



Pupil Premium Strategy Statement 2016/17

“As followers of Jesus and St Francis we pray, that we are instruments of peace, learning to love and be loved, embracing our differences and striving for excellence in all we do. Amen”

| 1. Summary Information | | | | | |
|---|---------|----------------------------------|----------|--|------------|
| Academic Year | 2016/17 | Total Pupil Premium (PP) budget | £132,000 | Date of most recent PP review | |
| Number of pupils on roll (as at October 2016 census) | 428 | Number of pupils eligible for PP | 100 | Date for next internal review of this strategy | March 2017 |

St Francis' Catholic Primary School is committed to consistently tracking all pupils to ensure that they make good or better progress. Through Booster classes and targeted intervention groups we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we continue to extend our pupil's learning further to ensure that they reach higher levels of attainment. Pupil premium achievement is closely monitored to ensure programmes are having the desired impact.

| 2. Current attainment | | | | | | | | |
|---|--------------------------------------|--------------------------------------|--------------------------------|------------------------------------|-----------------------------|---------------------------------|-----------------|---------------------|
| % achieving Level 4 or above at KS2 (unvalidated) | % PP achieving the expected standard | % Non PP achieving expected standard | % PP achieving a high standard | % Non PP achieving a high standard | PP making expected progress | Non PP making expected progress | Scaled score PP | Scaled Score Non PP |
| Reading | 50 | 61 | 9 | 14 | -0.27 | 0.43 | 99.9 | 101.8 |
| Writing | 95 | 93 | 18 | 22 | 6.00 | 5.05 | | |
| Maths | 73 | 76 | 9 | 20 | 1.97 | 2.93 | 102.5 | 104.4 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|--|
| In-school barriers | |
| A. | Low levels on entry of PP pupils particularly in communication, literacy, and language |
| B. | Historical underachievement of pupils impacting on attainment levels in KS2 |
| External barriers | |
| A. | Attendance rates |
| B. | Parental engagement with the school |
| C. | Home learning environments that don't support pupil's communication and literacy |

| 4. Outcomes and Success Criteria | | | | | |
|----------------------------------|---|--|--|--|-----------------------|
| Targeted Group | Desired Outcome | Success Criteria | Actions | Lead Person | When |
| Disadvantaged Pupils | To improve the levels of reading and writing for all under achieving pupils across the school | Disadvantaged pupils making rapid progress by the end of the year so that they make as much progress as non-disadvantaged pupils | <ul style="list-style-type: none"> Closely monitor evidence in pupils work that indicates good or better progress through fortnightly book monitoring. Disadvantaged pupils are identified as a specific group and assigned pupils are monitored by the TA and teacher through individual work scrutiny and target setting. This is in addition to the Class teacher monitoring Continue the use of more challenging text and comprehension activities so that all readers are achieving at a higher level and are better able to demonstrate understanding of reading text. To continue to develop pupils' mathematical reasoning skills through the use of focus weekly reasoning activities so that their | Specific AHT lead for all disadvantaged pupils | Monitored half termly |
| | To improve mathematics for all under achieving pupils across the whole school | Pupils making rapid progress by the end of the year so that they make as much progress as non PP pupils | | | |

