

Pupil premium strategy statement (primary)

1. Summary information					
School	Saint Francis Primary School				
Academic Year	2021-2022	Total PP budget	£50,945	Date of most recent PP Review	Sept 2021
Total number of pupils	207	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Feb 2022

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	75%	84.5%
% making progress in reading	79.5%	86.3%
% making progress in writing	68.2%	82.0%
% making progress in maths	77.3%	85.1%

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
D.	Some EYFS children have delayed skills in self- regulation, self- help and poor language skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

E.	Attendance and lateness is an issue for some families.	
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, children's mental wellbeing and ability to engage in learning	Children's engagement in class will improve SDQ and Boxall scores will improve, behaviour related incidents will decrease.
B.	To raise % of children entitled to PP achieving expected and exceeding in reading and writing	Children's NFER scores, accelerated reader scores and PM benchmark scores will show progress All pp children will pass phonics screen Children will be keen to read in and out of school Children's engagement in writing will improve – evident in quantity and quality of writing improvement.
C.	Targeted interventions will help children make progress	Pre and post intervention assessment will show progress
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	Lateness will decrease to Attendance % will stay at school target

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 improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	<p>Staff training: -Rosenshine's principles of instruction. -Doug Lemov</p> <p>CPD and school monitoring focusing on teaching and learning</p> <p>Teachers have a bank of strategies which they will routinely use.</p>	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	Continuous monitoring through monitoring schedule
Develop subject leaders and teachers knowledge of vocabulary so teaching of vocabulary is structured and planned	<p>Proforma being created by JO for vocabulary teaching.</p> <p>CPD for staff – staff meeting in spring term</p>	Children with poor vocabulary can do well with reading up to about age 8 years then drop rapidly as they do not have the vocabulary to comprehend well. (source: A Quigley, Closing vocabulary Gap)	Clear strategy and plan for teaching vocabulary	SLT/JO	Spring term

<p>Assessment of foundation subjects is used effectively to improve progress</p>	<p>Subject leaders given release time to improve their own understanding in this area.</p> <p>Subject leaders to deliver inset training to colleagues on the use of assessment in their subject across the school.</p> <p>Standardisation folders will be implemented in the wider curriculum across the school</p> <p>Data is moderated by subject leaders following the three data drops over the year</p> <p>Subject leaders will produce a termly report on the strengths and development areas in their subject</p>	<p>Assessment is established in maths, English and RE but not in foundation subjects. This was also identified by ofsted in the school's previous inspection as an area for development</p>	<p>The progression of knowledge, skills and concepts are evidenced by monitoring.</p> <p>Subject leaders are confident that assessment is rigorous in their subject across the school.</p>	<p>JO</p>	<p>Spring term after the assessments have been implemented</p>
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<p>Children are given rich and sustained opportunities to develop their cultural capital</p>	<p>All staff will run different clubs at different stages in the year offering more variety.</p> <p>More opportunities to cook on offer in and out of school: cooking club, cook together project for parents and children.</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>EYFS children will learn to use balance bikes.</p> <p>Forest school area has been developed so this can be used by all classes</p> <p>House family meetings with clear focus on areas relating to boosting cultural capital being held regularly</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>	<p>HG/J O</p>	<p>Termly</p>
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<p>Improve outcomes in reading</p>	<p>New phonics scheme with training for all is being rolled out across school.</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>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils’ individual abilities and needs given the potential for such programmes to adapt and focus on the child’s learning needs. EEF</p> <p>Breakfast reading club- an extra adult will be employed to increase the amount of time children will have reading with an adult at the club.</p> <p>Additional books matched to the new Phonics scheme.</p>	<p>DFE research stresses the importance of having validated phonics scheme, that helps all children progress in early reading.</p> <p>The EEF have completed a project with LEXIA which is showing some promising results.</p>	<p>SENCO and literacy lead to monitor progress and engagement</p>	<p>HG/R C</p>	<p>Staff training by Aut 1 New scheme started Sept 2021 – monitoring will be ongoing</p>
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To improve outcomes in writing	<p>New staff to have training on the seven stages of writing</p> <p>SENCO to support teachers to use tools to support reluctant writers. Colourful semantics grids, technology such as speech to text tools.</p> <p>Handwriting interventions to support formation and fluency.</p>	<p>Recommendation number 4 in the EEF's Improving Literacy in Key Stage 2 – Recommendations Summary.</p> <p>Recommendation number 5 in the EEF's Improving Literacy in Key Stage 2 – Recommendations Summary. Sentence structure techniques</p>	RC/ HG to complete book looks and joint observations	HG/R C	Autumn term
Costings	Staff to have training on specific literacy difficulties and supporting children in spelling and writing.				
<p>Total budgeted cost Reading Club £519.64 Headphones for Lexia £500 Additional Books- £2836.95 Subject leader release time- £1,031 Balance bike delivery- £323.80 SLT Training- £1,304.60 SLT Training-£968.80</p>					£8,361.04
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?
Children with SEND will receive support in specific areas of need either through Quality interventions or in class support	LSA will be employed to support in specific areas of need either through delivering interventions or in class support.	<p>Staff absences have sometimes meant that LSAs are needed to cover classes, sometimes resulting in interventions not being completed.</p> <p>Children who may not currently have additional hours allocated through SEND top up funding but need extra support in lessons will have support when they need it.</p>	<p>Class visits and work scrutiny will look for evidence of impact</p> <p>Interventions will be monitored through intervention monitoring sheets.</p>	HG	Spring, after an LSA has been employed.

