop strategies for regulating their behaviour so they can access the curriculum at all times.** | Pupils who are vulnerable to social and emotional difficulties will be identified and provision will be put in place to address their needs.<br><br>A range of nurture interventions are in place and a number of staff members are trained to run support groups to meet all needs. (2018) |

| | | |
|---|---|---|
| F. | **All pupils attend school regularly so they can access the curriculum and reach their full potential.**<br><br>DfE (School Attendance, November 2016): 'Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.' | By the end of July 2018 attendance for all children will be above 95%. Where this is not possible, a clear plan of support will be in place or a case study will be provided. |

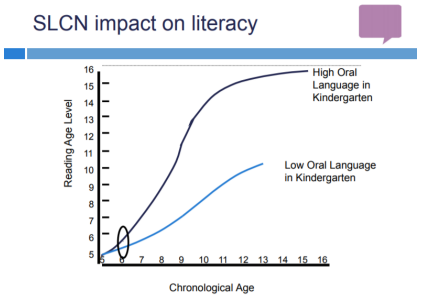
**5. Planned expenditure**

| | |
|---|---|
| **Academic year** | **2017-2018** |

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. 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 |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **A.** The difference between pupils arriving at St. Francis of Assisi with lower than average attainment, especially in speech and language and communication, and their peers nationally is diminished by the end of Year 2.<br><br>A 'catch up' programme is provided in KS2 to support children who are falling behind their peers in literacy (where SLCN is a barrier). | The school will employ a specialist external Speech and Language Therapist for one day a week to train teaching assistants initially and then to provide one-to-one support and intervention where needed.<br><br>Speech and Language interventions will be implemented in all Foundation and KS1 classes to ensure Early intervention is addressing this need.<br><br>All TAs will be trained to deliver the following programmes:<br><br>• Language for Thinking<br>• Talking Mats<br>• Colourful Semantics<br>• Others recommended by the Speech and Language Therapist<br><br>The rationale for this is that no matter where a teaching assistant is based there will be ample human resources to provide whatever input most effectively supports the child/group. | Nasen: Supporting pupils with Speech, Language and Communication Needs uses the following table to highlight the impact of SLCN on literacy:<br><br>  <br><br>*Nasen recommends:*<br><br>♦ *Specialists such as speech and language therapists work directly with children*<br><br>♦ *Well trained support staff deliver and link to the classroom*<br><br>♦ *The environment supports communication*<br><br>DfE: The relationship between speech, language and communication needs (SLCN) and behavioural, emotional and social difficulties (BESD) states:<br><br>*'In order to develop their language and communication abilities, children and young people with ASD and SLCN require support to develop effective peer relationships and to address emotional difficulties.'* | SENCo to liaise with the Speech and Language Therapist to monitor interventions, track progress and offer further support.<br><br>Communication Trust baseline shows a marked improvement from starting points. | Speech and Language specialist: £15,000<br><br>TA interventions: X6 TAs £51,588 | Half termly reviews |

| | | | | | |
|---|---|---|---|---|---|
| **B.** Disadvantaged boys perform in-line with other boys in school, and nationally, in reading, writing and maths.<br><br>The gap between boys and girls in reading, writing and maths is reduced year on year. | **Leadership support**<br><br>A dedicated maths leader, who tracks and monitors the progress of disadvantaged boys, will be employed to support the current maths lead. This is to ensure rigour and allow for a team approach to drive the attainment of disadvantaged pupils.<br><br>A dedicated English leader, who tracks and monitors the progress of disadvantaged boys, will be employed to support the current English lead. This is to ensure rigour and allow for a team approach to drive the attainment of disadvantaged pupils.<br><br>**Interventions**<br><br>One-to-one tuition interventions run throughout the year for KS2 pupils. Experience of previous one-to-one interventions has proven that the outcomes are very high. | Distributive leadership models:<br><br>• Produce an improved quality of decision making.<br>• They are more entrepreneurial, therefore they generate more initiatives and ideas<br>• They are a better way of managing desired complex demands<br>• They are more responsive to pupil needs<br><br>All of the above are essential so the school can find creative and innovative ways of engaging boys | The main maths and English leads, who are assistant headteachers will work closely with their deputies to ensure there is a clear action for driving the attainment and progress of disadvantaged pupils in the school<br><br>An 'assess, plan, do and review' model will be used so we can constantly re-evaluate goals and ensure we are on target. | Maths and English leaders support and direct the 'dedicated' leaders.<br><br>X2 TLRs: £9000<br><br>Interventions<br><br>One-to-one teacher tuition interventions Upper KS2 - £7800 | Termly |

