

Pupil premium strategy statement (2017-2018)

1. Summary information					
School	St Francis Catholic Primary School				
Academic Year	2017-18	Total PP budget	£16,260	Date of most recent PP Review	July 2017
Total number of pupils	209	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 2018
Strategy Statement:	<p>The strategy that the school has adopted is one of focusing any money</p> <ul style="list-style-type: none"> Directly on improving pupils' outcomes through high quality teaching and interventions. We do not and will not isolate these pupils teaching then alongside their peers for the majority of the time supplemented with individual interventions to suit individual needs. It is important for their self-esteem that they can achieve alongside their peers some of whom are not in this group but have similar needs. More able PP pupils are identified and work alongside their peers to ensure they achieve their very best. Indirectly by ensuring that the children are supported through the school's extended school activities. In this manner any talents are encouraged and a safe environment is provided before and after school hours. <p>We analyse the performance of all children on a termly basis and make any changes as necessary.</p> <p>Our strategy continues to be very effective for PP children and other children within the school, as reflected in our results in all year groups and this strategy will also be applied to 2017/2018.</p>				

2. 2a. Attainment of Year 6 July 2018 (9 pupils)			See 2018/19 strategy for specific cohort reviews of 2017/18 data.
			The Attainment of Year 6 in July 2018 exceeded the targets set with 100% achieving the expected level in Reading, Writing and Maths.
	Pupils eligible for PP (your school)	National Average (all pupils)	
% achieving in reading, writing and maths	100%	61%	
% making progress in reading	100%	71%	
% making progress in writing	100%	76%	
% making progress in maths	100%	75%	

2b. Attainment and Progress 2017-2018	See 2018/19 strategy for specific cohort reviews of 2017/18
---------------------------------------	---

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Emotional health and social skills of some PPG children impacts on confidence and attainment.
B.	Confidence in PPG girls Maths.

C.	Lack of exposure to rich experiences and opportunities to develop creative skills.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attachment Difficulties				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Accelerated progress so that pupils achieve at least in line with their peers.			100% PPG in year 6 achieve Age Related Expectations	
B.	Improve confidence in Maths (particularly girls in KS2)			100% of PPG girls in KS2 to achieve ARE in Maths.	
C.	Improved emotional literacy and social skills to build resilience and confidence.			All PPG children to participate in at least 2 extra-curricular activities per term. No PPG children to be denied access to school trips or activities due to hardship.	
D.	<p>OUTCOME 2017/2018 - ACHIEVED</p> <p>The benefits of the strategies used for accelerated progress in literacy, maths and social skills is visible in the results obtained by PPG children – this is especially evident in attainment for Greater Depth where the percentage of PPG children compares favourably to non PPG children.</p>				
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?
Improved confidence for girls in Maths.	Mathematics Mastery approach introduced.	Mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	MM lead to monitor and report results to SLT.	Maths lead & Head of School	July 2018
Total budgeted cost					£2,500
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?

Ensure that PPG children achieve as least as well as other children.	TAs trained on pedagogical approach to support and extend children.	Children have time to embed and extend their understanding of the core concepts .https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/small-group-tuition/	SLT to monitor impact through observations and data. TA training to be delivered through Teaching School	Head of School	July 2018
Ensure that PPG children achieve as least as well as other children in year 6.	Full time TA in year 6 to support class teacher in delivering interventions to close knowledge gaps.	Support pupils with language delay in order to close gaps, increase pupil confidence and provide secure foundation for future learning. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/reading-comprehension-strategies/ https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/oral-language-interventions/	Pupil Progress meetings and review of interventions.	Class teachers SLT	Half termly.
Improved behaviour and focus enable underachieving PPG children to achieve to their potential.	Use of specialist ELSA support to identify emotional and attitudinal barriers to learning and to implement interventions to reduce the impact of these barriers.	Reduce the number of social issues reported by staff e.g. friendship issues, sportsmanship, managing emotions https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/social-and-emotional-aspects-of-learning/	Pupil Progress Meetings with class teachers. Half termly review with ELSA.	Class Teachers ELSA	Half termly
Total budgeted cost					£10,500
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?
Opportunities to participate in extended school activities	PPG children free to Breakfast Club, PPG access to subsidised After School Clubs. PPG funded on yr 5 and yr 6 residential trips.	All pupils are able to benefit from wider curriculum opportunities that may be limited by additional costs. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/arts-participation/			July 2018
Total budgeted cost					£3,500