<p>Behaviour Improved provision for children with SEMH will improve behaviour, self-regulation and children's mental wellbeing.</p>	<ul style="list-style-type: none"> - New ELSA to be trained and made available for drop in sessions and intervention. - HLTA employed to work in a family support worker role. - Behaviour HLTA employed to support with behaviour and train other support staff/MSAs 	<p>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.</p>	<p>Monitoring of incidents in CPOMs Monitoring of Boxall results and Strengths and difficulties questionnaires.</p>	<p>HG</p>	<p>Termly</p>
<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>Maths club to be offered after school for years 5/6. This will be a mixture of pre-teaching and consolidation of work completed in class. This will be run by an experienced KS2 teacher.</p> <p>Homework club so children can complete homework and practise spelling.</p> <p>Breakfast club- children can practise spellings and reading during breakfast club</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>HG</p>	<p>Termly</p>
	<p>Homework Club- Staffing- £954.60 Additional Maths Club- £954.60 Targeted Interventions £10,089 Targeted Interventions £4,739 Targeted Interventions £5957 Behaviour Support £6,662 Additional Support £4,277</p>				
Total budgeted cost					<p>£33, 633.20</p>
<p>iii. Other approaches</p>					

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 children's readiness for school day will improve	<p>HLTA working as family support worker will monitor punctuality with head teacher and be able to offer families support with issues around punctuality and attendance</p> <p>Breakfast reading club – children will be given a breakfast and staff will be available to support with reading. An additional member if staff will be employed to ensure there is capacity to provide breakfast and hear children read.</p>	<p>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 marginalised by walking in after the rest of the class.</p> <p>Children attending breakfast club can have a healthy breakfast then will be given the opportunity to read a book.</p>	Children's punctuality and attendance improves.	HG	After 12 weeks
Children's attendance will improve	HLTA working as family support worker will monitor attendance with head teacher and be able to offer families support with issues around attendance	Children entitled to PP had a slight dip in attendance			
Children will have access to IT to support their learning.	School will invest in new iPad so that children can use them before and after school to engage with the online learning platforms we have available: Times Tables Rock Stars, class dojo, Lexia	<p>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.</p> <p>School had loaned laptops to children at home however several of these were returned broken so using them in school out of school hours was a better option.</p>	Staff can monitor engagement online with many of the interactive tools and class dojo.	HG	Class teachers check weekly for engagement with homework.
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</p>	Many children on our SEND register for SEMH and behaviour difficulties are entitled to PP and need to develop skills in these areas.	Pupil questionnaire will show whether children are happier at lunchtime.	HG	Termly

	<p>and Lego therapy.</p> <p>Lunch Lego club to start.</p> <p>Other clubs to be offered with PP children given priority</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>Assessments used with specific children show children's skills have improved e.g. Boxall or intervention specific assessments.</p>		
	<p>Inclusion Support- £6978.50</p> <p>PP Funded Trips/Clubs= £1500</p> <p>MSA training- £664</p> <p>Food for breakfast club = £500</p>				
Total budgeted cost					£9, 642.50
total					£51,636.74

6. Review of expenditure**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 or PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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