

# St. Francis Xavier's RC Primary School

## Pupil Premium Strategy Statement 2021-2022

**NB: Data refers to Disadvantaged pupils = FSM & LAC.**

**PP pupils = FSM, LAC and S pupils**

**Date: September 2021    Review: February 2022**

1. Summary Information		
Academic Year	2021-2022	Eligible Disad Pupils: 14      Eligible pupils for Pupil Premium funding: 19
Pupil Premium Budget	£22,500	Current FSM pupils: 12; LAC & PLAC: 2; Service: 5.
2. Attainment Information (2018-2019 data) 2019 Data retained due to COVID-19 as published data		
	Year 6 disad. pupils eligible for Pupil Premium (8 pupils). Figures given - 7 pupils Figures in italic 8 pupils	All Year 6 pupils
% achieving reading, writing, maths expected standard (x7 pupils)	71% (x7)	79% (Nat 65%) +14%
% attaining 100 scaled score for reading test (x7 pupils)	71.4% (x7)	83% (Nat 73%) +10%
% attaining higher score >110 SS for reading test	29%	31% (Nat 27%) +4%
% expected standard in writing (x8 pupils)	86% ( <i>75% x8</i> )	93% (Nat 78%) +15%
% attaining greater depth in writing	13% (x1/7)	28% (Nat 20%) +8%
% attaining 100 scaled score in maths test (x8 pupils entered)	86% ( <i>75% x8</i> )	86% (Nat 79%) +7%
% attaining higher score > 110 SS in maths	0%	28% (Nat 27%) +1%
Reading ATP SPTO* KS 2 for dis. pupils (8 pupils)	3.3 ATP	3.3 ATP
Writing ATP SPTO* KS 2 for dis. Pupils (8 pupils)	3.2 ATP	3.2 ATP
Maths ATP SPTO* KS 2 for dis. Pupils (8 pupils)	3.4 ATP	3.4 ATP
Reading mean scaled score (7 pupils)	102.29 (x7)	105.5 (ASP)
Writing mean scaled score (8 pupils)	101.35 ( <i>100.2 x8</i> )	104.9 (FFT)
Maths mean scaled score (8 pupils)	102.57 ( <i>100 x 8</i> )	105.7 (ASP)
Reading FSM 6 KS1 to KS2 progress score (7 pupils)	-0.9 FFT	2.11 (LA 1.48) (Nat 0.03)
Writing FSM 6 KS1 to KS2 progress score (8 pupils)	0.4 FFT	3.61+ (LA 1.30) (Nat 0.03)
Maths FSM 6 KS1 to KS2 progress score (8 pupils)	-2.8 FFT	1.92 (LA 1.01) (Nat 0.03)
2b: TA Attainment and Progress Information based on TA predicted results July 2020 Due to COVID-19		
All Year 6 pupils: RWM combined 90%; Reading exp 90% HS 45% Writing exp 90% GD 41% Maths exp 90% HS 48%		
Disad Year 6 Reading exp (6/8 pupils) 75% HS (1/8 pupils) 13%; Writing exp (6/8 pupils) 75% GD (1/8 pupils) 13%; Maths exp (6/8 pupils) 75% HS (2/8 pupils) 25%		
2c: 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%		

**3. Barriers to future attainment (for pupils eligible for Pupil Premium, including high ability)**

A: Social issues

B: Emotional issues

**External Barriers**

C: Life experiences and home environment

**4. Desired Outcomes and how they will be measured**

A: Pupils to have secured conceptual understanding, with any misconceptions addressed, with increasing fluency and progress in reading, writing and mathematics following COVID-19 ‘closures’ of schools. See HT for information re: attendance for disad pupils throughout Summer 2020 lockdown and Spring 2021 lockdown.  
 Pupils continue to ‘catch-up,’ securing progress in reading, writing and maths through quality first teaching and appropriate interventions.  
 Disad pupils identified within <20% school readers to make rapid progress with allocated reading support.  
 Pupils to be immersed in developing rich vocabulary within the taught curriculum.  
 Pupils to continue to experience a broad range of curriculum subject areas.  
 Pupils to be supported highly effectively through digital platform, should they need to self-isolate.  
 Pupils to believe in themselves, grow in confidence and self-esteem having a positive ‘I can’ attitude with effective strategies for resilience and perseverance.  
 Pupils develop positive learning characteristics for future learning taking their aspirations into adult life.  
 Continue to embed cross curricular skills enabling pupils to transfer knowledge and skills, pupils are able to remember more and alter their long term memory.  
 Continue to enhance subject knowledge especially with focus on language acquisition and the development of sophisticated language to support home environment.  
 All pupils make expected progress across curriculum subjects, knowing more, remembering more and being able to do more. Pupils to achieve at least the expected standard in reading, writing and maths. Interventions effectively monitored, White Rose Maths, Teaching for Maths Mastery, The Write Stuff, RWInc and Book Talk.  
 Pupils to continue to be supported with homework and learning logs. Interventions to sharply match individual need as appropriate to the learning barrier.

B: Pupils supported emotionally through the following: day to day monitoring of behaviour and emotions with teachers and staff, additional internal support provided for pupils and parents / carers by Family Support Worker, headteacher, SENCO, external agencies - Butterflies counsellors, school nurses, Herefordshire Early Help Hub – Early Help Family Support Workers, Vennture, Homestart, West Mercia Women’s Aid and matched appropriate external agencies.

