



# Pupil Premium Strategy Statement 2020/21

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	2020/21	Total Pupil Premium (PP) budget	92,805	Date of most recent PP review	Sept 2020
Number of pupils on roll (as at October 2020 census)	375	Number of pupils eligible for PP	98+ 5 LAC	Date for next internal review of this strategy	June 2021

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 at and above expected standard (validated data from Newham Data Performance Team Sept 2020)	% PP achieving the expected standard		% Non PP achieving expected standard		% PP achieving a high standard		% Non PP achieving a high standard		Value Added PP making expected progress		Non PP making expected progress		Scaled score PP		Scaled Score Non PP		
	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	
Reading	79	68	83	82	36	14	41	52	-1.2	1.1	-2.8	1.5	105.8	103.9	106.8	108	
Writing	81	82	86	88	29	14	34	42	-0.9	2.7	-1.1	1.9	107.0	102	107.9	105	
GPS	82	82	86	91	46	18	51	58		2.0		3.1	107.8	106	108.8	111	
Maths	86	73	86	91	39	18	37	55	-0.5	1.0	-1.3	2.5	107.3	104	106.6	110	



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3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A greater percentage of pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.
B.	Lack of oracy skills and poor expressive language that impacts on comprehension
C.	Limited parental support at home so basic maths & reading skills are not being reinforced to develop pupils mastery
External barriers	
A.	The home learning environment is not always conducive for effective learning for some pupil premium children and there can be a lack of regular routines including home reading, homework, spellings.
B.	Low attendance rates - AHTs manage and monitor attendance (data in HT s report)
C.	Pupils have limited experiences beyond their home life
D.	Covid-19

Outcomes and Success Criteria						
Initiative target group	Desired Outcome	Success Criteria	Actions	Lead Person	When	Outcome
Whole school	Through a systematic, relationships-based approach we are able to secure the fundamental wellbeing, and	Children feel safe and secure as they return to school Growth mindset reignites the flame of learning in each pupil. Through a process	<ul style="list-style-type: none"> <li>Provide wellbeing activities to address the 5 losses, of routine, structure, friendship, opportunity and freedom</li> </ul>	AHT for PSHE SLT Class Teachers		

Outcomes and Success Criteria						
Initiative target group	Desired Outcome	Success Criteria	Actions	Lead Person	When	Outcome
	positive development of pupils.	of re-engagement, pupils return to their rightful status as fully engaged, authentic learners. Children are happy, engaged, motivated to do well.	<ul style="list-style-type: none"> <li>Revisiting Growth Mindset ideas and reigniting the children's confidence and spark for learning</li> <li>Creative activities which focus on PSHE and wellbeing that can be done under certain safety precautions</li> </ul>			
Year 1 to Year 6	<p>Identified pupils make a minimum of six steps or more progress within the school year.</p> <p>Pupils are able to access the Recovery Curriculum and catch up so that they are working at the expected standard or higher for their age group.</p>	<p>Steps of progress demonstrated in books and data</p> <p>Pupils who may have fallen behind in their learning demonstrate where they are making progress working at age related expectations by the end of the year and outcomes are at or above national .</p>	<ul style="list-style-type: none"> <li>Year group meeting will identify pupils who have been challenged due to a loss of learning</li> <li>Data tracked termly by AHT</li> <li>Teachers' Pupil Progress Meetings identify how pupils will be targeted- HT, Phase Leader and Class Teachers</li> <li>AHT to track progress of all Pupil Premium to ensure they are making expected progress</li> <li>AHT to track</li> </ul>	<p>Specific AHT for data</p> <p>AHT for Pupil Premium Lead</p>	Monitor termly	

Outcomes and Success Criteria						
Initiative target group	Desired Outcome	Success Criteria	Actions	Lead Person	When	Outcome
			<p>progress of More able pupils to ensure they continue to make greater than expected progress</p>			
Whole School	A revised curriculum that supports pupils' personal development	<p>All areas of the curriculum are more culturally and socially diverse and reflect the background of the school community and needs of pupils</p> <p>Lessons and opportunities that provide the space for recovery where pupils will deliberately practise key basic skills to strengthen memory and make information more retrievable.</p>	<ul style="list-style-type: none"> <li>Explore the needs of our community and engage them in the transitioning of learning back into school.</li> <li>Lessons which provide a holistic recovery are planned and delivered to reflect more of pupils' experience</li> </ul>	<p>Subject Leaders SLT Class teachers</p>		
Pupil Premium & Lower Attaining pupils	Teachers and TAs are more focused on Pupil Premium children's achievement	Pupil Premium pupils are reengaged as learners and are making or exceeding	<p>Teachers to implement the Recovery curriculum to reskill and rebuild pupils' confidence as learners.</p> <p>Class teachers to conduct</p>	SLT-as part of appraisal		

