



Pupil Premium Strategy Statement 2018/19

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	2018/19	Total Pupil Premium (PP) budget	£124,720	Date of most recent PP review	June 2018
Number of pupils on roll (as at October 2017 census)	421	Number of pupils eligible for PP	93	Date for next internal review of this strategy	May 2019

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. Previous Year 6 attainment												
% achieving expected standard or above at KS2 (unvalidated data from Newham Data Performance Team Oct 2018)	% 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	64	78	90	18	33	41	4.3	3.3	106.9	108.0		
Writing	68	72	93	11	6	24	0.2	2.3				
GPS	67	78	100	24	33	55			106.9	111.0		
Maths	64	83	93	14	33	41	4.0	4.1	105.4	108		

*blue denotes national average

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.	Lack of oracy skills and poor expressive language that impacts on comprehension
C.	Limited parental support at home so basic maths skills are not being reinforced to develop pupils mastery
External barriers	
A.	Attendance rates
B.	Parental engagement with the school
C.	Home learning environments that don't support pupil's communication and literacy

Outcomes and Success Criteria						
Targeted Group	Desired Outcome	Success Criteria	Actions	Lead Person	When	Outcome
Disadvantaged Pupils	To develop the reading and comprehension skills of the boys in KS1 so as to close the gap in attainment between boys and girls.	Disadvantaged KS1 boys making rapid progress by the end of the year so that they make as much progress as disadvantaged girls and non-disadvantaged pupils Summative assessment data matches closely teacher assessment data	<ul style="list-style-type: none"> Closely monitor evidence in pupils work that indicates good or better progress through fortnightly book monitoring. As part of the focus on KS1 boys, disadvantaged boys are monitored 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 	Specific AHT lead for all disadvantaged pupils	Monitored termly	
	To develop writing and editing skills across the	Pupils making rapid progress by the end of				

	school focusing on language and vocabulary to enhance composition and effect	the year so that they make as much progress as non PP pupils or above.	and are better able to demonstrate understanding of reading text. <ul style="list-style-type: none"> • Teach language and vocabulary so that children can apply it independently. • Termly writing assessment • Lesson observations 			
	To develop the teaching of multiplication and related division tables in maths so that all children so that pupils in years 1 to year 6 are meeting or exceeding national curriculum times table expectation		<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	Support staff are more sharply focused on low attaining pupils in their class in English and Maths. Ensuring that their progress is in line with other pupils with the same starting point	Accountability for outcomes will continue to be a strong feature for support staff	<ul style="list-style-type: none"> • TAs will be assigned up to three low attaining pupils using targeted strategies and giving feedback to class teachers. 	SLT as part of appraisal	October 2018 March 2019 June 2019	
	Pupils demonstrate more confident learning behaviours	Positive Wellbeing to Develop Resilience 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	Half termly	

	To reduce levels of persistent 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-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 parents meetings and workshops	<p>High attendance at parent workshops</p> <p>Parent questionnaires show that parents welcome support with their child's learning</p>	<ul style="list-style-type: none"> Workshop to introduce parents to Positive Wellbeing. Phonics Friday in Autumn and Spring Terms Tails Toolkit for parents to develop communication and language through play 	AHTs	<p>Autumn 2018</p> <p>Spring 2019</p>	
More Able	<p>Developing more able pupils writing ability through a university style learning</p> <p>Challenge Day for more able pupils through Enabling Enterprise programme</p>	<p>Pupils have raised aspirations to attend university</p> <p>Pupils present their project as a result of the programme</p>	<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. Pupils are confident and 	AHT	Spring 2019	

			articulate presenting their project			
EYFS & KS2	More robust assessment procedures in Early Years and KS2	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 KS2 - Half termly moderation meetings in writing 	AHT for EYFS	November 2018 March 2019	

4. Spending of Allocation		
Item/Project	Estimated Cost	Objectives
Intervention Groups for years 2 to 5	£43,265	<p>Two teachers do interventions groups every afternoon for pupils making less than expected progress in writing and mathematics.</p> <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	<p>Targeted 1:1 - teachers identify pupils who need extra support. TAs carryout intervention programmes.</p> <p>Booster classes - Year 6 additional support</p> <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	£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	£2,772	<ul style="list-style-type: none"> To provide pupils with additional support in Maths
Afternoon Intervention groups	£8,238	<p>Speech and Language groups</p> <ul style="list-style-type: none"> To develop pupils speaking, listening and writing skills
Socials Skills Group	£414	To develop pupils social interaction skills
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
	£139,369	