

St Francis of Assisi Catholic Primary School – Pupil Premium Strategy Statement

Academic Year 2016-2017

1.) Summary Information					
School	St. Francis of Assisi Catholic Primary School				
Academic year	2016-2017	Total PPG budget	£69780	Date of most recent PP review	January 2018
Total number of pupils	417	Number of pupils eligible for PP	41	Date for next internal review of this strategy	July 2018

2.) Current Attainment	Pupils achieving the Expected Standard			Pupils achieving the Higher Standard		
2017 End of KS2 SATS (10 pupils)	<i>Pupils eligible for PPG (St. Francis)</i>	<i>Pupils eligible for PPG (National)</i>	<i>Pupils not eligible for PPG (National)</i>	<i>Pupils eligible for PPG (St. Francis)</i>	<i>Pupils eligible for PPG (National)</i>	<i>Pupils not eligible for PPG (National)</i>
Reading, Writing and Maths	20%	61%	67%	0%	4%	11%
Reading	33%	71%	77%	0%	25%	29%
Writing	50%	76%	81%	0%	18%	21%
GPS	50%	77%	77%	0%	31%	35%
Maths	40%	75%	80%	0%	23%	27%
2017 End of KS1 SATS (8 pupils)	Pupils achieving the Expected Standard			Pupils achieving the Higher Standard		
Reading, Writing and Maths	50%	50%	68%	0%	5%	13%
Reading	63	76%	79%	13	25%	28%
Writing	50	68%	72%	0	16%	18%
Maths	63	75%	79%	13	21%	23%

Data obtained from Latest Dashboard and FFT aspire

“By doing clubs I form relationships with people who are not in my year and then I have more friends
“(Yr6)

“I like Maths because the teacher helps you to understand first and then you can do it independently” (Yr4)

3.) Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as through speech, language and communication)		
A	End of KS2 Reading/Writing/Maths results were significantly lower than their national counterparts	
B	A range of social, emotional, speech and language	
C	Complex needs	
D	Children identified at working at Greater Depth	
External barriers (issues which also require action outside school, such as low attendance rates)		
D	Attendance	
4.) Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improved Reading, Writing and Maths outcomes and progress for PPG children in KS2	End of KS2 tests, children's books, standardised tests, termly progress tests.
B	Children to be able to engage effectively in their learning	Small steps and intervention data, particularly for those not working at expected
C	Engage with outside agencies to provide level of intervention to support effective learning	Access the curriculum and evidence progress from starting positions
D	Develop all-roundedness for children to excel beyond the core curriculum to enhance life opportunities	A breadth of opportunities through Music, Art, Sport and other curricular areas.

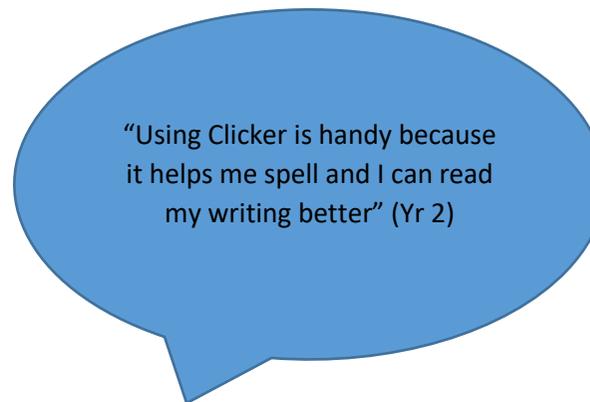
Attendance data 2016-2017

St. Francis: 96.01%

National: 96.0%

St. Francis PPG: 95.34%

National PPG: 94.1%



5.) Planned expenditure

Academic Year **2017-2018**

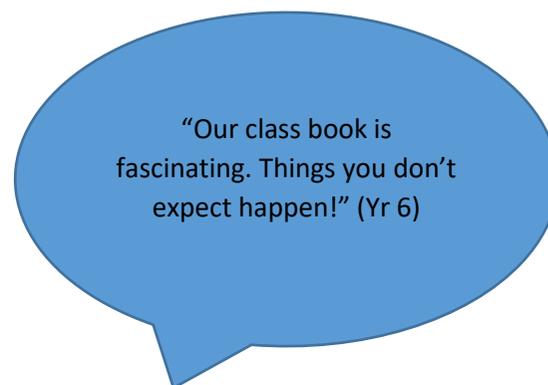
The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole class strategies.