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|----------------------|--|---|--|------------------------------------|--|
| | | | <p>skills are appropriate to their age and starting points. Enabling them to recall rapidly and apply reasoning fluently and accurately</p> <ul style="list-style-type: none"> Lesson observations | | |
| Disadvantaged Pupils | To ensure support staff more sharply focused on the progress and attainment of disadvantaged pupils with in their class. | Accountability for outcomes will be a stronger feature for teaching and support staff | <ul style="list-style-type: none"> TAs are assigned three disadvantaged pupils to focus on in their marking, target setting and giving feedback to. | SLT as part of appraisal | Termly |
| | Pupils demonstrate more confident learning behaviours | The Growth Mindset strategies are evident in classroom practices and have a positive impact of pupil confidence and attainment. | <ul style="list-style-type: none"> Classroom strategies: Celebration of mistakes Three before me Increased praise comments in marking | AHT for behaviour | December 2016 March 2017 June 2017 |
| | To reduce levels of absenteeism | | <ul style="list-style-type: none"> Letters of concern about attendance lower than 95%. Letters about punctuality if late more than twice in a week. Penalty notices are also sent to parents for pupils with high levels of absence or those that take holidays during term time. | AHT for Attendance Learning Mentor | Half termly Weekly As needed |
| | Governor scrutiny will be underpinned by analysis of pupil and group level data | Governors will have a stronger awareness of the progress and attainment of disadvantaged pupils compared to the non-disadvantaged pupils. | <p>Joint monitoring and review of provision and impact regarding disadvantaged pupils.</p> <p>AHTs are fully engaged in the review process</p> | AHTs & Link Governors | Half termly |
| Whole School | Increase parental engagement through | High attendance at parent workshops | <ul style="list-style-type: none"> Workshop to introduce parents to Education City, an online learning | AHTs | December 2016 |

| | | | | | |
|------------|---|---|--|--------------|-----------------------------|
| | parents meetings and workshops | Parent questionnaires show that parents welcome support with their child's learning | <p>environment to increase pupils access to learning resources outside of the class room. Parents can also track their children's progress. Parents are also given ideas on how to support the children's learning</p> <ul style="list-style-type: none"> EYFS workshop to introduce parents to how to use 'pure sound', blend and segment words for read and writing. Parents also have the opportunity to purchase subsidised sound cards | | November 2016 |
| More Able | Developing more able pupils writing ability through a university style learning | Pupils have raised aspirations to attend university | <ul style="list-style-type: none"> Through the Brilliant Club programme pupils attend a number of universities for taster sessions. They are mentored by a PhD student and have to write an essay which is marked by their mentor at the end of the program. They also have a graduation at a college in Oxford University. | AHT | January 2017 |
| EYFS & KS1 | More robust assessment procedures in Early Years and KS1 | Termly Deanery moderation shows that school assessment is accurate | <ul style="list-style-type: none"> EYFS - To ensure assessment is accurate and based on high quality observations so that provision across all areas of learning is planned meticulously and is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities KS1 - Half termly moderation meetings in writing and mathematics | AHT for EYFS | November 2016 March 2017 |

5. Planned Spending of Allocation

| Item/Project | Estimated Cost | Objectives |
|---|----------------|--|
| Intervention Groups for years 2 to 5 | £43,265 | Two teachers do interventions groups every afternoon for pupils making less than expected progress in writing and mathematics. <ul style="list-style-type: none"> To close the gaps for identified groups of children To ensure pupils are making expected or more than expected progress |
| Targeted 1:1 After school boosters | £27,864 | Targeted 1:1 - teachers identify pupils who need extra support. TAs carryout intervention programmes in phonics. <ul style="list-style-type: none"> To develop phonetic knowledge so that become better readers Booster classes - Year 6 additional support <ul style="list-style-type: none"> Ensure that Yr6 pupils make expected or more than expected progress from KS1 to KS2 |
| Ability setting groups in Year 6 in Autumn & Spring and then in Yr 5 in Summer | £41,024 | <ul style="list-style-type: none"> To provide challenge for the more able pupils Additional support for lower attaining pupils |
| After School clubs in Maths and Homework | £827 | <ul style="list-style-type: none"> To provide an opportunity for pupils to do their homework in an assisted learning environment |
| Afternoon Intervention groups | £8,238 | Speech and Language groups <ul style="list-style-type: none"> To develop pupils speaking, listening and writing skills |
| Socials Skills Group | £414 | To develop pupils social interaction skills |
| Positive Parenting Group (Triple P) | £278 | Equipping parents with strategies to support their children with challenging behaviour |
| External Agencies such as the Educational Psychologist, a Counsellor, Speech and Language therapist, Dyslexia Service | £15,792 | <ul style="list-style-type: none"> Target assessment of pupil needs Provide recommendations to address gaps in pupils learning which the school is able to act on. To develop resilience and confidence in pupils to enable them to thrive in the school environment |
| | £137,702 | |