



Pupil Premium Grant Expenditure 2017/18

Peace

Love

Knowledge

“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	2017/18	Total Pupil Premium (PP) budget	£133,160	Date of most recent PP review	06/06/2018
Number of pupils on roll (as at January 2017 census)	424	Funding Level for pupils in Reception to Year 6	£1320	Date for next internal review of this strategy	Autumn 2018

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.

1. Current attainment at KS1								
	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
% achieving expected or higher standard (from fftaspire)	% PP achieving the expected standard		% Non PP achieving expected standard		% PP achieving a high standard		% Non PP achieving a high standard	
Reading, Writing and Maths	50%	64%	79%	83%	0%	9%	17%	7%
2. Current attainment at KS2								
	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
% achieving expected or higher standard (from fftaspire)	% PP achieving the expected standard		% Non PP achieving expected standard		% PP achieving a high standard		% Non PP achieving a high standard	
Reading, Writing and Maths	75%	39%	63%	67%	5%	0%	6%	8%

3. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers	
A.	Low levels on entry of disadvantaged pupils particularly in communication, literacy, and language
B.	Historical underachievement of pupils impacting on attainment levels in KS2
C.	41% of disadvantaged pupils are on SEN register
External barriers	
A.	Attendance rates (36% of disadvantaged pupils have persistent absenteeism)
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' books that indicate good or better progress through fortnightly book monitoring. Disadvantaged pupils are identified as a specific group and three pupils are assigned to TAs as part of their appraisal, to work with and monitor low attaining disadvantaged pupils in reading. 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 	AHT lead for disadvantaged pupils	Monitored termly
	To improve mathematics for all under achieving pupils across the whole school	Pupils making rapid progress in order to achieve the age appropriate level by the end of the academic year.			

			<p>are better able to demonstrate understanding of reading text.</p> <ul style="list-style-type: none"> To continue to develop pupils' mathematical reasoning skills through the use of focus weekly reasoning activities so that their skills are appropriate to their age and starting points. Enabling them to recall rapidly and apply reasoning fluently and accurately 		
Disadvantaged Pupils	To ensure support staff are 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	<p>June 2017</p> <p>October 2017</p> <p>March 2018</p>
	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 Growth Mindset	Half termly
	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	<p>Half termly</p> <p>Weekly</p> <p>As needed</p>
	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-	<p>Joint monitoring and review of provision and impact regarding disadvantaged pupils.</p> <p>AHTs are fully engaged in the review</p>	AHTs & Link Governors	Half termly

		disadvantaged pupils.	process		
Whole School	Increase parental engagement through parents meetings and workshops	High attendance at parent workshops Parent questionnaires show that parents welcome support with their child's learning	<ul style="list-style-type: none"> Workshop to introduce parents to Growth Mindset initiative and let them know what role they can play in the initiative. Then followed up with an online questionnaire. EYFS workshop to introduce parents to how to use 'pure sound', blend and segment words for reading and writing. Parents also have the opportunity to purchase subsidised sound cards 	AHTs	October 2017 June 2018 Spring 2018
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. 	More Able Lead	January 2018
EYFS & KS1	More robust assessment procedures in Early Years and KS1	Termly Deanery moderation shows that school assessment is accurate Half termly moderation	<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 KS2 - half termly moderation meetings in writing to ensure pupils are making progress in writing to meet the end of KS2 standards 	AHT for EYFS Yr6 Teachers	November 2017 March 2018 Half termly

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		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
After school boosters & Easter Booster classes	£30,798	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 Yr 5 in Summer	£29,543	<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
Nurturing Group	£129,291	Working with exceptionally quiet pupils to encourage them out of their comfort zone
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

Total PPG received	£133,160
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Total PPG expenditure	£129,291
PPG remaining	£3,869