

Pupil premium strategy statement (primary)

1. Summary information					
School	Saint Francis Primary School				
Academic Year	2020-2021	Total PP budget	£43, 195 Allocated £43,630- extra to come from COVID catchup.	Date of most recent PP Review	Sept 2020
Total number of pupils	204	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Feb 2021

2. Current attainment (Based on 2018-19 KS2 SATs)		
	<i>Pupils eligible for PP (your school)- 2020 Predicted outcomes in brackets</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	83% (60%)	69%
% making progress in reading	83% (60%)	72%
% making progress in writing	83% (60%)	97%
% making progress in maths	83% (80%)	86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Joint safeguarding and SEMH needs for a high portion of children on our PP list
B.	Reading – Children are not practising reading beyond the classroom
C.	Low self- esteem and resilience
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	<p>Some of these children did not engage as well with the home learning during previous school closures</p> <p>Some parents of children entitled to pupil premium lack confidence to support children at home and do not engage in parents evenings, school events, homework and dojo communications.</p> <p>Large % of children are regularly late and aren't ready to start learning when they come into school –e.g. because they are hungry, needing to use the toilet, reading books and other equipment aren't brought into school</p> <p>COVID 19 – If schools were to close again, some of these children do not have the IT facilities, internet and home support to complete as much work.</p>
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved provision for children with SEMH will improve behaviour, self-regulation and children's mental wellbeing.	SDQ and Boxall scores will improve, behaviour related incidents will decrease.
B.	Reading, writing and spelling will improve and % of children entitled to pp achieving greater depth will increase. Children will read for pleasure more frequently.	<p>All pp children will pass phonics screen</p> <p>Children will progress through book bands</p> <p>Children's NFER scores will show progress</p> <p>Children will want to read in and out of school</p>
C.	<p>To ensure that parents are equipped and empowered to support their children in their learning and that they know how to access support where needed.</p> <p>Measured by: - Attendance at parents' evenings, parental engagement events, etc. - Levels of homework handed in, reading records maintained and times tables and spelling test scores of PP children</p>	<p>Parents will attend parents evenings comparable with children not entitled to pp</p> <p>Parents will engage in dojo communications</p> <p>Children will participate in more homework activities e.g. times tables rock stars, Lexia etc.</p>
D.	All PP children will stay above the 95% (excl. GRT children) attendance target. Children will be in school at the start of the school day and be ready to learn.	<p>Lateness will decrease to</p> <p>Attendance will stay at</p>

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5. Planned expenditure

Academic year

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?
To ensure the curriculum is well sequenced, so knowledge is built over the years and that knowledge is generative or 'sticky'	Curriculum designed so that knowledge is sequential Strategies are used to help knowledge stick: <ol style="list-style-type: none"> 1. Knowledge organisers. 2. Quizzing. 3. Low-stakes testing. 4. Memory platform. 5. Doug Lemov techniques .e.g Choral response 	Education Endowment Foundation states that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.	Whole school curriculum monitoring will show a range of strategies are seen to be implemented and having impact/progressing learning for pupils. We would expect to see staff and children using strategies to help children remember key knowledge.	SLT	
To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	Staff training: -Rosenshine's principles of instruction. -Doug Lemov CPD and school monitoring focusing on teaching and learning Teachers have a bank of strategies which they will routinely use.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF	Teachers have a bank of strategies which they routinely use and these are observed during learning walks/pupil interviews, planning samples.	SLT	

