

Pupil premium strategy St Francis Catholic Primary School

A Community Growing in Love for Learning and Life Rooted in God's Love

1. Summary information					
School	St Francis Catholic Primary School				
Academic Year	2017/18	Total PP budget	£45060	Date of most recent PP Review	March
Total number of pupils	409	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 18

Pupil Outcomes 2016-17

EYFS - % achieving a good level of development

	School			National		
	2015	2016	2017	2015	2016	2017
FSM	77	66	50	52	55	57
Other	87	89	78	69	72	73
Difference	-10	-9	-28	-17	-17	-16

Year 1 Phonics - % achieving expected standard

	School			National		
	2015	2016	2017	2015	2016	2017
Disadvantaged	40	80	100	66	70	70
Other	89	89	75	80	83	84
Difference	-40	-9	+25	-14	-13	-14

KS1 - % achieving level 2+/expected standard or above

		School			National		
		2015	2016	2017	2015	2016	2017
Reading	Disadvantaged	100	67	70	84	62	63
	Other	93	87	80	93	78	79
	Difference	+7	-20	-10	-9	-16	-16
Writing	Disadvantaged	50	33	60	79	53	54
	Other	82	78	76	91	70	72
	Difference	-32	-45	-16	-12	-17	-18
Mathematics	Disadvantaged	100	33	70	87	60	62
	Other	100	85	85	95	77	79
	Difference	0	-52	-15	-8	-17	-17

KS2 - % achieving level 4+/expected standard or above

		School			National		
		2015	2016	2017	2015	2016	2017
Reading	Disadvantaged	100	63	71	83	53	60
	Other	96	71	81	92	72	77
	Difference	+4	-8	-10	-9	-19	-17
Writing	Disadvantaged	100	75	57	79	64	66
	Other	94	71	88	90	79	81
	Difference	+6	-4	-31	-11	-15	-15
Mathematics	Disadvantaged	100	63	57	80	58	63
	Other	87	77	79	90	76	80
	Difference	+10	-14	-22	-10	-18	-17
EGPS	Disadvantaged	87	75	86	71	61	66
	Other	79	83	81	84	78	82
	Difference	+6	-8	+7	-13	-17	-16

KS1-KS2 progress score

		School	National
Reading	Disadvantaged	-1.5	-0.7
	Other	+2.6	0.3
Writing	Disadvantaged	-1.4	-0.4
	Other	+2.8	0.2
Mathematics	Disadvantaged	-0.6	-0.6
	Other	+0.8	0.3

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	29	
% making expected progress in reading (as measured in the school)	71	77
% making expected progress in writing (as measured in the school)	57	81

% making expected progress in mathematics (as measured in the school)		57	80
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Analysis shows that outcomes are variable for pp pupils. Lack of sustained improvement across subjects and years.		
B.	Poor oral language skills on entry to EYFS		
C.	Low esteem and other social, emotional and behavioural issues need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers.		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)			
D.	Attendance rates are between 79% and 100%. Overall attendance for pp pupils is below 96% with very low attendance of a minority of pp pupils		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria	
A.	Develop highly trained staff to ensure quality first teaching meets the needs of all learners including PP pupils	100% of teaching at least good with a significant amount outstanding	
B.	Develop highly trained staff to work with small groups of children during non-core curriculum time to deliver research based interventions	Pupils eligible for PP make accelerated progress across the curriculum by the end of the year so that they achieve similarly to their peers and make effective progress from their starting points	
C.	Funding places for PP children in extra-curricular clubs and activities, including forest school and residential visits, both in and out of school	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children	
D.	Effective use of Student and Family Support team to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help raise attendance.	Reduce the number of persistent absentees among pupils eligible for PP to 4% or below. Overall PP attendance improves to 96% in line with 'other' pupils.	

5. Planned expenditure					
Academic Year		2017/18			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement new feedback strategy which more effectively meet the needs of all learners	Teacher feedback addresses needs and promotes next steps to achieve and to challenge	EEF <i>Review of Marking</i> found lack of robust evidence in relation to most common methods of marking. Analysis of school's own marking and feedback policy showed that teachers were applying the practice but not the principle and next steps did not always relate to current learning. Teachers were spending a great deal of time marking which left them little time to plan effectively.	Deliver high quality CPD Monitor every two weeks initially Plan staff workshops to support Revisit through internal CPD Support staff	EB (HT)	Implementation reviewed termly
Provision of high quality teaching and consistently high standards through effective whole school development of all staff	Improved outcomes for all pupils including those in receipt of PP so that PP pupils achieve in line with their peers	DfE research document <i>Supporting the attainment of disadvantaged pupils: Articulating success and good practice</i> . Identified emphasis on achievement for all pupils and focus on quality of provision as key components in successful schools' approaches to improving pp outcomes	Use of Aspire model to deliver continuous, high quality, whole school, professional development. Aspire Development Days, Aspire Review Days, Cyclical monitoring including learning walks, work scrutiny, drop ins, lesson visits and pupil conferencing	EB (HT)	Implementation reviewed termly and seasonally at Aspire review days.

