

Pupil premium strategy statement reviewed 2021-22

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Francis RC Primary Melton
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	22% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	26/11/21
Date on which it will be reviewed	Sept 2022
Statement authorised by	
Pupil premium lead	Hannah Griffiths/Gosia Brown
Governor / Trustee lead	Helen Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,945
Recovery premium funding allocation this academic year	£ 5, 426
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 56,371

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At St Francis we have the highest expectations of all our pupils academically and socially. We understand that they bring with them a wide range of experiences and needs which can affect their attainment and will work tirelessly to remove barriers that could inhibit children making progress and reaching their full potential.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example young carers or children that have or have had a social worker.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings. Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance.

From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs or are being supported by Early Help or social services. We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We will allocate staff so they can do this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3.4% lower than for non-disadvantaged pupils.</p> <p>21% of disadvantaged pupils have been 'persistently absent' compared to 2% of their peers during that period.</p> <p>There is also an issue with punctuality.</p>
2	<p>Our assessments/observations and discussions with pupils and families have identified social and emotional and mental health issues for many disadvantaged pupils alongside a number whose families have accessed support from Social services or Early Help</p>
3	<p>Internal monitoring suggests that almost one third of disadvantaged children do not complete homework or engage in other home learning activities e.g. times tables rock stars, spelling practice</p>
4	<p>Assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved provision for children with SEMH will improve behaviour, self-regulation, children's mental wellbeing and ability to engage in learning</p>	<p>Children's engagement in class will improve</p> <p>SDQ and Boxall scores will improve, behaviour related incidents will decrease.</p>

<p>To raise % of children entitled to PP achieving expected and exceeding in reading and writing</p>	<p>Children's NFER scores, accelerated reader scores and PM benchmark scores will show progress</p> <p>All pp children will pass phonics screen</p> <p>Children will be keen to read in and out of school</p> <p>Children's engagement in writing will improve – evident in quantity and quality of writing improvement.</p>
<p>Targeted interventions will help children make progress</p>	<p>Pre and post intervention assessment will show progress</p>
<p>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>	<p>Lateness will decrease</p> <p>Attendance % will stay at school target</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.</p>	<p>Teaching is observed to be good in all classes</p> <p>Teachers have a bank of strategies which they routinely use and these are observed during learning walks/pupil interviews, planning samples.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8511.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching CPD to support teachers to effectively manage learning environment	<p>Learning environment evidenced to have impact on quality of teaching and learning. Teachers play a key role in supporting and promoting positive pupil attitudes to learning</p> <p>Evaluation</p> <p>Classroom visits show that PP children are engaged in learning and that they are displaying positive attitudes. Learning environments are positive and teacher interactions with pupils show strong relationships and behaviour is well managed. See notes of visit from DPS and governor NOVS.</p>	4, 5.
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.	<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</p> <p>Evaluation</p> <p>Learning walks and class visits show that cold calling and retrieval are routinely used with all pupils. This ensures engagement is high from all pupils. Staff are routinely using mini quizzes and are beginning to use flashbacks across the curriculum which is supporting pupils to know more and remember more.</p>	4,5
Develop subject leaders and teachers knowledge of vocabulary so teaching of vocabulary is structured and planned	<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)</p> <p>Evaluation</p>	4,5

	<p>This work is early in its development due to other priorities (particularly writing) taking precedence. Approaches have been trialled in some subjects and these will be upscaled in the new academic year following further trialling. This will continue to be a target in the new academic year.</p> <p>Conferencing with pupils showed that vocabulary retention was developing but that some key vocab still needed embedding. In response to this, subject leaders have slimmed down the key vocabulary within their subject areas to support with cognitive load.</p>	
<p>Subject leaders given release time to improve their own understanding in this area. Subject leaders to deliver inset training to colleagues on the use of assessment in their subject across the school. Standardisation folders will be implemented in the wider curriculum across the school Data is moderated by subject leaders following the three data drops over the year 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>Evaluation</p> <p>There are assessments developing across the curriculum with clear endpoints indicated in all subjects within long term and medium-term plans. Subject leader conferences and subject leader interim reports show that subject leaders are more confident in discussing strengths and areas for development within their subject areas.</p> <p>Pupil interviews show that pupils are beginning to know more and remember more.</p>	4,5
<p>Children are given rich and sustained opportunities to develop their cultural capital</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. 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>	5