<p>Children are given rich and sustained opportunities to develop their cultural capital</p>	<p>Outline of opportunities for children to develop cultural capital mapped out.</p> <p>Funding towards Educational visits, activities and after school clubs. Children will be actively encouraged to participate.</p> <p>We will support parents in organising children for trips.</p> <p>All children given the opportunity to learn a musical instrument which they can take home to practise.</p>	<p>Pierre Bourdieu first set out the idea that "cultural capital" facilitated educational inequality and that certain children are at an advantage at school because they have greater access at home to cultural knowledge and experiences.</p> <p>Nick Gibb and Michael Gove stress importance of ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted".</p>	<p>This will be monitored as part of whole school curriculum monitoring: pupil interviews, book looks, monitoring planning.</p> <p>We will continue to monitor how many children are accessing after school clubs and are participating in Wider school activities</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.</p> <p>Reading books will match children's ability but will be relevant and engaging for their chronological age.</p> <p>Lexia will be used to support struggling/reluctant readers and those that do not have an adult to engage with dialogue about reading at home.</p> <p>Morning reading club will begin once Covid restrictions are eased.</p>	<p>Children entitled to PP have not been reading as much at home as other children during the school closure.</p> <p>The EEF have completed a project with LEXIA which is showing some promising results.</p> <p>Feedback from older early readers shows they are enjoying the sample of new books, high interest but specific for reading ability.</p>			
<p>Develop a positive, consistent and proactive approach to behaviour</p>	<p>Staff training on different approaches to behaviour management, particular focus on</p> <p>Ensure clear routines are embedded across school that support good behaviour.</p> <p>Staff training and support from behaviour specialists for children with particularly challenging behaviour</p>	<p>Upon reviewing the work of Tom Bennet in 'Creating a Culture: How school leaders can optimise behaviour', there were specific areas the school could improve on in terms of behaviour, particularly in establishing good routines and re-enforcing what good behaviour looks like.</p>			
<p>Children develop emotional resilience and self-regulation skills</p>	<p>We will use work on character strengths/virtues and the school's curriculum drivers to develop children's understanding of their emotional well-being and metacognition.</p> <p>Assemblies and house family meetings will focus on these areas.</p> <p>Teachers will discuss the character strengths in everyday learning, making it explicit which ones they will be using.</p> <p>Interventions, such as zones of regulation will be used for those needing specific, targeted support</p>	<p>EEF Meta-cognition and self-regulation 7+ months progress</p> <p>EEF research suggests that self-reflective approaches improve behaviour.</p> <p>DFE strategic plan:</p> <p>We can all recognise the attitudes, traits and values that are so sought by employers, parents and educators: persistence, integrity, curiosity, resourcefulness and so on.</p> <p>These character traits not only open doors to employment and social opportunities but tend to underpin academic success and</p>	<p>Monitoring of incidents in cpoms</p> <p>Monitoring of Boxall results and Strengths and difficulties questionnaires.</p> <p>Analysis of whole school wellbeing survey results throughout different points on the year.</p>		

Costings	LEXIA intervention- before/after school- £877 SLT/month- curriculum design- £6,000 1 day SLT- behaviour training and development of strategies for MSAs/teachers/support staff £2700 0.5 day SLT behaviour management/support £3,102				
Total budgeted cost					£11,802
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?
Improved provision for children with SEMH will improve behaviour, self-regulation and children's mental wellbeing.	<ul style="list-style-type: none"> - ELSA to be trained - And made available for drop in sessions and intervention. - Staff training on interventions to support mental health 	Over half the children on the school's safeguarding monitoring are entitled to PP. All the children with SEND support plans for SEMH category are entitle to PP.	Monitoring of incidents in cpoms Monitoring of Boxall results and Strengths and difficulties questionnaires.		
Targeted interventions will improve outcomes for children in specific areas -	TA working with small groups delivering evidence based interventions and interventions specific to children's needs designed by the class teacher. These will have clear outcomes and assessment will show clear area need and measure progress.	Children will be identified through pupil progress meetings and discussions with the SENCO. Specific targets will be addressed. Evidence based interventions will be used to suit the individual's needs.	Intervention monitoring sheets Assessment data shows improvement		

