

Primary Pupil Premium Strategy Statement

School overview

School name	St. Francis C.E.P. School
Pupils in school	186
Proportion of disadvantaged pupils	28
Pupil premium allocation this academic year	£43,660
Academic year or years covered by statement	Impact statement: 2018/19 Intended spend: 2020/21
Publish date	September 2020
Review date	January 2021
Statement authorised by	J.Kewley
Pupil premium lead	C. Foster
Governor lead	A. Glynn

PLEASE NOTE: Due to COVID-19, school's did not have statutory assessments for the end of 2019/20. Data (Attainment and Progress) is based on Spring 2020 data so the data used is a benchmark at this stage to support the writing of the proposed spend. Disadvantaged children's progress and attainment will be monitored in terms of catch up.

Review: last year's aims and outcomes – 2019/20

Aim & Success Criteria	Outcome			
	Year Group	Progress Reading	Progress Writing	Progress Maths
<ul style="list-style-type: none"> All teaching is at least good – through rigorous monitoring and quality assurance work Good practice shared amongst colleagues – Appropriate CPD with evaluations of impact Consistent effective teaching of vocabulary – Improved reading and writing progress and attainment Metacognitive strategies are used across school – Pupil conferencing and other rigorous monitoring <p>Success Criteria: The number of children achieving expected or better progress increases across school for Reading, Writing and Maths.</p>	EYFS			
	Y1 (4ch.)	75% - from EYFS	25% - from EYFS	75% - from EYFS
	Y2 (5ch.)	60% - from EYFS	80% - from EYFS	60% - from EYFS
	Y3 (5ch.)	100% - from EYFS 100% - from end of KS1	100% - from EYFS 100% - from end of KS1	100% - from EYFS 100% - from end of KS1
	Y4 (7ch.)	86% - from EYFS 100% - from end of KS1	86% - from EYFS 83% - from end of KS1	71% - from EYFS 83% - from end of KS1
	Y5 (3ch.)	100% - from EYFS 100% - from end of KS1	100% - from EYFS 67% - from end of KS1	100% - from EYFS 33% - from end of KS1
	Y6 (5ch.)	100% - from EYFS 100% - from end of KS1	75% - from EYFS 100% - from end of KS1	100% - from EYFS 100% - from end of KS1

	<ul style="list-style-type: none"> Monitoring has demonstrated a significant improvement and that all teaching was at least good. Outstanding Teacher Programme allowed increased professional dialogue and sharing of good practice. Teaching of vocabulary is embedded within teaching and learning practice. Key vocabulary is a major part of our new curriculum maps.
<ul style="list-style-type: none"> Texts used through school are motivating and challenging to the year group – quality assurance work with English consultant Short writing opportunities are taking place regularly – book monitoring Cross-curricular writing is planned for and completed – book monitoring The teaching of writing is accurate to the National Curriculum – book monitoring <p>Success Criteria: Attainment and progress in writing continues to rise and identified PP children achieve at least expected progress.</p>	<ul style="list-style-type: none"> Explicit text mapping for reading and writing is now in place throughout school. The planning format for T4W was amended and book monitoring shows increased short writing tasks as well as cross-curricular writing. Use of KENT writing statements has meant that the pitch of learning is accurate. <p>Data suggests that progress is increasing, however, attainment figures for PP writers requires improvement.</p>
<ul style="list-style-type: none"> Children continue to have access to concrete resources – lesson observations and learning walks Increase opportunities for children to share and engage within reasoning activities – rigorous monitoring <p>Success Criteria: Attainment and progress in maths continues to rise and identified PP children achieve at least expected progress.</p>	<ul style="list-style-type: none"> Increased purchasing of concrete maths resources. Monitoring highlighted good use of these resources. Monitoring of maths lessons has shown good collaborative working. Reasoning activities are embedded. <p>Data suggests that progress and attainment is increasing.</p>
<ul style="list-style-type: none"> Reading pathway for children with complex SEN is completed – individual reading data Running Records are used appropriately and in a timely manner - individual reading data <p>Success Criteria: Progress within the book bands demonstrate accelerated progress.</p>	<ul style="list-style-type: none"> Reading pathway identified. Early reading provision is identified throughout school. Staff are competent at completing running records – this has shown good progress. <p>Data suggests that progress and attainment is increasing, especially as the children increase in age.</p>
<ul style="list-style-type: none"> That no child misses out on wider opportunities, for example, music tuition, due to low income – Budget monitoring <p>Success Criteria: Parents who request financial support for wider opportunities are met where appropriate.</p>	<ul style="list-style-type: none"> Contributions towards various activities has taken place.
<ul style="list-style-type: none"> Identified children use appropriate strategies to self-regulate their emotions – Attendance of ELSA support, pupil conferencing, behaviour monitoring and pupil progress meetings Families requiring Early Help receive this within a timely manner – Desired outcomes from relevant TAFs <p>Success Criteria: Early help and support managing emotions enable individual children to make at least expected progress.</p>	<ul style="list-style-type: none"> Identified children received ELSA support and pastoral input. These children were able to better access their learning.

