



Pupil Premium Strategy Statement: St Francis Catholic Primary School 2017/18

School Information						
School	St Francis Catholic Primary School			Predicted PP Budget 2017/18		£85,800
Total Number of pupils	180 (+20 Nursery)	Date of most recent PP review	15/7/17	Autumn Term (Actual)	Spring Term (Actual)	Summer Term (Actual)
Number of pupils eligible for PP	65	Date for next internal review of this strategy	April 2018			

		Attainment 2016/17											
	% of class PPG (63 children at year end)	% PPG pupils making expected or better progress ETY – EOY			% non PPG pupils making expected or better progress ETY-EOY			National Floor Standards (2016)			School (2017)		
		Reading	Writing	Maths	Reading	Writing	Maths	R	W	M	R	W	M
Reception (8)	27%	100	100	100	100	95	100						
Year 1 (7)	25%	71	57	86	76	71	86						
Year 2 (9)	36%	67	78	78	75	75	75						
Year 3 (10)	33%	10	0	10	30	25	45						
Year 4 (8)	31%	100	100	100	100	100	100						
Year 5 (12)	58%	17	8	25	22	22	33						
Year 6 (9)	33%	100	100	100	89	83	94	71	75	77	82	89	93

- (ETY – Entry to Year, EOY – End of Year, Expected progress 6 steps for Year 1 to year 6 and 3 steps for Reception)

Barriers to future attainment (for pupils eligible for PP including high ability)	
At the start of the year SLT analyse data for all PP pupils and identify their individual barriers to learning based on data and contextual information	
In school barriers	
A	Pupils achieving the expected standard in English and Maths in KS1/ KS2
B	More able pupils achieving above the expected standard (Greater depth at end of KS1/ KS2) in English and Maths
C	Pupils achieving the required standard in phonics screening test in Year 1

External Barriers (issues which also require action outside of school e.g. low attendance rates)	
D	Pupil premium children to have attendance at or above the expected threshold
E	

4. Outcomes (desired outcomes and how they will be measured)		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Pupil premium provision targeted to individual needs to each pupil	All pupil premium pupils make at least expected progress and achieve targets set by SLT. Most PP pupils make rapid progress to achieve expected standard.
B	Pupil premium provision for more able identified and enriched.	All pupil premium pupils who achieved greater depth at KS1 remain on track to achieve Greater depth at KS2: Y6 pupils to achieve 57+ / GDS or HIGH SS in SATs / end of KS2 assessments Y5 pupils to achieve 51+ Y4 pupils to achieve 45+ Y3 Pupils to achieve 39+ Y2 Pupils to achieve 33+ / GDS or High SS in SATs / end of KS1 assessments Y1 Pupils to achieve 27+
C	Provision for phonics targeted	ALL PP pupils to achieve required standard in Phonic Screening in Y1

	to individual pupils needs	
D	Pupil premium children to have attendance at or above the expected threshold	PP pupils to have attendance of at least 96%

Planned Expenditure Academic Year 2016/17

Quality of teaching for all – Quality First Teaching

Desired outcome	Action	Rationale	Monitoring	Staff	Review Date
A B	Whole school based approach for all areas of curriculum but specific for PP barriers Coaching support from ... Additional TA hours (pm sessions)	<p>Moderation opportunities termly across school. Release for all year group staff and phase leader to engage in this process to improve outcomes of children.</p> <p>Mixed ability teaching for all subjects – this is aimed at creating a shared ethos of learning among all pupils regardless of prior attainment so that all groups can learn alongside and from each other. High quality of teaching for all pupils is based on challenge and inclusivity with opportunities for challenge and further application of skills as well as revisiting or catch up of skills / learning where appropriate or needed on whole class, group or individual basis.</p> <p>PP Champion used to highlight these children to staff to enable them to ensure that progress is monitored and actions are carried out to support these children.</p> <p>Pupil progress meetings with staff ½ termly to discuss progress of these children – all PP children are flagged up regardless of progress to ensure provision starts in the classroom at quality teaching for all level.</p> <p>SLT attend PPA times with staff to input into provision,</p>	<p>Assessment discussions</p> <p>PPA days with SLT</p> <p>SIP reviews</p> <p>Pupil progress meetings</p> <p>Appraisal observations / feedback</p> <p>Coaching</p> <p>SLT –in phase meetings</p>	All staff	Jan 2018

		<p>assessment discussion findings,</p> <p>Appraisal - objectives set with these barriers in mind.</p> <p>Robust NQT programme to ensure all staff are fully trained and equipped to deliver high quality lessons.</p> <p>SEND leader coordinates and deploys TAs to deliver timely and high impact interventions for specific children entitled to PPG. SEND leads training on specific research based interventions with teaching and non-teaching staff.</p> <p>All monitoring by phase leaders has a focus of pupil premium children. Outcomes are shared directly with teaching staff and SLT. Adjustments to provision are made accordingly.</p> <p>Weekly tutorials and intervention groups led by class teachers and teaching assistants, where barriers are identified fed through AfL.</p> <p>Year 6 staff released for interventions to pre teach, over teach, address misconceptions.</p> <p>Pupil premium children have developmental feedback by the class teacher after every extended piece of writing.</p> <p>Pupil premium children are provided with gap tasks after every piece of work and time every day to complete these.</p>			
C	Phonic teaching groups set up with performance in mind.	Quality First Teaching, which impacts on the progress of pupils, Quality first teaching through ability based groups taught by KS1 / KS2 staff which includes:	Assessment discussions SIP reviews	All staff	Jan 2018