<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Homework club will support children with out of school self -study</p>	<p>Homework club</p> <p>Pre-teach and catch up sessions offered to individual children or groups before and after school.</p>	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.</p> <p>Many of the children not completing homework, not learning spellings and timetables are children entitled to PP. Homework club can help develop good homework habits.</p>	<p>Children are completing homework.</p> <p>Teacher and child feedback shows greater engagement in lessons where child has had some pre-teaching.</p>		
	<p>Homework Club- Staffing- £877</p> <p>ELSA interventions- £1,040</p> <p>Targeted interventions- £25,532</p>				
Total budgeted cost					£27,449
iii. Other approaches					
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?
Punctuality and attendance improves	Breakfast reading club Support from EWO Regular attendance monitoring.	If children are in school earlier they can settle in and be ready for learning at the start of the school day. They will not feel	Children's punctuality and	HG	After 12 weeks

and children feel ready for the school day	Phone calls made as early as possible in the day to offer support those families with difficulties getting children into school.	marginalised by walking in after the rest of the class. Children attending breakfast club can have a healthy breakfast then will be given the opportunity to read a book.	attendance improves.		
Wherever possible we will remove factors that could make children entitled to PP feel excluded.	e.g. providing a clean PE kit. Helping fund school trips. Giving extra reminders about school events such as non-uniform days. Children in Classes that allow pencil cases will provide similar style pencil cases.	It is often the same families who forget non-uniform days and special events. They may need a more support with organisation. Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make the children feel anxious. Small factors can single a child out among peers and make them feel excluded. This can be damaging to their self- esteem and sense of belonging. This cannot always be mitigated by school's intervention but every effort should be made where it can.			
Children will have access to IT to support their learning.	Children will be offered slots before or after school to use IT to complete homework (with the exception of a whole school closure) Families will be offered a loan laptop or tablet Wifi cards may be available for those that need them.	Most homework is set online and those without IT are given hard copies of tasks. Some learning tasks are delivered through online platforms and children are missing out on some of the advantages of that e.g. interactive games, appearing on leader boards etc. Also, in the event of whole school closure, work would be easier to access online.	Staff can monitor engagement online with many of the interactive tools and class dojo.		
To promote parental engagement	SLT and teacher's make sustained effort to establish good relationships. E.g. by making phone calls home or talking face to face after school to discuss something positive the child has done. We will establish the most effective form of communication for that parent. Staff will make a sustained effort to ensure a parent/teacher meeting is held whether this is face to face, phone or video call.	The number of parents of children entitled to pupil premium attending parents evening has been lower than that of those that aren't entitled to PP. Aside from Christmas concerts, the number of parents of children entitled to pupil premium attending school events has been lower than those that aren't	Informal feedback from parents will show greater engagement and improved relationships Number of parents that attend parents evening and other events will be monitored		

	<p>Staff will make a sustained effort to engage parents in school events by giving them a personal invite either by message or phone.</p> <p>School will hold events which do not always have an academic focus</p> <p>We will consider how events are held, taking into account some parents anxieties about school and situations they may find intimidating.</p>				
Children's play and social skills improve – specific focus on boys	<p>Enhance lunchtime provision, including ongoing training for all Midday Supervisors, as well as equipment and resources. (Happy lunchtimes (Urban Movement LTD)</p> <p>Training for LSA on friendship intervention and Lego therapy.</p>	<p>Many children on our SEND register for SEMH and behaviour difficulties are entitled to PP and need to develop skills in these areas.</p> <p>Most behaviour incidents occur during this time as it is a long period of unstructured time. Some children find this time challenging, either because of poor social skills or difficulties with self-regulation. Giving children focussed activities would help with this</p>	<p>Pupil questionnaire will show whether children are happier at lunchtime.</p> <p>Assessments used with specific children show children's skills have improved e.g. Boxall or intervention specific assessments.</p>		
	<p>1 day x SLT Attendance Support = £2,700</p> <p>ICT time for i-pad/IT support for PP= £150</p> <p>PP Funded Trips/Clubs= £991</p> <p>MSA training hours x 2 = £332</p> <p>SLT time to deliver training= £206</p>				
Total budgeted cost					£4,379

6. Review of expenditure

Previous Academic Year

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

ii. Targeted support

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

iii. Other approaches

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk