

St Francis CE Primary School

Strategy for Pupil Premium Expenditure 2018-19



The pupil premium provides funding for children:

- Who have been in receipt of free school meals at any point during the last 6 years (£1320)
- Who have been previously looked after, subject to a special guardianship order and/or adopted from care (£2300 per child)
- Pupil premium plus children currently being looked after or are in care (£2300 per child per academic year held by the LA Virtual School Head accessed via PEP meetings).
- Whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for spending these funds. Performance tables will capture the achievement of children covered by Pupil Premium. Our school is committed to providing effective resources and ensuring support is in place for our disadvantaged children to improve their academic outcomes.

Projected funds for 2018/19 - £45700

Our Key Objectives Are:

- To improve outcomes in Literacy and Maths for FSM (Free School Meals) and PLAC/CIOC (Previously Looked After Children/Children in Our Care) pupils.
- To provide support for the social and emotional needs of FSM and PLAC/CIOC pupils which will facilitate improved academic outcomes.
- To improve curriculum engagement and academic achievement for FSM and PLAC/CIOC pupils.

Main Barriers to Future Educational Achievement:

Some pupils are entering school with lower levels of speech, language and other special educational needs which is impacting on attainment.

Social/emotional needs, including trauma and attachment, for some pupils have created barriers which make accessing learning difficult, particularly on a formal basis.

Low household incomes limit the opportunities open to some children eligible for Pupil Premium funding.

Planned Expenditure					
Academic Year September 2018-July 2019					
Desired Outcome	Chosen Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Dates
<p>Pupils make at least the expected progress from:</p> <ul style="list-style-type: none"> • their EYFS starting point to the end of KS1 in reading, writing and maths. • their end of KS1 starting point to the end of KS2 in reading, writing and maths 	<p>Deployment of teaching assistants to provide 1:1 / small group interventions for FSM/PLAC/CIOC who are working at below year group expectations and/or have been identified as being at risk of not being on track to make expected progress based on their relevant starting point.</p> <p><u>KS1 Interventions include:</u> Maths Support Phonics Support Ready for Sounds Read Write Inc Writing Support Physical Development Programmes Write Dance Handwriting Intervention Social Skills Group</p> <p><u>KS2 Interventions include:</u> Social Skills groups Emotional Literacy sessions Crisis Support</p>	<p>We want to ensure that all pupils have the opportunity for quality support with their learning and to also be able to specifically target FSM/PLAC/CIOC.</p> <p>Sutton document "...the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families." "Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	<p>Monitoring of assessment data.</p> <p>Intervention logs/input on SIMS details individual pupils' progress on entry and exit of support.</p> <p>Monitoring of interventions by SLT and subject leaders.</p> <p>Regular progress checks (weekly) between class teacher and intervention staff.</p> <p>Termly Pupil Progress Meetings.</p>	<p>ST Headteacher JK Deputy Headteacher NK English Lead KN Maths Lead EYFS Teacher KS1 Teachers KS2 Teachers Teaching Assistants</p>	<p>Termly – Pupil Progress Meetings (September, January, April)</p> <p>Half Termly – Intervention Reviews Assessment data</p>

	<p>RelaxKidz Memory Boost Nurture Groups Read Write Inc Fresh Start First Class at Number Reading, Writing, Maths booster groups</p>				
<p>Identified children are well supported, making progress socially and emotionally, making at least the expected progress from their individual starting points.</p>	<p>Deployment of teaching assistants to provide in house interventions to support emotional learning: Social Skills groups Emotional Literacy sessions Crisis Support Nurture sessions</p> <p>Involvement of external agencies depending on individual needs.</p> <p>External agencies providing staff training for attachment / trauma eg ACE/ELSA Training.</p>	<p>Our school has seen a steady increase over the last few years of children (from families) that require support with their wellbeing. Also, we want to support our pupils by breaking down barriers to learning which are sometimes due to emotional and social issues. Our school has received diagnosis for specific children.</p> <p>Sutton document "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p>	<p>Discussion at pupil progress meetings – attended by SLT, SENDCo & class teachers leading to targeted support.</p> <p>Meetings with parents and other professionals eg Educational Psychologist.</p> <p>High quality training sourced and disseminated across all staff which will inform behaviour policy. Monitoring of training.</p> <p>Behaviour Task Force to be established from staff – findings to inform behaviour policy.</p> <p>Behaviour/wellbeing logs (CPOMS)</p>	<p>ST Headteacher JK NK SLT JK KF SENDCo/SENDCA Class Teachers Support Staff</p>	<p>Termly – Pupil Progress Meetings (September, January, April).</p> <p>Half Termly – Intervention Reviews</p>
Budgeted cost					£42700

Improved confidence and self-esteem and confidence in FSM/PLAC/CIOC pupils.	Provide free/subsidised enrichment opportunities/out of school activities and educational visits for pupils eligible for Pupil Premium Funding.	<p>We want to encourage attendance of eligible pupils, which will enrich their learning or give experiences they may otherwise not have had.</p> <p>Sutton document “Participating in sports and physical activity is likely to have wider health and social benefits.” “Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science”.</p>	<p>Provision of free/subsidised enrichment activities.</p> <p>Monitor attendance at out of school clubs and enrichment activities. Monitor attendance of educational visits.</p> <p>Behaviour/wellbeing logs.</p>	<p>ST Headteacher JK NK SLT SW Sports Co-ordinator Class Teachers</p>	Termly	
					Budgeted cost	£3000
					Total Budget	£45700

Next review of this strategy – January 2019