		<p>Quality teaching by experienced staff in phonics – daily sessions</p> <p>Homework – spelling set based on phonics teaching</p> <p>Range of teaching approaches to suit needs of pupils in each group – range of resources deployed.</p> <p>Informs Intervention groups based on formative assessments</p> <p>Personalised phonics sessions focused on individual child’s next steps</p> <p>Positive parental partnerships through attending parent’s evenings to feedback to parents and communication through the child’s planner.</p> <p>Phonic Assessment discussions fortnightly and fed back to Phase leaders to impact on progress and provision alterations.</p> <p>Phonics lead will carry out lesson observations and feedback recommendations to accelerate the progress of PPG children.</p>	<p>Pupil progress meetings</p> <p>Appraisal observations / feedback</p> <p>Coaching</p> <p>Feedback / discussions between professionals.</p>		
Total Budgeted Cost					£49,610

Targeted support					
Desired outcome	Action	Rationale	Monitoring	Staff	Review Date
A	Teacher’s to deliver quality first teaching to PP pupils	Quality First Teaching, which impacts on the progress of pupils - The impact of this ensures that the children have highly focused objective led learning, high demands of pupil involvement and engagement with their learning, high levels of interaction, an appropriate use of teacher questioning,	SLT assessment discussions		Jan 2018
B			SIP		

		<p>modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups and a professional, skilled expectation that pupils will accept responsibility for their own learning and work independently.</p> <p>Quality first teaching through our early years/ key stage one and key stage two practitioner includes:</p> <p>Intervention groups based on formative assessments</p> <p>Personalised phonics sessions focused on individual child's next steps</p> <p>1:1 writing groups where children apply their phonics knowledge to their classroom work</p> <p>Targeted catch up provision to support pupil premium children who need additional support</p> <p>Supporting in lessons by working with children eligible for PPG.</p> <p>Personalised precision teaching to a child's individual needs</p> <p>Positive parental partnerships through attending parent's evenings to feedback to parents and communication through the child's planner.</p> <p>Delivering intervention programme such as: Toe-by-Toe</p> <p>Pupil premium children have developmental feedback by the class teacher after every extended piece of writing.</p> <p>Pupil premium children are provided with gap tasks after every piece of work and opportunities during tutorial time every day to complete these.</p>	<p>PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p>		
--	--	---	---	--	--

C	Teacher's to deliver quality first teaching to PP pupils	<p>Quality First Teaching, which impacts on the progress of pupils,</p> <p>Personalised phonics sessions focused on individual child's next steps</p> <p>1:1 writing groups where children apply their phonics knowledge to their classroom work</p> <p>Targeted catch up provision to support pupil premium children who need additional support</p>	<p>SLT assessment discussions</p> <p>SIP</p> <p>Pupil progress meetings PP teachers to record specific barrier (small step in learning), intervention, session outcomes, next steps and impact</p>		Jan 2018
Total Budgeted Cost					£30,452

Other approaches					
Desired outcome	Action	Rationale	Monitoring	Staff	Review Date
A	Funded breakfast club place	For children attendance below 96% entitled to PPG may be offered part funded breakfast club places to improve attendance.	SLT assessment discussions SIP	All Staff	Jan 2018
B					
C	1:1 reading sessions	Taught by a trained teaching assistant. The impact is measured using a variety of summative assessment tools such as national curriculum evidence collection, QCA tests and Benchmarking outcomes.	Pupil progress meetings		
D	Friends for Life	led by our highly skilled teaching assistants. Personalised activities and tasks linked to misconceptions and next steps. programme designed to enhance the emotional development and social skills of children aged 8 to 10. It is particularly valuable for children lacking self-confidence or who have difficulty in making relationships. The impact of the programme is to help children develop resilience and improves their self-esteem.	Outcomes of attendance clinics, number of referrals to EWO, Weekly monitoring of attendance PP teachers to record specific barrier (small step in learning) , intervention, session outcomes, next steps and		

	<p>Targeted intervention to provide curriculum support</p> <p>Timely and prompt support provided by SEND leader</p> <p>Explore additional opportunities for more able provision to enhance learning</p>	<p>with quality sports coaches, for a day and a half a week, to deliver quality first teaching and intervention. The impact is measured through progress and the evidence is collected through intervention record keeping.</p> <p>i.e. stretching the more able, catch up phonics, speech and language and maths in small groups, or on a 1:1 basis taught by teaching assistants or the class teacher.</p> <p>during the school day and inclusive of lunch times, work with specific children to develop their social and emotional skills, stay safe if they have additional physical needs and enjoy a nurturing, play based support.</p> <p>to develop parent partnership and support families who may need to access additional services.</p> <p>for some of the pupils eligible for PPG, trips such as: Alton Castle</p> <p>Links with High schools / providers to offer enrichment opportunities for more able pupils. Sourced and identified on basis of progress needs of pupils throughout the year.</p>	<p>impact</p>		
Total Budgeted Cost					£ 2938