



St Francis

Catholic Primary School

**Pupil Premium
Review of expenditure
2019/20**

Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Teachers understanding of Speech, Language and communication skills will improve with a particular emphasis on Vocabulary</p> <p>Children's communication skills will improve</p>	<p>Targeted interventions</p> <p>TALKBOOST</p> <p>Wellcomm</p>	<p>Wellcomm interventions completed. 75% of children that were red or amber in the baseline scoring achieved a green at the end. Teaching assistants were observed using speech and language strategies, specifically word webs and colourful semantics during TA observations. However, this is not consistent in all classes</p> <p>SALT sessions for pupils with specific needs supported those children to make progress.</p> <p>Talkboost intervention couldn't be measured as was not finished due to school closures points</p>	<p>Funding will continue to be allocated for Talk Boost and Well Comm interventions as 1/3 of the class were found to be below expected language level for their age when starting school last year and this looks to be a continuing trend. This needs to be delivered alongside QFT which takes account of the language needs of the whole class and the intervention is then used to support the most in need children.</p> <p>Communication strategies need embedding consistently in all classes</p>	
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Develop inclusive and engaging QFT to enable all children to fully access the curriculum.</p>	<p>Staff training: Isabella Wallace – Talk less teaching inset</p> <p>Write away together</p> <p>SLT will ensure quality first teaching is delivered to our pupils through high quality staff CPD, rigorous SLT monitoring programme, quality programmes of support for NQTs and new staff, and carefully chosen Perf Mgt and SIP targets which result in QFT being delivered in all classrooms.</p>	<p>Where QFT was not observed during class visits, support was put in place to improve. This is ongoing to ensure consistency throughout key stages.</p> <p>During school closures, our most vulnerable children entitled to pupil premium were supported in school.</p> <p>Pupils that did not have access to IT had learning packs delivered to them to support them to complete work. Work was differentiated and specific work relating to individual targets was delivered to support those with SEND</p>	<p>Where staff had very specific teaching strategies to work with, such as the ones given in the Talk less teaching training, teachers were observed using them in lessons and this had positive outcomes for children in lessons</p> <p>Coaching with teaching staff helped some staff who were being supported to achieve their performance management targets. This needs further development this year so this target will continue.</p>	<p>£2000</p>
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<p>Early readers make accelerated progress:</p>	<p>Staff training so all staff, especially those in KS2, have a deep understanding of early reading and know how to support children to make progress. Reading books will be purchased that will match children's ability but will be relevant and engaging for their chronological age.</p>	<p>All staff received phonics and reading training.</p> <p>All children had the PM benchmarking to ensure they had the correct level of book.</p> <p>New books were purchased which matched ability but were suited to chronological age and interests. Children were very keen to read these and this encouraged frequency of reading. Being able to read 'a whole book' over a couple of days raised self esteem.</p>	<p>Morning reading club provided opportunities to practise reading daily without missing any lesson time. More adult support where possible as this offered opportunities for teaching as well as practise.</p> <p>New books appealed to boys especially. Now all children have been PM benchmarked purchase other books within the bands that appeal to older children and look at whether this banding colour could be displayed inside the book.</p>	
			Total budgeted cost	£3000
ii Targeted support				
<p>Targeted interventions will improve outcomes for children in specific areas</p> <ul style="list-style-type: none"> - Spelling - Reading - Emotional literacy - Communication language 	<p>TA working with small groups delivering evidence based interventions: Talkboost RWI White Rose Maths</p>	<p>Communication and Language interventions delivered in the first term improved children's outcomes. ___ children attending the Y6 Reading comprehension intervention achieved the standard for reading.</p> <p>1:1 support with spelling and writing had good outcomes for those children that received it. Only a small number of children received this before school closures No other interventions completed due to capacity and COVID</p>	<p>Communication interventions were successful but these need to be incorporated into good classroom practices. Intervention will continue</p> <p>Y6 reading comprehension worked well before school as they could be taught by a teacher and weren't missing any other learning.</p> <p>1:1 support was effective but costly. Continue this for the most vulnerable students.</p>	£500
			Total Budget	£500

iii Other approaches				
Punctuality and attendance improves and children feel ready for the school day	Breakfast reading club	Breakfast reading club was very well attended which improved punctuality. Reading data showed improvements for those that attended regularly.	This approach can be continued once COVID is no longer such a threat as it would involve crossing bubbles. This could possibly be done if children were separated in the hall.	
Wherever possible we will remove factors that could make children entitled to PP feel excluded.				
Pupils to develop wider skills and enjoy experiences beyond classroom –based learning.	Funding towards Educational Visits, activities and one after-school club.	(data needed from Paula) % of children entitled to pupil premium accessed an afterschool sports club. Groups of children were taken on trips e.g. stain glass window studio and local museums however trips later in the year were cancelled due to COVID 19	Continue this approach and make clear in the charging and remissions policy that children entitled to PP are all entitled to 1 afterschool club funded per term.	£1200
Children’s play and social skills improve – specific focus on boys	Enhance lunchtime provision, including ongoing training for all Midday Supervisors, as well as equipment and resources. (Happy lunchtimes (Urban Movement LTD)	There were fewer incidents recorded during lunchtimes on CPOMS and children said they enjoyed the lunchtime activities during house family meetings.	Continue with this approach and ensure activities are kept updated to ensure children are engaged. Follow up questionnaire needed to check which children had taken part in an activity.	

			Total budgeted cost	3,200
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