



St. Francis Pupil Premium Strategy – Intended Spend 2019/20

| 1. Summary information | | | | | |
|-------------------------------|--|---|---------|---|--------------|
| School | St. Francis Church of England Primary School | | | | |
| Academic Year | 2019-20 | Total PP budget | £55,360 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 196 | Number of pupils eligible for PP | 36 | Date for next internal review of this strategy | January 2020 |

| 2. Current attainment | | | | | | | | | | | | | |
|--|------------------|------------------------------|------------------------------|------------------------------|------------------------------|----------------------|----------------------|-------------------------|-------------------------|----------------------------|----------------------------|--|--|
| Pupil Premium Headlines - PP Impact Statement | | | | | | | | | | | | | |
| PP Children | | | | | | | | | | | | | |
| Not PP Children | | | | | | | | | | | | | |
| 2018-2019 | | | | | | | | | | | | | |
| Summer | | | | | | | | | | | | | |
| | | % pupils well below expected | % pupils well below expected | % pupils just below expected | % pupils just below expected | % pupils at expected | % pupils at expected | % pupils above expected | % pupils above expected | % pupils at/above expected | % pupils at/above expected | Average progress from 2017-2018 Sum to 2018-2019 Sum | Average progress from 2017-2018 Sum to 2018-2019 Sum |
| Reading | RCL1 (4) | 0% | 0% | 25% | 19% | 25% | 52% | 50% | 29% | 75% | 81% | | |
| | Y1CL2 (4) | 25% | 12% | 25% | 8% | 50% | 52% | 0% | 28% | 50% | 80% | -0.3 | 0 |
| | Y2CL3 (5) | 0% | 13% | 20% | 30% | 80% | 43% | 0% | 13% | 80% | 57% | +0.2 | -0.2 |
| | Y3CL4 (7) | 14% | 4% | 71% | 22% | 0% | 48% | 14% | 26% | 14% | 74% | -0.2 | +0.1 |



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|----------------|------------------|-----|-----|-----|-----|------|-----|-----|-----|------|-----|------|------|
| | Y4CL5 (3) | 33% | 13% | 33% | 8% | 0% | 38% | 33% | 42% | 33% | 79% | -0.3 | +0.1 |
| | Y5CL6 (5) | 0% | 4% | 20% | 4% | 60% | 56% | 20% | 36% | 80% | 92% | +1.0 | +0.0 |
| | Y6CL7 (9) | 0% | 0% | 0% | 19% | 67% | 33% | 33% | 48% | 100% | 81% | +0.3 | +0.4 |
| Writing | RCL1 (4) | 0% | 0% | 25% | 24% | 25% | 48% | 50% | 29% | 75% | 76% | | |
| | Y1CL2 (4) | 50% | 12% | 50% | 8% | 0% | 60% | 0% | 20% | 0% | 80% | -0.8 | -0.1 |
| | Y2CL3 (5) | 0% | 13% | 20% | 35% | 80% | 52% | 0% | 0% | 80% | 52% | +0.2 | -0.3 |
| | Y3CL4 (7) | 29% | 4% | 43% | 22% | 14% | 57% | 14% | 17% | 29% | 74% | -0.2 | +0.0 |
| | Y4CL5 (3) | 33% | 17% | 33% | 17% | 0% | 46% | 33% | 21% | 33% | 67% | 0.0 | +0.0 |
| | Y5CL6 (5) | 0% | 4% | 60% | 20% | 20% | 56% | 20% | 20% | 40% | 76% | +0.6 | +0.3 |
| | Y6CL7 (9) | 0% | 0% | 0% | 33% | 100% | 57% | 0% | 10% | 100% | 67% | +0.3 | -0.1 |
| Maths | RCL1 (4) | 0% | 0% | 0% | 24% | 75% | 62% | 25% | 14% | 100% | 76% | | |
| | Y1CL2 (4) | 25% | 12% | 25% | 8% | 50% | 44% | 0% | 36% | 50% | 80% | -0.8 | 0.0 |
| | Y2CL3 (5) | 0% | 13% | 40% | 13% | 20% | 61% | 40% | 13% | 60% | 74% | -0.2 | -0.1 |
| | Y3CL4 (7) | 29% | 4% | 29% | 4% | 29% | 70% | 14% | 22% | 43% | 91% | -0.2 | +0.2 |
| | Y4CL5 (3) | 0% | 8% | 67% | 17% | 0% | 38% | 33% | 38% | 33% | 75% | +0.7 | +0.3 |
| | Y5CL6 (5) | 0% | 0% | 40% | 8% | 60% | 72% | 0% | 20% | 60% | 92% | +1.2 | +0.2 |
| | Y6CL7 (9) | 0% | 0% | 0% | 10% | 78% | 62% | 22% | 29% | 100% | 90% | +1.1 | +0.9 |