Disadvantaged pupil progress scores for last academic year – 2019/20

PP Pupil Progress Data – Each Year Group

Year Group	Progress Reading	Progress Writing	Progress Maths
EYFS			
Y1 (4ch.)	75% - from EYFS	25% - from EYFS	75% - from EYFS
Y2 (5ch.)	60% - from EYFS	80% - from EYFS	60% - from EYFS
Y3 (5ch.)	100% - from EYFS 100% - from end of KS1	100% - from EYFS 100% - from end of KS1	100% - from EYFS 100% - from end of KS1
Y4 (7ch.)	86% - from EYFS 100% - from end of KS1	86% - from EYFS 83% - from end of KS1	71% - from EYFS 83% - from end of KS1
Y5 (3ch.)	100% - from EYFS 100% - from end of KS1	100% - from EYFS 67% - from end of KS1	100% - from EYFS 33% - from end of KS1
Y6 (5ch.)	100% - from EYFS 100% - from end of KS1	75% - from EYFS 100% - from end of KS1	100% - from EYFS 100% - from end of KS1

PP Pupil Attainment Data – Each Year Group

Year Group	Reading Attainment	Writing Attainment	Maths Attainment
EYFS (3ch.)	33%	33%	33%
Y1 (4ch.)	75%	50%	75%
Y2 (5ch.)	40%	0%	40%
Y3 (5ch.)	60%	60%	60%
Y4 (7ch.)	71%	29%	29%
Y5 (3ch.)	67%	67%	67%
Y6 (5ch.)	80%	80%	60%

Disadvantaged pupil performance overview for last academic year

PLEASE NOTE: Due to COVID-19, school's did not have statutory assessments for the end of 2019/20. Data shown below is data that was requested by the Local Authority to aid transition to high school. This data is based on formative and summative assessment.

Measure	Score
Meeting expected standard plus (EXS+) at KS2 (6ch. – each child is 17%)	R: 67% EXP W: 67% EXP M: 67% EXP RWM: 67% EXP
Meeting expected standard at KS2 (6ch. – each child is 17%)	R: 50% EXP W: 50% EXP M: 67% EXP
Achieving high standard at KS2 (6ch. – each child is 17%)	R: 17% GDS W: 17% GDS M: 0% GDS

Strategy aims for disadvantaged pupils – 2020/21

Measure	Activity
Priority 1 (Universal)	Ensure all relevant staff (including new staff) have received paid-for training for synthetic phonics

Priority 2 (Universal / Targeted)	Ensure that all relevant staff are working within the consistencies of the school's early reading documentation to deliver high quality phonics, including decoding and encoding
Barriers to learning these priorities address: Lack of opportunity to develop children's physical, Personal, Social and Emotional and communication and language within early years.	
Priority 3 (Universal / Targeted)	To ensure that children who require pastoral and emotional support receive this in order to enable access to learning – emotional self-regulation.
Barriers to learning these priorities address: Social/emotional needs including trauma and attachment, for some pupils have created barriers, which make access to learning difficult, particular on a formal basis.	
Priority 4 (Wider)	To ensure all disadvantaged children's attendance is in line with school and national average.
Barriers to learning these priorities address: Families who have limited aspirations/expectations of children see the importance of education – holistic development	
Priority 5 (Wider)	To ensure all children who wish to access extra/wider-curricular activities are able to do so – breakfast club / after-school club – musical tuition – sporting activities – school visits
Barriers to learning these priorities address: Low household incomes limiting opportunities for some children	
Priority 6 (Universal)	To ensure all children, irrespective of backgrounds, have a positive self-image and self-esteem to enable a 'have a go attitude' to work.
Barriers to learning these priorities address: Low aspiration and low self-esteem.	
Projected spending	£43,970

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 21
Phonics	Achieve national average expected standard in PSC	June 21
EYFS – prime areas	Achieve ELGs in the prime areas.	July 21
Other - Attendance	Improve attendance of disadvantaged pupils to national average (96%)	July 21

Universal academic priorities for current academic year

Measure	Activity
Priority 1	<p>Purchase the following training for all staff:</p> <ul style="list-style-type: none"> - General good practice phonics teaching through LCC consultants <p>Purchase the following training for identified staff supporting early reading</p> <ul style="list-style-type: none"> - Bounce back phonics - Fast track phonics

	<p>Purchase synthetic phonics reading books for independent and instructional reading.</p> <p>Purchase PM benchmark kit for baseline and benchmarking though the academic year</p>
Priority 2	<p>Creation of Early Reading consistencies and involvement from all staff supporting early readers Standardised phonics assessments.</p> <p>Phonics assessments split to decoding and encoding to analyse gaps and possible barriers to learning. Pupil Progress Meeting</p> <p>Staff time to deliver regular assessments</p> <p>Monitoring of whole class phonics teaching – the whole approach to early reading.</p> <p>Development of timetables to support the teaching of early reading.</p>
Priority 3	<p>Mental health training for all staff</p> <p>PSHE (inc. statutory RHE) taught regularly</p> <p>Interactions in line with school's vision and values and training around ACEs.</p> <p>Include pupil voice to support evaluation of this area.</p> <p>Include communication with regards to emotional health to parents/carers</p>
Priority 6	<p>Disseminated messages from the Outstanding teacher Programme embedded</p> <p>School project (TLR) focussing on the development of metacognition through curriculum mapping.</p>
Projected spending	£8,000

Targeted academic support for current academic year

Measure	Activity
Priority 2	<p>Pupil Progress Meetings</p> <p>Provision Map</p> <p>Monitoring support staff delivery of phonics and other early reading learning.</p> <p>Support staff time to deliver small group interventions for those children identified.</p> <p>PPA time for support staff</p>
Priority 3	<p>Monitoring of CPOMS to identify children in need.</p> <p>DSL supervision time to review children's emotional health.</p> <p>ELSA time – group work and/or 1:1 work</p> <p>Lunchtime club – supporting behaviour/emotional wellbeing</p>

	Parental contact – ensuring school and home are working together. CoN utilised as appropriately.
Projected spending	£32,660

Wider strategies for current academic year

Measure	Activity
Priority 4	DSL Supervision Attendance monitoring – office staff Regular contact with parents/carers Engagement with LA EWOs / CADS as required
Priority 5	Allocation of money in the yearly budget to support with individual family needs.
Projected spending	£3,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Staff absence Children's absence COVID-19 regulations – limited specialist input	Use of INSET days and additional cover being provided by senior leaders
Targeted support	All staff following the school's consistencies Increased trauma experienced by children due to COVID-19	Senior leaders and subject leaders following monitoring cycle Pandemic register
Wider strategies	Engaging the families facing most challenges Decreased household income due to COVID-19	Working closely with the LA and other local schools on cross-school outreach programme