

St. Francis Xavier's RC Primary School

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium 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 Xavier's RC Primary School |
| Number of pupils in school | 211 |
| Proportion (%) of pupil premium eligible pupils | 7.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | 1.9.22 |
| Date on which it will be reviewed | 8.2.23 |
| Statement authorised by | Chair of Governors |
| Pupil premium lead | Diana Pearce |
| Governor | Sylvia Cockroft |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £23,660 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £23,660 |

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
| 1 | Social Issues |
| 2 | Emotional Issues |
| 3 | Life Experiences |
| 4 | Financial Issues |

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 |
|---|---|
| Pupils make at least expected progress across the curriculum. | Pupils know more, remember more and can do more across the curriculum. Pupils make at least expected progress in non-core subject areas. 3 points progress is achieved in reading, writing, SPAG and maths on the school's internal tracking system – Educater. |
| Pupils are supported with their reading programme and, if identified as the lowest 20% of readers, are part of the school's targeted reading programme. | Pupils make at least 3 points progress in reading from their starting points. |
| Pupils engage with e-books using Bug Club | Pupils read e-books and access Bug Club. |
| Pupils are supported to regulate their emotions and access their learning. | Student and family support worker engages with pupils to support their emotional wellbeing and mental health. |
| Parents are supported with their child's learning. | The student and family support worker, class teachers, TAs and the headteacher work together with parents to promote effective outcomes for pupils via day to day contact, parents' evenings and reports. |
| Pupils access the wider curriculum with the world beyond the classroom. | Pupils consolidate their learning in the Immersion Room with their class. |

| | |
|--|--|
| Parents are financially supported for their child to access one after school club. These places are prioritised for pupils in receipt of PP funding. | Pupils are offered the option to attend one after school club of their choice before the club lists are offered to other pupils. |
| Pupils are supported financially to learn musical instruments. | Pupils are offered the opportunity to learn a musical instrument, funded by school. |
| Parents are financially supported with their child's uniform, trips and residential visits. | £100 uniform voucher allocated to parents, trips and residential visits subsidised. |

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 Including Quality First Teaching and Targeted Academic Support

Budgeted cost: £23,660

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality First Teaching. TA support. Within class effective feedback with correction of misconceptions through formative assessment daily | Improve outcomes across the curriculum ensuring at least expected progress across the curriculum. Evidence on Educater and internal non-core assessment spread sheets. Outcomes of formative assessment, progress in books, summative assessments. Discussions with pupils. Expected progress termly. Phonics groups re-assessed rigorously to match progress of pupils' learning. Pupils at least ARE term ending. Expected progress. Address any pupils' progress swiftly if pupil starts to fall behind. Assessment system: Educater. | 1,2,3 |
| Reading Focus Ensure that all pupils become fluent readers who love to read. | Reading: All staff to have secure knowledge of phonics, clarity of enunciation, clear diction from all staff, embedding sounds when hearing children reading: de-coding and blending to support the process of writing. Volunteers support pupils' reading especially those not heard to read at home. Evidence on Educater, reading interventions eg: Rapid Reading and KS1 and KS2 SATs. | 1,2,3,4 |
| High quality phonics programme – RWInc. To continue to be highly effective and identify gaps | Pupils succeed in their phonics check Phonics workshops for TAs for effective delivery. Sounds sheets and intervention strategies enabling pupils to catch up & close gaps. | 1,2,3 |