3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | The quality of teaching continues to improve, enabling pupils to make consistently strong progress from their starting points (Taken from Ofsted 2019) |
| B. | Poor writing attainment – increase opportunities for wider curriculum writing and further refine the Talk for Writing process, including same-day intervention |
| C. | Embedding maths mastery teaching – further develop the teaching and learning of maths using Concrete, Picture and Abstract |
| D. | Further embed the differentiated reading pathway to support progress where there are SEN needs as well |

External barriers

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| E. | Low household incomes limit the opportunities open to some children |
| F. | Social/Emotional needs, including trauma and attachment, for some pupils have created barriers which make accessing learning difficult, particularly on a formal basis. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|--|
| A. | <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 | The number of children achieving expected or better progress increases across school for Reading, Writing and Maths. |
| B. | <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 | Attainment and progress in writing continues to rise and identified PP children achieve at least expected progress. |
| C. | <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 | Attainment and progress in maths continues to rise and identified PP children achieve at least expected progress. |
| D. | <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 | Progress within the book bands demonstrate accelerated progress. |
| E. | <ul style="list-style-type: none"> That no child misses out on wider opportunities, for example, music tuition, due to low income – Budget monitoring | Parents who request financial support for wider opportunities are met where appropriate. |
| F. | <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 | Early help and support managing emotions enable individual children to make at least expected progress. |



5. Planned expenditure


Academic year 2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|-------------------------------|--|---|------------|---|
| The number of children achieving expected or better progress increases across school for Reading, Writing and Maths. | Outstanding Teacher Programme | The EEF Guide to The Pupil Premium – this document makes it clear that the tiered approach should start with quality teaching that helps every child. Costing: £2100 | Two members of staff have been selected. Dates have been booked and cover sought. One member of staff is on the Extended Leadership Team to support the cascading of information. | JT | January 2020 – evaluating impact within two classrooms and then identifying training for other staff. July 2020 – End of year data review. |
| | Vocabulary Acquisition | The new Ofsted framework (https://www.gov.uk/government/publications/education-inspection-framework) used research based on research that relates to the following statement: <i>‘Vocabulary levels are strong predictors of later literacy skills. They predict not only how well children will develop reading comprehension, but also their phonological awareness and phonic knowledge. Vocabulary level at age five has been found to be the single best predictor of whether a child brought up in poverty will escape poverty in adult life. Without a good vocabulary, children struggle to understand what they are taught, to express how they feel, to manage social situations and resolve conflicts’</i> – Jean Gross CBE in the Foreword to the Word Aware book. Goldilocks Words – Beck and Mckeown – Tier 1, 2 and 3 words – selecting tier 2 – wide function and require direct teaching most of the time. | Devoting staff meeting time to the rolling out of the consistent way to teach vocabulary. | CF & SM | January 2020 – Are there consistencies within each class environment? Is language consistent in the teaching of vocabulary? Termly Pupil Progress Meetings July 2020 – End of year data review. |



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| | Metacognitive Strategies | <p>The EEF Guide – ‘Metacognition and Self-regulation’</p>  <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> | Devoting staff meeting time to the rolling out of the consistent way of language to develop children’s metacognition | CF & JT | <p>January 2020 – Are there consistencies within each class environment? Is language consistent in the promotion of metacognition?</p> <p>Termly Pupil Progress Meetings</p> <p>July 2020 – End of year data review.</p> |
| Attainment and progress in writing continues to rise and identified PP children achieve at least expected progress. | Refining the teaching of writing | <p>The EEF Guide – ‘Improving Literacy at KS1’ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ The EEF Guide – ‘Improving Literacy at KS2’ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ Costing: English Consultant: £4000 SM Release with CF: £1000</p> | SLT and ELT meetings – constant updates to the the school improvement plan which links to the improvement of writing. Staff meeting time devoted to the summaries of the EEF guides. | CF & SM | <p>January 2020 – Does book monitoring demonstrate Talk for Writing and the principles in the EEG guide?</p> <p>Termly Pupil Progress Meetings</p> <p>July 2020 – End of year data review.</p> |
| Attainment and progress in maths continues to rise and identified PP children achieve at least expected progress. | Embedding the teaching of Maths Mastery, including in-class adult support. | <p>The EEF Guide – ‘Improving Mathematics at KS2’ https://educationendowmentfoundation.org.uk/school-themes/mathematics/ White Rose Maths / NCTEM Aims The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. ▪ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language ▪ can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. <p>The aims of the National Curriculum link directly to Maths Mastery approach using the White Rose Maths Scheme. Costing: £1000 (JT Release) / Approx. £16,000 (TA support)</p> | Subject leadership time for JT. ELT focus on maths books and planning. | JT | <p>January 2020 – Does book monitoring demonstrate Talk for Writing and the principles in the EEG guide?</p> <p>Termly Pupil Progress Meetings</p> <p>July 2020 – End of year data review.</p> |



| Total budgeted cost | | | | | £24,100 |
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| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Progress within the book bands demonstrate accelerated progress. | Targeted Reading Support | The new Ofsted framework (https://www.gov.uk/government/publications/education-inspection-framework) used research based on children quickly securing early phonics and reading skills to support wider learning. The EEF Guide – ‘Improving Literacy at KS1’ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ This document relates to high quality phonics teaching and reading instruction. Costing: Approx. £5,000 | Targeted readers will be selected based on class data throughout the year. | CF, SM & JK | January 2020 – What do the running records tell us? Termly Pupil Progress Meetings July 2020 – End of year data review. |
| Early help and support managing emotions enable individual children to make at least expected progress. | ELSA Time | EEF Guide – Social and Emotional Learning Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ SEL approaches have been found to be effective in primary settings. Costing: ELSA: £1200 | JK and SA liaison time – DSL supervision and safeguarding supervision. SA – Wish My Teacher Knew scheme | SA | January 2020 – Who has been involved and what has the impact been – behaviour and learning. Termly Pupil Progress Meetings July 2020 – End of year data review and Pupil conferencing. |