C: To support and nurture pupils with positive life experiences exploring a rich curriculum enabling pupils to learn beyond the classroom through experiential learning. Teachers build relevant experiences into their medium term plans across the curriculum subjects. Trips out of school and visitors into school, when possible, to bring the curriculum alive eg: EYFS Madley Environment Centre, sports’ programme, visit to Hereford Cathedral, reading to residents at Newstead Care Home, Evacuee Trip to Malvern, Trip to Wolverhampton University for STEM workshops, Civil War trip into Hereford City Centre, river studies at Cilfynydd Environmental Centre, visits to Hereford Courtyard Theatre eg: Christmas Pantomime, Roman visit, Dudley Canal trip and visits to our Immersion Room. Immersive learning enables pupils to experience the process of learning using a simulated or artificial environment. This experience will support pupils’ learning further, embedding knowledge - being able to know more, remember more and do more.

**5. Planned Expenditure for 2021-2022**

Expenditure	Desired Outcome	Action (& review)	Evidence & Monitoring	Staff Lead
Quality First Teaching £10,000 TA support within class effective feedback	Improve outcomes across the curriculum ensuring at least expected progress.  <b>Reading Focus</b> Ensure that all pupils become fluent readers who love to read.	All teachers and TAs within classrooms to provide highly effective feedback on a daily basis ensuring misconceptions are corrected to embed and deepen learning. Make links across the curriculum to enhance pupils’ memory enabling pupils to know more, remember more and do more.  Reading: All staff to have secure knowledge of phonics, clarity of enunciation, clear diction from all staff, embedding sounds when hearing	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 ARE term ending. Expected progress. Address any pupils’ progress swiftly if pupil starts to fall behind. Assessment system: Educater.	DMP, EMC, JMM, HB-SMT. All staff.  HB All staff

	<p>High quality phonics programme – RWInc. To continue to be highly effective.</p> <p>Develop rich vocabulary</p> <p><b>Maths focus</b> 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.</p> <p><b>Writing Focus</b> 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.</p>	<p>children reading: de-coding and blending to support the process of writing. Phonics workshops for TAs. Sounds sheets and intervention strategies enabling pupils to catch up &amp; close gaps.</p> <p>Vocabulary bank developed for curriculum subjects to expose pupils to a rich diet of vocabulary raising pupils’ outcomes</p> <p>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.</p> <p>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</p>	<p>Book Trawls. Lesson / intervention visits. Learning walks. Teachers and TA discussions. Pupil discussions. Pupil progress meetings. Pupils successfully decode and blend sounds. Outcomes are maintained with Yr 1 phonics check. Pupils are well supported throughout school if they have not met phonics check in Yr 1. Teachers plan vocabulary banks, knowledge organisers, topics, MTPs to expose pupils to a wide range of vocabulary. Use of rich vocabulary, daily, in the CR</p> <p>Pupils at ARE term ending. Expected progress. Address any pupils’ progress swiftly if pupil starts to fall behind. Assessment system: Educater. Book Trawls. Lesson / intervention visits. Learning walks. Teachers and TA discussions. Pupil discussions. Pupil progress meetings. Pupils’ grow in confidence and self-belief.</p> <p>Pupils’ editing improves. As above.</p> <p>Pupils continue to acquire a rich bank of vocabulary, enhancing access and knowledge across the curriculum. Outcomes in writing are maintained and improve.</p>	<p>HB All staff</p> <p>All staff HB INSET DMP INSET</p> <p>EMC All staff</p> <p>HB All staff</p> <p>HB All staff</p>
<p>Experiential Learning £500</p>	<p>Pupils are immersed in their learning beyond the classroom with visits and experiences enriching their development of knowledge and</p>	<p>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.</p>	<p>Exposure to a wealth of learning opportunities beyond the classroom.</p>	<p>Class teachers</p>

	skills. Pupils continue to have learning for life and love learning.			
Music Lessons £300	Pupils learn how to read music, play an instrument and learn to love music	Peripatetic music teachers teach instruments within school. Pupils play to an audience – either their class, key stage or parents.	Pupils attend lessons, learn to practice their instrument developing resilience, play in front of an audience and are exposed to music.	DMP, NJ, BK
Family Support Worker £4000	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.	Family support worker continues to nurture vulnerable pupils and support their families. x 3 afternoons p/w Interventions set up, monitored and impact evaluated through engagement with curriculum.	DMP, CD, JP
Additional teacher support for subject release £7000	Knowledge of curriculum areas for subject leaders is enhanced. Subject leads are released to undertake books trawls and pupils voice enabling next steps to be identified.	Subject leads have one morning per term subject release time to develop their subject area. Staff review impact of curriculum delivery, talk to pupils and find out if pupils are making at least exp. progress being able to know more, remember more and do more. Staff are supported to attend relevant CPD.	Delivery of curriculum continues to improve with staff who are knowledgeable about the impact of curriculum delivery, making adjustments and liaising with SMT should issues arise and specific CPD be identified.	MG All staff
Clubs £200	Pupils attend at least one after school or lunch time club to enrich their learning experiences and develop new skills	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.	Pupils' self esteem improves. Pupils' are able to 'have a go' Improved mindset of 'I can' Pupils' are enthusiastic and motivated. Improved confidence and mental wellbeing.	DMP KL
Bug Club £500	Pupils are exposed to electronic books, continue to read widely, enhance their vocabulary and love to read. Pupils reading improves.	Bug Club is introduced to the school Autumn 2021. Pupils access books at home and read widely.	Pupils love to read the Bug Club books. There is an excitement about reading that inspires pupils to read. Pupils make accelerated progress in reading.	HB, DMP, class teachers and TAs
<b>6. Additional Detail</b>				
From March 2020 onwards, COVID-19 has restricted many activities pupils would usually undertake within their school year. The priority has been to keep pupils and staff safe remaining in their bubbles to mitigate the risk of the spread of the virus. A 2020-2021 catch-up programme was implemented Autumn 2 2020 and Summer Term 2021. Please see DMP for impact.				

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September 2021. To be reviewed February 2022