| | | |
|---|--|-------|
| in pupils' knowledge with COVID related absences. | | |
| Develop rich vocabulary | Vocabulary bank developed for curriculum subjects to expose pupils to a rich diet of vocabulary raising pupils' outcomes. | 1,2,3 |
| Maths focus Teaching for Maths Mastery: Improve fluency, reasoning, problem solving and mastery. Improve feedback specific focus with children in receipt of pupil premium funding. Correct misconceptions. Same day intervention. Sharp focus on next steps for learning. Build confidence for pupils with, 'I can' approach. Continue to build resilience. | Educator tracking with at least 3 points progress. Pupils know more and can do more. DfE 'Ready to progress' guidance-ongoing. Robust same day interventions, correcting misconceptions. Maths: Same day intervention. Applying skills and knowledge across the curriculum. Maths lead CPD, embedding reasoning, problem solving and mastery staff training, classroom resources, Success@Arithmetic, Maths interventions, Growth Mindset. Gap analysis following assessment to sharply focus on next steps. Pupils grow in confidence and build their resilience with problem solving. Mathematical fluency improves. | 1,2,3 |
| Writing Focus Continue to maintain standards in writing and support children to succeed in their writing. To plan and create learning environments beyond the classroom to develop curiosity and language acquisition. | Educator – at least 3 points progress. Writing improves – book trawls. Pupils' use of vocabulary improves. Develop editing across school. Continue to match appropriate writing activities to needs of pupils with appropriate resources. Through teachers' planning, knowledge organisers, use of the immersion room, staff meetings to support CPD and INSET. | 1,2,3 |
| Teacher support for subject release | Delivery of curriculum subjects continues to improve with subject leaders undertaking book trawls and pupil voice discussions. Subject leads have one morning per term subject release time to develop their subject area. Staff review impact of curriculum delivery and find out if pupils are making at least expected progress being able to know more, remember more and do more. Staff are supported to attend relevant CPD for their subject area. | 1,2,3 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|--|--------------------------------------|
| Experiential Learning | Pupils take their learning beyond the classroom and love their visits, trips and the Year 6 residential enabling them to know more, remember more and do more. | 1,2,3,4 |
| Music Lessons | Peripatetic music teachers teach instruments within school. Pupils play to an audience – either their class, key stage or parents. | 3,4 |
| Family Support Worker | To work with pupils supporting emotional development, mental health and behaviour. Improve social skills and learning behaviour. Liaise with parents. Attend relevant EHA meetings. | 1,2 |
| Clubs | Pupils have a club provided to widen their learning experiences. | 3,4 |
| Bug Club | Pupils love to read the e-books offered on Bug Club books. There is an excitement about reading that inspires pupils to read. Pupils make accelerated progress in reading. | 1,2,4 |

Total budgeted cost: £ 23,660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2022

Impact of pupil premium activity for 2021-2022

TA attainment and progress information based on results July 2022

All Year 6 pupils: RWM combined 78% (National 59%); Reading exp 88% HS 50% (National exp 74% HS 28%); Writing exp 81% GD 28% (National exp 69% GD 13%); Maths exp 88% HS 38% (National 71% HS 22%)

Pupil Premium Year 6 (3 pupils who undertook SATs)

1 disad pupil unable to sit SATs – and was absent
Reading exp 100% (3/3 pupils); HS 33.3% (1/3 pupils)
Writing exp 100% (3/3 pupils); GD 33.3% (1/3 pupils)
Maths exp 100% (3/3 pupils); HS 66.6% (2/3 pupils)
SPAG exp 100% (3/3 pupils); HS 66.6% (2/3 pupils)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

| Programme | Provider |
|----------------------------|-------------------------------|
| Educater assessment | Educater |
| Activate CPD | Herefordshire Activate Group |
| The Write Stuff, Book Talk | Jane Considine Learning Space |
| Phonics RWInc | RWInc |

Further information

Catch-up funding during 2020-2021 enabled staff to hold after school booster sessions, Autumn 2020 and Summer 2021, with their classes to close gaps. The programme ran for 16 weeks with class teachers identifying small groups to boost learning and correct any misconceptions that has arisen during lockdown. Results of the 'Catch-Up Strategy' are held with the headteacher.

The school did not take up the DfE for tutoring as no suitable tutors were available. The school provided support with class TAs, 1:1 TAs and our student and family support TA. For the academic year 2022-2023 a new post of language support TA has been created for supporting learners throughout school with specific language needs eg: NELI, RWInc and EAL.

2022-2023 The school will be taking up the school led funding route for the National Tutoring Programme to support learners

Staff continue to provide effective feedback for pupils to consolidate learning and address misconceptions as they arise. Pre and post teaching consolidation sessions further reinforce learning as appropriate for individuals.

Diana Pearce
September 2022