

St. Francis Xavier's RC Primary School

Pupil Premium Strategy Statement 2020-2021

NB: Data refers to Disadvantaged pupils = FSM & LAC. PP pupils = FSM, LAC and S pupils

Date: September 2020

Review: March 2021

1. Summary Information		
Academic Year	2020-2021	Eligible Disad Pupils: 16
Pupil Premium Budget	£32,450	Current FSM pupils: 14 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% (75% x8)	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% (75% x8)	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 (100.2 x8)	104.9 (FFT)
Maths mean scaled score (8 pupils)	102.57 (100 x 8)	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 pupils: Year 6 pupils Reading exp 90% HS 45% Writing exp 90% GD 41% Maths exp 90% HS 48%		
Disadvantaged Year 6 Reading (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%		

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 understanding and fluency within reading, writing and mathematics following COVID-19 ‘closure’ of schools.
 Pupils to have ‘caught up’ by summer 2021 in reading, writing and maths through rigorous intervention and the SFX catch-up programme
 Pupils over their primary years to have experienced a broad range of curriculum subject areas following the implementation of the catch-up programme in foundation subject areas.
 Pupils to be supported highly effectively should they need to self-isolate through robust and effective remote home-school learning to sustain motivation and engagement over time.
 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 their 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 at least expected progress across all curriculum subjects and are able to know more, remember more and 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 and West Mercia Women’s Aid.

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 to study stained glass windows, 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, visit to Caerleon Roman Fortress, 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. The environment enables learners to completely get immersed in their learning in a way that feels like they are experiencing the event. This will support pupils’ learning further, embedding knowledge - being able to know more, remember more and do more.

5. Planned Expenditure for 2020-2021

Expenditure	Desired Outcome	Action (& review)	Evidence & Monitoring	Staff Lead
Quality First Teaching £28,106 TA support within class effective feedback	Improve outcomes in reading, writing and maths ensuring at least expected progress.	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	Outcomes of formative assessment, progress in books, summative assessments. Expected progress termly. Phonics groups re-assessed rigorously to match progress of pupils’ learning.	DMP, EMC, JMM, HB- SMT. All staff.

	<p>Reading Focus Ensure that all pupils become fluent readers who love to read.</p> <p>High quality phonics programme – RWInc. To continue to be highly effective.</p> <p>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. Build resilience to learning and ‘have a go’ approach.</p> <p>Writing Focus Continue to maintain standards in writing.</p>	<p>enhance pupils’ memory enabling pupils to know more, remember more and do more.</p> <p>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.</p> <p>Phonics workshops for TAs - JMM. Rapid Reading intervention to enable pupils to catch up.</p> <p>DfE ‘Ready to progress’ guidance following school ‘closures’ March 2020. 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 INSET training, classroom resources, Success@Arithmetic, Maths interventions, Growth Mindset.</p> <p>Gap analysis following assessment to sharply focus on next steps.</p> <p>The Write Stuff Termly action to develop cross curricular writing – MTPs from every class teacher.</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.</p>	<p>HB All staff</p> <p>JMM All staff</p> <p>EMC All staff</p> <p>HB All staff</p>
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	Create exciting opportunities for pupils to write. Continue to write for a purpose, for an audience.			
Additional in class support £5244.30	Pupils are able to access the curriculum successfully with a sharp focus on their learning barriers. Pre- and post-learning with formative assessment to identify areas of need.	Support in Years 1 and 5 with additional teacher, one morning per week to support the delivery of the curriculum.	Pupils experiencing barriers to learning are able to have precise feedback to address learning needs. Pupils are more confident to share their misconceptions enabling learning to be more secure.	MG HB LH
Experiential Learning £500 Clubs £200	More limited opportunities available due to COVID-19. However, where possible pupils experience a range of activities first hand. Pupils continue to have learning for life and love learning.	Improved confidence in life, life skills and opportunities. Pupils attend residential visits, have a club provided from Spring 2021. 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. Financial support for TeamBees / PACES	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. Exposure to a wealth of learning opportunities beyond the classroom.	All staff JMM & KL Brownies Music – NJ & BK Teambees / PACES
Music Lessons £500	Pupils to learn how to read music, play an instrument and learn to love music	Peripatetic music teachers teach instruments within school – COVID-19 RA in place	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 £3987	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 Maths small group intervention Success@arithmetic £1773	Pupils' misconceptions are addressed. Confidence grows with 'I can' positive attitude.	2 afternoons p/w with AF	Interventions take place with AF. Thorough monitoring and feedback with CD - SENCO	AF CD DMP
Brownies £225 (Spring 2021 tbc)	Team building; experiential learning; widening opportunities for children	With COVID-19 restriction in place, if permitted, activities one day a week.	Activities led by JMM once a week.	JMM

6. Review of Expenditure 2019-2020 £33,140				
	Desired Outcome	Action (& review)	Evidence & Monitoring	Staff Lead
Quality of Teaching TA and T support Courses and effective CPD See impact of attainment and progress	Improved outcomes achieved for R, W, M. 3 ATP progress achieved from starting points	Team teaching 1 x morning p/w Team teaching Yr 6 2 x mornings p/w Interventions with TAs supporting specific learning needs – class profiles	Pupils believe in themselves. Resilience improves. 'I can' approach embedded. Formative assessment SPTO Progress in books Progress over time continues to improve. 2020 TA predicted result disad KS2 Reading (6/8) Exp 75% HS 13% Writing (6/8) Exp 75% GD 13% Maths (6/8) Exp 75% HS 25%	DMP, EMC, HB, JMM
Other approaches £460	Educational visits Music tuition	Participating in visits / visitors to school Learning instruments giving breadth of experiences x	Pupils learn to play a musical instrument Pupils attended trips and visits	All staff Music – BK and NJ
	Fitness and wellbeing – Teambees, morning fitness, clubs	Participation	Children taking part in physical activities – being active Keeping fit and well Improved mental wellbeing	Teambees
7. Additional Detail				
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 for Autumn 2 2020 and Spring Term 2021 has been put in place to support pupils' learning outcomes over time.				
Specific allocation of staff continues to boost learning for pupils.				
8. Future Action				
Maintain standards across the curriculum with 'Love of Reading,' Maths Mastery, The Write Stuff and Book Talk.				

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September 2020. To be reviewed March 2021