	<p>Evaluation</p> <p>There is a whole school map for developing cultural capital with inclusivity at the centre of this. An emphasis on trips and activities across the year ensured that children had access to a broad range of opportunities. PP children were subsidised and as such all Y6 children were able to attend an end of year residential, warning zone trip and walk around the local park for geography topics in school. All children across the school engaged with at least 1 out of school trip.</p>	
<p>Phonics scheme deployed across the school alongside targeted interventions for lowest 20% of readers.</p>	<p>DFE research stresses the importance of having validated phonics scheme, that helps all children progress in early reading. The EEF have completed a project with LEXIA which is showing some promising results.</p> <p>Evaluation</p> <p>Rapid catch up was put into place for all PP children with Local Led Tuition supplementing QFT of phonics and catch up sessions for the weakest pupils. As a result:</p> <p>67% of PP achieved the ELG in reception which is -2% compared to not PP children.</p> <p>83.3% of PP children achieved a pass in the Y1 phonics screen which is in line with their peers.</p> <p>In Y2 4/6 PP children achieved ARE in Reading and made good progress from EYFS starting points.</p> <p>Lexia interventions supported rapid progress for PP children but a barrier remains that some PP children do not engage in learning outside of school. As a result, additional Lexia groups will be put on in school for PP children in the new academic year.</p>	4
<p>SENCO to support teachers to use tools to support reluctant writers. Colourful semantics grids, technology such as</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 –</p>	3

<p>speech to text tools. Handwriting interventions to support formation and fluency.</p>	<p>Recommendations Summary. Sentence structure technique.</p> <p>Evaluation</p> <p>SENCO supported teachers to embed use of colourful semantics. This was successful and in SEND learning walks and book scrutiny it was clear to see that pupils were well supported. Y6 writing moderation from the LA identified strength of handwriting and 2 PP children were chosen as part of the sample.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,261.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted lunchtime interventions (cost for additional adult and resources) to support pupils in their interactions with their peers.</p>	<p>Social and emotional learning programmes, such as Lego Therapy, are seen to have positive outcomes and can add 4 + months in academic outcomes as well as improving self-regulation.</p> <p>Evaluation</p> <p>Pupils with social and emotional needs have been positively impacted by such interventions. Lego club has supported pupils who have previously had little to no interaction with peers to build relationships with others around the school. This is demonstrated through SEMH targets on ILPs being achieved.</p>	<p>2</p>
<p>School led- tuition with a focus on precision teach to support pupils with gaps in phonics and key maths concepts.</p>	<p>Small group tuition can have good outcomes for pupils. In particular, approaches such as precision teach can show positive effect sizes.</p> <p>Evaluation</p> <p>Rapid catch up was put into place for all PP children with Local Led Tuition supplementing QFT of phonics and catch up sessions for the weakest pupils. As a result:</p>	<p>4.5</p>

	<p>67% of PP achieved the ELG in reception which is -2% compared to not PP children.</p> <p>83.3% of PP children achieved a pass in the Y1 phonics screen which is in line with their peers</p>	
<p>Children with SEND/PP will receive support in specific areas of need either through Quality interventions or in class support</p>	<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>Evaluation Small group interventions, especially in areas of Reading and Maths were consistently delivered. Some COVID absence meant that some children missed some interventions due to class isolations in the Advent Term, additional interventions were put in place in the Lent and Pentecost terms for these pupils with interventions running until the last week of term. Outcomes for pupils in these groups improved. All pupils in times tables group achieved over 20 in Multiplication Check in Y4. All pupils in phonics groups achieved pass rate in Y1 and Y2 phonics and phonics retake.</p>	4,5
<p>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>	<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 entitled to PP.</p> <p>Evaluation ELSA support was particularly effective and supported children with PP with SEMH needs well. These pupils were seen to improve with self-regulation but also within their relationships with peers.</p>	2
<p>Before and after school learning opportunities help children in targeted areas. Homework club will support children with out of school self -study</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>Evaluation Homework club is targeted at PP children and this is well attended. Paired reading in the morning also supports PP children who</p>	3

	<p>are regularly attending. This is to be extended to a permanent offer to all pupils from September of next academic year.</p> <p>22 Pupil Premium children attending reading club each morning; 10 PP children attended homework club.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,148.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<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>Parental Engagement. Impact of attendance and punctuality on outcomes.</p> <p>Evaluation- HLTA and HT met with attendance officer and a clear revised policy was put into place with clear procedures to manage attendance.</p> <p>Attendance for PP children remains below that of non-PP children 93.49% and PA for PP children was 18.75% which was a slight reduction from the previous academic year. This remains a focus for the new academic year.</p>	1,3
<p>School will invest in new iPads 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>	<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>Evaluation- PP children with Lexia access were all given time in school to access Lexia and complete lessons.</p> <p>All PP children were able to access TT rockstars and this was monitored well by teachers to ensure maximum engagement.</p>	

<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>Evaluation</p> <p>Behaviour incidents for PP children reduced significantly this academic year- only 3 significant incidents were related to PP children. A higher proportion of HSB related incidents 24 incidents out of a total of 52. Almost all of these were isolated incidents which involved the use of inappropriate language.</p>	

Total budgeted cost: £ 57,920.74 (additional taken from Local Budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

SEE REVIEW OF 20-21 by following this link:

[template for statement of pupil premium strategy – primary schools \(st-francis.leics.sch.uk\)](https://www.st-francis.leics.sch.uk)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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