

St. Francis Xavier's RC Primary School

Pupil premium strategy statement

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 Xavier's RC Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	1.9.21
Date on which it will be reviewed	8.2.22
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	£22,500
Recovery premium funding allocation this academic year	£1,631.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,131.25

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. 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: £18,116.00

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	Pupils succeed in their phonics check (1 pupil in Yr 1) Phonics workshops for Tas for effective delivery.	1,2,3

effective and identify gaps in pupils' knowledge with COVID related absences.	Sounds sheets and intervention strategies enabling pupils to catch up & close gaps.	
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.	Educater 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.	Educater – 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
Additional 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)

Budgeted cost: £ 6,016.00

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. Autumn Term 2019 Years 1-6 111/179 pupils (62%) took up clubs. 15/23 pupils (65%) pupils in receipt of pupil premium funding taken up the offer of one club provided by school.	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: £ 24,132.00

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 2020 to 2021 academic year.

TA attainment and progress information based on TA July 2021

All Year 6 pupils: RWM combined 79%; Reading exp 86% HS 38%; Writing exp 79% GD 38%; Maths exp 86% HS 34%

Disad Year 6 Reading exp (4/6 pupils) 67% HS (1/6 pupils) 16%; Writing exp (3/6 pupils) 50%; Maths exp (4/6 pupils) 67%

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	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.

Staff continue to work tirelessly within the COVID pandemic facing staff shortages and pupil absence. Where TAs or class teachers have been ill, the school has promoted continuous face to face education, whilst it has been safe to do so. Many staff have stepped up, covered and kept classrooms open to support pupils' day to day education.

The pandemic continues to affect staff and pupil mental wellbeing and school attendance. When pupils have been isolating at home, class teachers provide online work either on Tapestry (EYFS) or on Seesaw but this is not as effective as face-to-face teaching especially with our most vulnerable pupils. Staff have been providing interventions and catch-up on a daily basis to correct misconceptions and address missed learning.