Staff training on developing strategies to support children working at a greater depth to support higher achieving pupils	Improved outcomes for all higher achieving pupils including those in receipt of PP so that PP pupils achieve in line with their peers and more pupil premium pupils achieve the higher outcomes	Evaluation of whole school data shows that our pupil premium pupils do not attain at the higher levels. Monitoring and discussion with teaching staff shows that staff do not always feel confident to deliver work at the higher challenge	Quality CPD to develop whole school understanding of what 'greater depth' looks like. Monitoring through learning walks, drop ins, work scrutiny and pupil conferencing. Data analysis	EB (HT)	Implementation reviewed termly.
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Total budgeted cost £15,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Specialist support for pupil premium pupils and effective deployment of high quality staff including TAs, HLTAs and class teachers working across classes and groups	Improved outcomes for pupil premium pupils at expected and at greater depth in English and Maths.	EEF <i>Making Effective use of Teaching Assistants</i> confirms that deployment of staff is critical to the success of pupils. Own school evaluation shows that where both teachers and support staff are deployed thoughtfully and effectively it has a positive impact on progress.	6 X pupil progress meetings to evaluate impact of support. Work scrutiny Termly assessments using PiXL formal assessments to evaluate progress Disadvantaged mentor termly reports	EB (HT)	Implementation reviewed termly.

Using targeted high quality interventions to support teaching of English, maths and oracy.	Improved language acquisition of EYFS and KS1 pupils. Improved rates of attainment and progress in EYFS, KS1 and KS2 pupil premium pupils	EEF <i>Oral Language Interventions- low cost high impact.</i> <i>Research into Primary PiXL school outcomes showed that schools using this intervention had improved outcomes</i> Evaluation of own school practice shows that carefully targeted interventions delivered in a timely and time limited way has high impact.	Phase leaders monitor delivery of interventions. Training for staff to support implementation of specific interventions. On entry/on exit evaluation after time limited delivery. Pupil progress meetings to evaluate effectiveness of intervention. PiXL gap analysis and progress	PW (AHT)	Implementation reviewed after recommended time scale. Termly at pupil progress meetings Termly at data analysis
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Total budgeted cost £15,300

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium funding to be used to provide places in after school clubs, residential visits and school trips.	An increase in opportunities for children to participate in additional activities both within and beyond the school day.	School analysis shows poor take up of after school clubs and residential trips if they are not subsidised by school. Dialogue with parents shows that they value the financial support which enables the children to take part in activities they would otherwise not have access to. Pupil wellbeing is improved when they don't feel excluded from activities.	Monitor attendance in after school clubs. Track residential trip take up.	SC (FLO)	Implementation reviewed termly through analysis of after school club, lunch time club and external provider clubs.

Develop the role of pupil premium mentors who will be responsible for championing pupil premium pupils.	An increase in pupil self-esteem through mentoring. Pupils have a champion specifically advocating types of support for them and monitoring their progress regularly.	Kent pupil premium document <i>Diminishing the Difference</i> recommends that each pp child should have a mentor as this helps to focus on barriers to learning and recommendations for specific targeted interventions. Pupils have someone they feel is 'on my side' and actions can be taken quickly to address concerns.	Termly mentor reports. Termly pupil progress meetings	EB (HT)	Implementation reviewed termly.
Update the school library with new books and furniture to make it more user friendly and inviting	School library is inviting. Children engaged in reading, using library for research. Improved engagement in reading, improved reading outcomes for pupil premium pupils	School evaluation shows that pupil premium pupils often don't have access to high quality texts. In many cases their engagement in reading is lower than their peers	Literacy lead will monitor pupil premium engagement through Reading Buddy scheme. Pupil conferencing Pupil mentor reading sessions.	ZK (RL)	Implementation reviewed termly through analysis of reading outcomes. Pupil Premium mentor reports. Pupil Progress meetings.
Effective use of SAFS team to closely monitor attendance and develop strategies to bridge the gap, engage with parents and support pupils to attend regularly.	Improved attendance rates for pupil premium pupils whose attendance is below 96%	<i>The Key for School Leaders highlights DfE research which shows that shows that, in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.</i>	Termly attendance analysis of pupil premium pupils – mentor report. Termly SAFS reports. Pupil progress meetings	PH (IM)	Implementation reviewed termly.
Total budgeted cost					£9,800

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.