| | | | | | |
|---|---|---|---|---|---|
| **C.** Disadvantaged SEND pupils at St. Francis progress in-line with other pupils nationally in reading, writing and maths by July 2019<br><br>The attainment gap between disadvantaged SEND pupils and their peers diminishes year on year | **Leadership support**<br><br>The SENCo, tracks and monitors the progress of disadvantaged SEND pupils, in partnership with the maths lead. This is to ensure rigour and allow for a team approach to drive the attainment of disadvantaged pupils.<br><br>The SENCo, tracks and monitors the progress of disadvantaged SEND pupils, in partnership with the English lead. This is to ensure rigour and allow for a team approach to drive the attainment of disadvantaged pupils.<br><br>**Interventions**<br><br>One-to-one tuition interventions run throughout the year by two skilled and dedicated teaching assistants to raise the attainment of identified disadvantaged SEND pupils.<br><br>Experience of previous one-to-one interventions has proven that the outcomes are very high. | Distributive leadership models:<br><br>• Produce an improved quality of decision making.<br>• Are more entrepreneurial, therefore generates more initiatives and ideas<br>• Are a better way of managing desired complex demands<br>• Are more responsive to pupil needs<br><br>Identified, key people running interventions for SEND pupils is important as it provides consistency and allows them to consolidate their learning which is imperative. | The maths and English leads, who are assistant headteachers will work closely with the SENCo to ensure there is a clear action plan for driving the attainment and progress of disadvantaged SEND pupils in the school.<br><br>An 'assess, plan, do and review' model will be used so we can constantly re-evaluate goals and ensure we are on track to achieve all targets. | SENCo<br><br>Interventions<br><br>One-to-one tuition interventions run by teaching assistant for identified pupils - £15,000 | Half-termly termly |
| | | | | **Total budgeted cost** | £98, 388. |
| **ii. Quality of teaching for all and 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 |
|---|---|---|---|---|---|
| **D.** Disadvantaged pupils will have an equal opportunity to access a variety of exciting workshops and trips to extend their learning beyond the classroom | **Clubs and trips**<br><br>Disadvantaged pupils, who have talents in particular areas, will be offered funded or subsidised clubs to improve their chances of success in the future (including music lessons).<br><br>The school will provide free homework club places<br><br>School trips, including residential trips, will be funded or subsidised so no child loses out. | The Nuffield Foundation stated *that clubs are an "easy vehicle" for enrichment. Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2-point higher total score in their KS2 assessments in English, maths and science at the end of primary school.*<br><br>*This is equivalent to two-fifths of the 'attainment gap' between poorer children and their affluent peers.*<br><br>We have identified that pupils from disadvantaged backgrounds often have reduced academic support at home. Homework club provides an opportunity for pupils to complete homework with the support of school staff. | The clubs list will be compared with the PPG list to identify which children are/are not accessing clubs.<br><br>Depending on the club, subject leaders will be asked to nominate children who have particular skills/talents that might be enhanced if they had the opportunity to attend a club.<br><br>70% of pupils who attend homework club will from disadvantaged backgrounds.<br><br>Inclusion lead to work closely with the school business manager to identify pupils who are in need. | SENCO, MC, RG, FC, JO and DP<br><br>£17,000 | |

| | | | | | |
|---|---|---|---|---|---|
| **E.** Pupils who are vulnerable to social and emotional difficulties will be identified and provision will be put in place to address their needs. | The school will employ a learning mentor who will work in partnership with the SENCo to build up a comprehensive package of support for children displaying behavioural, social or emotional difficulties.<br>(These sessions will be tailored and include self-esteem workshops, class support, self-control and anger management, communication skills and friendships groups).<br><br>In conjunction with the SENCo and learning mentor, two TAs will be trained as Emotional Learning Support Assistants (ELSAs) to run nurture groups.<br><br>The learning mentor will be in the playground every break and lunchtime to model good game playing and social interaction. This will allow the learning mentor to monitor pupil behaviour and put in place strategies for improvement. | Learning mentors are being used in many schools across the borough. | The SENCo and learning mentor will meet weekly to review the progress of the pastoral support taking place in school.<br><br>Learning Mentor impact tools will be used to measure impact and identify areas that need adapting, | SENCo and Learning mentor:<br><br>£28,665 | |
| | | | | **Total budgeted cost** | £45,665 |
| **iii. 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? |
|---|---|---|---|---|---|
| **F.** By the end of July 2017 attendance for all children will be above 95%.<br><br>Where this is not possible, a clear plan of support will be in place or a case study will be provided. | SENCo to monitor attendance/punctuality using the 3 Stage letter systems.<br><br>Meetings will be held with parents of children whose attendance/punctuality is a cause for concern. A plan of support will be developed alongside professionals to improve attendance and punctuality for these children.<br><br>A small amount of Pupil Premium funding will be used to purchase prizes for outstanding attendance and punctuality. This will motivate families and raise the profile of attendance in school. | DfE: School Attendance November 2016 states: '*Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.'* | An early intervention system will be put in place where attendance and punctuality is monitored weekly. Letters will be sent out, and meetings held, immediately after a child's attendance/punctuality falls below expected standards. Greater scrutiny will be given to pupils who have worked their way through the system with the end goal of 95% always at the forefront of all discussions.<br><br>Whole class attendance data to appear in the newsletter weekly and at the 'Star of the Week' assembly. Prizes to be presented at the end of each term. | Inclusion lead - £2000<br><br>£500 | Termly reviews with the SLT |
| | | | | **Total budgeted cost** | £2500 |
| | | | | **Total budgeted cost** | £146,553 |