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| <p>The number of children achieving expected or better progress increases across school for Reading, Writing and Maths.</p> | <p>Small group targeted support – relating to needs identified</p> | <p>The EEF Guide – Summary of Effective Interventions. <small>As each of the summaries show, few programmes available in the U.K. currently have robust evidence of effectiveness. Therefore, consider carefully how well aligned a programme is to the recommendations in this report and if they have the following features common to effective targeted interventions:²⁶</small></p> <ul style="list-style-type: none"> • brief (about 30 minutes) and regular (3–5 times per week) sessions that are maintained over a sustained period (6–12 weeks) and carefully timetabled to enable consistent delivery; • extensive training (5–30 hours) from experienced trainers or teachers; • structured supporting resources and/or lesson plans with clear objectives; • assessments to identify appropriate pupils, guide areas for focus, and track pupil progress; • tuition that is additional to, and explicitly linked with, normal lessons; and • connections between the out-of-class (intervention) learning and classroom teaching. <p>Costing: Approx. £16,000</p> | <p>Data will be analysed throughout the year and qualitative data will be collected from school staff also – this will form the basis of small group targeted support. Half-termly monitoring will ensure appropriate changes to the timetables are made. Monitoring of small group targeted support will take place. Appropriate training will be offered to staff as and when required.</p> | <p>SLT / ELT</p> | <p>Half-termly monitoring of targeted support timetables.</p> <p>January 2020 / April 2020 – Impact of what targeted support is working</p> <p>Termly Pupil Progress Meetings</p> <p>July 2020 – End of year data review and Pupil conferencing.</p> |
| <p>Progress within the book bands demonstrate accelerated progress.</p> | <p>Reading pathway for complex SEN as well</p> | <p>‘Access Literacy - written by Dyslexia specialist Gina Brooks, creator of the highly successful Dyslexikit programme.’ Effectively uses and integrates visual, auditory and physical processes.</p> | <p>Data of PP and SEND children will be analysed to identified appropriate children for specialist support.</p> | <p>SLT / ELT</p> | <p>Half-termly monitoring of targeted support timetables.</p> <p>January 2020 / April 2020 – Impact of what targeted support is working</p> <p>Termly Pupil Progress Meetings</p> <p>July 2020 – End of year data review and Pupil conferencing.</p> |
| Total budgeted cost | | | | | <p>£22,200</p> |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>The number of children achieving expected or better</p> | <p>Pupil Progress Meetings</p> | <p>‘There are two aspects to accountability in relation to curriculum: the first is to be clear about what is to be taught and the second is to have some purchase on how well pupils have learnt what they have</p> | <p>Organised time to ensure smooth running of the time.</p> | <p>JK</p> | <p>Termly Pupil Progress Meetings.</p> |



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| progress increases across school for Reading, Writing and Maths. | | been taught.' – Mary Myatt 'Accountability is the glue that bonds commitment to results' – Will Craig Costing: £3500 | Organised in conjunction with assessment weeks. | | July 2020 – End of year data review and Pupil conferencing. |
| Early help and support managing emotions enable individual children to make at least expected progress. | Pupil / Family Well-being Co-ordinator | DSL training – the quicker we can respond to family needs and keep them lower down the continuum of need, then the more chance children have at succeeding. Costing: £2500 | DSL Supervision Safeguarding supervision in school – SA/JK Designated support time for SA. | SA / JK | Termly governor meetings – focus within the headteacher's report. |
| Parents who request financial support for wider opportunities are met where appropriate. | Wider Opportunities – music tuition, visits, visitors and experiences etc. | EEF Guide – EEF Guide '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' Costing: £3,000 | Liaison with Bolton music service. Review list of children to identify children who would benefit from wider opportunities. Office staff to be aware of this money so if parents request financial support, it can be offered in a timely way showing respect and dignity. | HR – Music CF – all other areas. | Termly governor meetings – focus within headteacher's report. |
| Total budgeted cost | | | | | £9,000 |
| Total budgeted cost of i., ii. & iii. | | | | | £55,300 |



6. Additional detail

Information used to support decisions made around PP money:

- Blackburn with Darwen School Profile
- Inspection Dashboard
- Analysing School Performance
- FFT Data
- Deprivation Index
- Analysis of internal data
- Knowledge of families
- Headteacher's Report to Governors