Outcomes and Success Criteria						
Initiative target group	Desired Outcome	Success Criteria	Actions	Lead Person	When	Outcome
	and wellbeing post Covid-19 pandemic.	expected progress	<p>case study on individual PP pupils focusing on reintegration and achievement</p> <p>TAs to work with identified PP pupils work implementing 'catch up' strategies from our recovery intervention programme</p>			
Whole School	To reduce the levels of absenteeism	<p>Attendance above 96%</p> <p>Reduction of persistent absenteeism</p>	<p>Identify and track pupils</p> <ul style="list-style-type: none"> <li>• Telephone call to investigate absence</li> <li>• reassure parents who may be fearful of their children's return to school</li> <li>• Regular contact with parents and pupils who are isolating</li> <li>• Letters of concern about attendance lower than 95%</li> <li>• Letters of concern about punctuality if pupils are late more than twice each week</li> <li>• Penalty notices for high levels of absence and holidays taken</li> </ul>	AHT for attendance Learning Mentor	Half termly Weekly	

Outcomes and Success Criteria						
Initiative target group	Desired Outcome	Success Criteria	Actions	Lead Person	When	Outcome
			during term time.			
Whole School	To continue to develop pupils' Comprehension skills so that by the end of the year most pupils are at the expected standards	Pupils are: - making enough accelerated progress -developing stamina and are able to complete assigned assessment -achieving successful transferable Comprehension skills		SLT Class teachers		
Pupil Premium	To raise the aspiration, access attainment and achievement of all pupils regardless of background, challenge or need	Participate in the <b>Achievement for All</b> programme for advice and support  Closing the attainment gap, through more effective teaching and engagement	Introduce the programme  Complete needs analysis and create action plan  Identify target pupils  Monitor pupils' progress and attainment from their starting point	SLT Class teachers	Termly review and analysis of end-of-term progress data	

4. Spending of Allocation		
Item/Project	Estimated Cos	Objectives
Intervention Groups for years 2 to 5	£28,814	Two teachers do interventions groups every afternoon for pupils making less than expected progress in writing and mathematics. <ul style="list-style-type: none"> <li>To close the gaps for identified groups of children</li> <li>To ensure pupils are making expected or more than expected progress</li> </ul>
Achievement for All	£4,150	<ul style="list-style-type: none"> <li>To raise the attainment and achievement of all disadvantage pupils.</li> </ul>
Targeted 1:1	£11,908	<b>Targeted small groups</b> - teachers identify pupils who need extra support. TAs carryout intervention programmes.
After school boosters	£8,500	<b>Booster classes - Year 6 additional support</b> <ul style="list-style-type: none"> <li>Ensure that Yr6 pupils make expected or more than expected progress from KS1 to KS2</li> </ul>
Ability setting groups in Year 6 in Autumn & Spring and in Yr 5	£50,864	<ul style="list-style-type: none"> <li>To provide challenge for the more able pupils</li> <li>Additional support for lower attaining pupils</li> </ul>
After School clubs in Maths	£1,848	<ul style="list-style-type: none"> <li>To provide pupils with additional support in Maths</li> </ul>
Afternoon Intervention groups	£5,491	<b>Speech and Language groups</b> - to develop pupils speaking, listening and writing skills
Socials Skills Group	£414	To develop pupils social interaction skills
Bug Club - (Active Learn Primary) Education City Times Table Rock Stars	£2,464	<ul style="list-style-type: none"> <li>To develop learning and parental involvement in learning</li> </ul>
External Agencies such as the Educational Psychologist, a Counsellor, Speech and Language therapist, Dyslexia Service	£15,558	<ul style="list-style-type: none"> <li>Target assessment of pupil needs</li> <li>Provide recommendations to address gaps in pupils learning which the school is able to act on.</li> <li>To develop resilience and confidence in pupils to enable them to thrive in the school environment</li> </ul>

£125,861