

Pupil Premium Strategy Statement (18/19) St Francis Catholic Primary School, Ascot & Cohort Data Reviews for 2017/2018

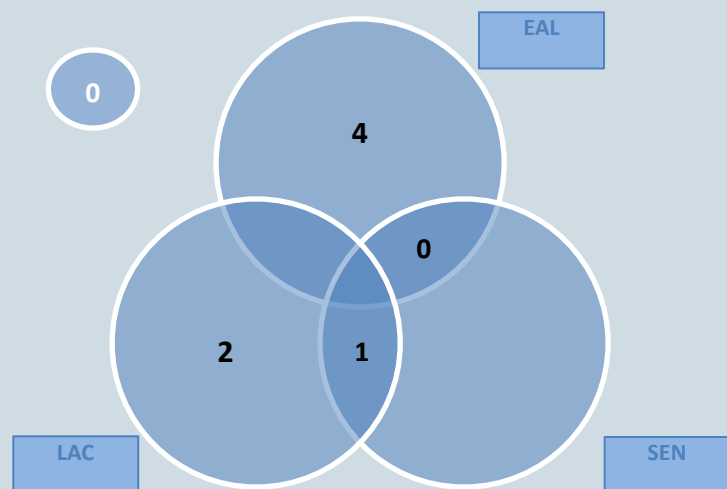


1. Summary information September 2018					
School	St Francis Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£17,460	Date of most recent PP Review	October 2018
Total number of pupils	210	Number of pupils eligible for PPG: 1/9/2018	7	Date for next internal review of this strategy	October 2019
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>				

2a. Attainment of Year 6 in July 2018		
	<i>Pupils eligible for PP (3 pupils)</i>	<i>National Average (all pupils)</i>
% meeting expected level or above in reading, writing & maths	100%	64%
% meeting greater depth in reading, writing & maths	33%	11%
% making at least expected progress in reading	100%	77%
% making at least expected progress in writing	100%	77%
% making at least expected progress in maths	100%	74%

2b. Attainment and Progress 2017-2018												
	Attainment- at or above age related expectation						Attainment- at Greater Depth					
July 2018	Reading disadv	Reading (non PPG)	Writing disadv	Writing (non PPG)	Maths disadv	Maths (non PPG)	Reading disadv	Reading (non PPG)	Writing disadv	Writing(non PPG)	Maths disadv	Maths (non PPG)
Year R (0)												
Year 1 (0)												
Year 2 (0)												
Year 3 (1 LAC)	100%	86%	100%	66%	100%	76%	0%	3%	0%	14%	0%	24%
Year 4 (2&1 LAC)	67%	96%	67%	92%	100%	88%	33%	23%	33%	23%	0%	31%
One more able PPG identified												
Year 5 (2&1 LAC)	100%	96%	67%	85%	100%	96%	67%	42%	67%	32%	67%	42%
Two more able PPG identified												
Year 6 (0)												
Year 6 2018 (3 PPG)	100%	96%	100%	89%	100%	93%	33%	26%	33%	21%	33%	59%
In all core subjects the disadvantaged children made comparative attainment and progress to 'non PPG' children.												
*More Able Pupil premium Child: The school defines this as a child who securely meet the expected level and have the potential to attain GD.												

3. PPG Context for 2018 to 2019– Total 7



Area	No.	%
SEND	1	14%
EAL	4	57%
LAC	3	44%
GD	3	44%
Whit British	3	44%
FSM	4	57%

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Reading support for disadvantaged children and its implications on writing.
B.	44% (3 children) require additional support for social and emotional development.
C.	Exhibit good independent learning behaviours in a range of learning experiences.

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Attachment Issues
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5. Desired outcomes (&how they will be measured)		Success criteria
A.	To meet children’s emotional and social needs and thus raise self-esteem as measured in their happiness at school and in their friendship groups.	100% PPG in year 6 achieve Age Related Expectations
B.	Continue to diminish the Girl Boy division particularly with Girls in KS2 in Maths	100% of PPG girls in KS2 to achieve ARE in Maths.
C.	Provide a variety of learning experiences and activities through which independent learning behaviours can be monitored and encouraged.	Children exhibit independent learning behaviours across the curriculum (incl. extended curriculum) i.e. resilience, team work, concentration.

Planned expenditure: The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and					
Financial Year 2018/19		£17,460			
How Pupil Premium is used to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. 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 those children that receive additional funding achieve as well as those who do not, in all year groups and in all subjects.	Ensuring that the children have a secure adult with whom firm attachments are made so that the emotional needs	School to offer a secure base , a place of safety and attachment – to foster relationships with trusted adults who can help the young person through the day https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/small-group-tuition/	Support in TA hours to give intensive individual provision as well as working with small groups - focusing on learning /behaviour gaps	Class Teacher	The progress of all children to be reviewed half termly with classteacher and TA. £9,084
Seek to improve attainment by improving the (SEL) dimensions of learning, as opposed to focusing directly on the academic elements of learning	Develop more specialised programmes which are targeted at students with particular social or emotional	EEF Toolkit: On average, social and emotional (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/social-and-emotional-aspects-of-learning/	Use a qualified member of staff (ELSA) to organise individual interventions.	ELSA SENCO	At the end of every term/ session or sequence of sessions £10,560
Total budgeted cost					£20,844
ii. Other approaches – Extended School Opportunities					
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?
All PPG children to have the opportunity to develop interests and skills outside school hours	PPG children free to Breakfast Club,	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/	Offer is overseen by school secretary.	HT & Secretary	At the end of every term. £1,680
Total budgeted cost					£1,680

SUMMARY OF EXPENDITURE	
Total Number of Children on Roll	210
Total Amount of PPG Received	£17,460
Total Number of Children Eligible for PPG	4 FSM 3 Children who are looked after (LAC)
Amount of PPG received per Child	£1,300 per 'Ever 6' & FSM £1,900 per LAC
Total PPG - £	£17,460
Total PPG Expenditure - £	£22,524
Remaining PPG Budget - £	Exceeded funding by £5,064