| 2 Review of expenditure | | | | |
|---|---|---|---|---|
| **Previous Academic Year** | | **2016 – 2017** | | |
| **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** |

| | | | | |
|---|---|---|---|---|
| School provides alternative places for children to work and relate to their peers in a calm and supportive environment. | Class teachers identify pupils who find it difficult to work at home and school and prioritise places for them in breakfast and out of school provision | 69% of pupils who attend homework club are from disadvantaged backgrounds.<br><br>42.5% of pupils who attend breakfast club are from disadvantaged backgrounds. | PPG pupils were able to complete homework in an environment that is conducive to learning. Increasingly, parents of disadvantaged pupils are asking for this sort of provision.<br><br>More work needs to be done to support parents with breakfast club and after school clubs.<br><br>We will continue with this provision but we will take a more rigorous approach to ensuring the clubs are more inclusive. | £7, 290 |
| **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** |
|---|---|---|---|---|
| Improvements to PPG achievement in Phonics, Reading and Writing at each key stage<br><br>Improvements to PPG achievement in maths at each key stage | Introduce the Rapid Reading system<br><br>Provide pupils with practical experiences so they have a stimulus for writing<br><br>Interventions to raise attainment in maths<br><br>EYFS leader and AfA coach to provide INSET around SCLN | The gap between PPG pupils at St. Francis and pupils not eligible for PP nationally has diminished considerably:<br><br>2016: School 47%, National 60%<br><br>2017: School 63%, National 67%<br><br>When the Rapid Reading programme was first introduced 65 (29 PPG) pupils needed to 'catch up,' there are now only 22 (8 PPG) pupils on the programme.<br><br>The school bought Chromebooks, instead of ipads which have been hugely beneficial to the children. Not only can all pupils learning the computing curriculum but PPG pupils have the opportunity to explore this medium and access the curriculum/reading in an innovative way.<br><br>Although learning walks were carried out to ensure classrooms were conducive to supporting pupils with SLCN and the EYFS leader introduced the PETs speech and language programme, this was not enough. The EYFS pupils made good progress in speech and language development but they are still arriving in Year 1 and beyond unable to discuss ideas and articulate their understanding. This continues to act as a barrier to them reaching their potential.<br><br>Intervention teachers were used to help PPG pupils reach ARE expectations in all areas of learning. | The Rapid Reading programme will continue as it has been very successful.<br><br>Interventions around SCLN need to be driven more next year. The staff will need considerable and ongoing training by professionals to make sure this becomes an area of strength across the school.<br><br>The intervention programme was hugely successful with record highs in outcomes across all area. | £105,872.80<br><br>Intervention Teachers =<br><br>£23,000<br><br>6 x TAs<br><br>(Intervention and Phonic support)<br><br>= £51,000<br><br>Rapid Reading = £5,000<br><br>Computing = £22,000<br><br>Enrichment = £4,000 |

| **Iii 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** |
| Parents and PPG pupils are clearer about what the school is trying to achieve with the former adding value to the children's learning at home and at school. | SMART targets given to parents at parent meetings<br><br>Parent Workshops<br><br>Approach local businesses/sportsmen/women to come in to speak to PPG pupils about resilience and overcoming barriers | All PPG pupils were given SMART targets along with resources to help parents support their children at home.<br><br>A range of parent workshops went ahead last year: Phonics, Creating active and independent learners, School counsel and Year 6 transition meetings to name a few.<br><br>Due to the tragic events of Grenfell, the focus for the school in the latter part of the year became one of responding to the needs of our families who had been through a very traumatic time.<br><br>Role models were brought into school to help children realise they have to plan for their future and this might mean they have to overcome many barriers. The visitors ranged for bankers to BMX champions. | Outcomes for all pupils are the highest they have been for a number of years and the gap between PPG and non-PPG pupils nationally has closed substantially this year.<br><br>SMART targets and resources for parents will continue next year but support will be more targeted. | £11,500 |

| iv 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** |
| The majority of PPG pupils meet the school's expectations for behaviour and the completion of work and feel safe in the school. | To set up an 'Ambassadors for learning project'<br><br>To set up nurture programme | The Ambassadors programme did not go ahead because the Year 6 teacher introduced a prefect project so this was established instead.<br><br>The school ran a very successful nurture programme which included many of the PPG pupils who have difficulty with making friends. The children asked every week if nurture was going ahead and they learnt the importance of turn taking, clearing up after yourself, listening to the views of others and understanding the feelings of others. | The nurture co-ordinator left the school so the SENCo is currently looking into getting training for herself. In the meantime a trained TA will lead the programme with the SENCo supporting.<br><br>This is a very important programme which addresses needs that cannot be fulfilled in the classroom.<br><br>The school intends to expand the nurturing aspect of learning so that barriers to success are removed. The school will build an Inclusion team with the SENCo leading a Learning Mentor and two ELSAs. This team will drive improvements in all areas of behavioural, emotional and social needs. | £22,000 |