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	When will you review?
Teacher conferencing for all pupils	Teachers, Subject Leaders and SLT to conference with children and feedback on learning, progress and enjoyment.	Staff know their children and gives high impact at low cost	SLT to include in monitoring schedule.	YM	Half-termly
Improved communication	To promote oracy in the classroom and as recognition of the impact oracy has on life choices/opportunities as an adult	Research shows that certain groups of children start school with limited language skills and this affects their whole school career and their outcomes. We want to give all children an equal chance to attain in school and to reach their ambitions in adult life/	Through drop-ins, book reviews, ½ termly pupil learning reviews, parent-teacher consultations and lesson observations	All staff	Half-termly
Improved self-esteem and self-efficacy	Through raised self-esteem and efficacy children develop confidence and	Children will be more engaged in the curriculum and ensure more effective	Opportunities in mini-enterprises, EPR, enrichment days, external speakers. Reviewed behaviour	YM	Half-termly

	resilience in the school environment.	measures of progress across the curriculum	policy. House events. Celebration assemblies.		
Total Budget Cost					£ 5524
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	When will you review?
Improved Numeracy and Literacy	PPG data was below peers in 2016-2017	The subject and knowledge and expertise of teachers to be used to diminish the differences for pupils eligible for PPG	Scheduled sessions for targeted children through a range of Maths intervention	FC, AR, AC, JT, JB, PD, SLT, Learning Support Staff.	½ Termly
Children to be able to engage effectively in their learning	PLR discussion (including SENDCO) filters appropriateness of intervention	Eligible children have been identified as having a range of Social, Emotional, Speech, Language, Sensory and Communication needs	Targeted support has been sought to work with identified children and families	AH, YM, SLT, Class teachers and other professionals.	Fortnightly (SAFS meetings) ½ termly
Most-able: Develop all-roundedness for children to excel beyond the core curriculum to enhance life opportunities	Children identified, or with the potential for working at Greater Depth to be provided with a breadth of additional opportunities in Music, Art, Sport and in core curricular areas.	To enhance best possible life opportunities	Activities have been sourced to enrich the wider-curriculum for eligible pupils	TH, YM, SCS, Chelsea, Love Music, West Sussex Music, Crawley Town, Clubs, Theatre companies.	Termly
Total Budget Cost					£ 53466

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	When will you review?
Supporting wider family needs	Provision of uniform, hot meals, swimming, wrap-round care, trips and residential.	Inclusion in the school community	Identified families will be supported	SLT	On a needs basis
Wider opportunities	Children identified to be provided with a breadth of additional opportunities in Music, Art, Sport and in core curricular areas.	To enhance best possible life opportunities	Activities have been sourced to enrich the wider-curriculum for eligible pupils	TH, YM, SCS, Chelsea, Love Music, West Sussex Music, Crawley Town, Clubs, Theatre companies.	Termly
Improved attendance	Current data indicates that this group is slightly below whole school data	Attendance at school is a key indicator in pupil's attainment and progress	Ensure monitoring reports are recorded. Family catch-ups.	TH/YM/AH/SF	½ termly
Total Budget Cost					£ 10790



6.) Review of expenditure

Previous academic Year	2016-2017
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	<i>Funding Allocation</i>	<i>Extended Schools</i>	<i>Enrichment</i>	<i>Reading</i>	<i>Writing</i>	<i>Mathematics</i>	<i>Hot Lunches</i>	<i>Counselling, Social and Emotional</i>	<i>Uniform</i>	<i>Outside Agencies</i>	<i>Co-ordination</i>
Costs	£69940	£2064	£9970	£12050	£10806	£15120	£517	£12212	£154	£1907	£5140

Desired Outcome	Chosen action/approach	Impact:
Improved Outcomes for Maths	Maths intervention	Maths support based on the Maths mastery taught in class has shown accelerated progress in all year groups with the exception of Year 4. The number of children (PPG) working at expected in year 4 is a concern and from September, small steps of progress will be measured more robustly using progress tests, exit data and through progress stamps and book scrutiny. It is recognised that there are PPG children who also have a SEND.
	Explore Learning and Third-Space Learning	Although our eligible pupils attained less than the national, it was identified that significant progress was made during the academic year in readiness for Secondary transfer.
	Mathematics Mastery	Progress and attainment have improved. Consistency of teaching has improved. Pupil talk, confidence and enjoyment has increased. Better understanding of key vocabulary. Children are retaining learning at a deeper level. Teacher confident and subject knowledge is more secure. CPD opportunities for staff.
Improved Outcomes for Literacy	Clicker 24 tablets	For children with fine-motor skills it enables them to demonstrate content and skills in writing. Those with dyslexic tendencies, it provides a bank of vocabulary and spell-check facility to develop their Reading and writing skills.

	Reading Support	Working with children from Years 2-5. Children made progress, and this was recorded, but not all at the expected level.
	First-Class at Writing	Writing support for children has resulted in increased confidence, ability to generate and discuss ideas and children show a greater understand of the skills used in their writing.
Family Support and Inclusion	Lunches, Extended schools, uniform, outside clubs.	Improves attendance and punctuality. Improved sense of belonging, behaviour for learning. Access to resources to raise attainment /progress.
Counselling, Social and Emotional	Learning Mentor, Play Therapist, Mental Health Worker, Educational Phycologist, Speech and Language, equipment.	The impact does not always directly impact the children’s progress but we hope to see the effects of better emotional wellbeing improving their ability and readiness to access teaching and learning. There have been positive changes in the children’s emotional and social presentation.
Enrichment	Residential, Clubs, Trips, Enrichment Days, Music, Sport,	Improved self-esteem, greater engagement and independence. Improved parental relationships and understanding of healthy lifestyle.

