

St. Francis Xavier's RC Primary School

Pupil Premium Strategy Statement 2018-2019

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

Date: September 2018

*SPTO: School Pupil Tracker Online

1. Summary Information			
Academic Year	2018-2019	Eligible Pupils: 31	
Total Pupil Premium Budget	£37,820	Current FSM pupils: 21	LAC & PLAC: 4 Services: 6
2. Attainment Information (2017-2018 data)			
	Year 6 disad. pupils eligible for Pupil Premium in SFX (4 pupils) against national all	All Year 6 pupils	Difference for disad. (compared to others nationally from 2018 unvalidated data from ASP)
% achieving reading, writing, maths expected standard	100% (Nat 64%)	77.4% (Nat 64%) +13.4%	ASP pg 5: +30%
% attaining 100 scaled score for reading test	100% (Nat 75%)	94% (Nat 75%) +19%	ASP pg 8 +20%
% attaining higher score >110 SS for reading test	50% (Nat 28 %)	32% (Nat 28 %) +4%	ASP pg 8 +17%
% expected standard in writing	100% (Nat 78%)	84% (Nat 78%) +6%	ASP pg 11 +17%
% attaining greater depth in writing	25% (Nat 20 %)	35% (Nat 20%) +15%	ASP pg 11 +1%
% attaining 100 scaled score in maths test	100% (Nat 76%)	87% (Nat 76%) +11%	ASP pg 14 +19%
% attaining higher score > 110 SS in maths	0% (Nat 24 %)	32% (Nat 24 %) +8%	ASP pg 14 -28%
Reading progress points SPTO* KS 2 for dis. pupils (4 pupils)	4.8 ATP	4.1 ATP	Progress score dis. comp +0.7
Writing progress points SPTO* KS 2 for dis. Pupils (4 pupils)	3.0 ATP	3.2 ATP	Progress score dis. comp -0.2
Maths progress points SPTO* KS 2 for dis. Pupils (4 pupils)	3.4 ATP	4.2 ATP	Progress score dis. comp -0.8
Reading progress score dis ASP KS2	5.40	National av. non disad. 0.31	KS2 dis comp national +5.09
Writing progress score dis ASP KS2	2.90	National av. non disad. 0.24	KS2 dis comp national +2.66
Maths progress score dis ASP KS2	1.62	National av. non disad. 0.31	KS2 dis comp national +1.31
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 believe in themselves, grow in confidence and self-esteem having a positive 'I can' attitude with effective strategies for resilience and perseverance across the curriculum.			
Continue to embed cross curricular skills enabling pupils to transfer knowledge and skills.			
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 of 3 Attainment Tracking Points (ATP) on SPTO*, (above expected progress is 3+ 4 ATPs), pupils will achieve expected standard in reading, writing and maths. Interventions effectively monitored, White Rose Maths, Teaching for Maths Mastery, The Write Stuff, RWI and Book Talk.

B: KS1s pupil to meet at least expected standard at KS1, making above expected progress (3+ ATPs on SPTO*), EYFS pupils to make at least expected progress from their starting points, counselling, intervention monitoring, White Rose Maths Hubs, Teaching for Maths Mastery, writing moderation internally and inter school moderation.

C: KS2 pupils attain at least 100 SS (Scaled Score) in reading, maths, EPGS – English, Punctuation, Grammar and Spelling) and expected standard in writing.

5. Planned Expenditure for 2018-2019

	Desired Outcome	Action (& review)	Evidence & Monitoring	Staff Lead
<p>Quality of Teaching £12,000 TA support with in class effective feedback</p> <p>£15,500 PP support teacher</p> <p>£4000 Additional hours for PP children with TA</p>	<p>Improve outcomes in reading, writing and maths ensuring at least 3+ ATPs on SPTO.</p> <p>Maths focus.</p> <p>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>PP Teacher Yrs 6, 5, 4 and 1. TA specific time and focused support incl. BR, DR, JW. Same day intervention. Maths lead CPD, embedding reasoning, problem solving and mastery INSET training, classroom resources, Write Stuff CPD, Rapid Reading intervention, Success@Arithmetic, Maths interventions, Growth Mindset, RWI programme.</p> <p>Gap analysis following assessment to sharply focus on next steps.</p>	<p>Outcomes of formative assessment, progress in books, SPTO tracking with at least 1 ATP per term. Above expected progress +1 point. Pupils at ARE term ending. Book Trawls. Lesson observations. Learning walks. Pupil discussions. Pupil progress meetings. SMT observations. Governor learning walks.</p>	<p>DMP, EMC, JMM, HB-SMT. All staff.</p>
<p>Targeted Support £2000</p>	<p>Continue to embed sophisticated language for all learners.</p>	<p>Planning, curriculum delivery. Cross curricular approach. Rapid reading resource. RWI on-going training. Reading comprehension targeted support. HB Jane Considine course – Book Talk.</p>	<p>Pupils succeed in RWI groups, SPTO tracking progress achieving 1 ATP per term, pupils improve in their reading in line with ARE. Pupils increase their vocabulary and apply skills across the curriculum.</p>	<p>HB and JMM</p>
	<p>Improve outcomes in writing. Raise standards of sentence structure to improve outcomes in writing – The Write Stuff approach.</p>	<p>Continue to embed The Write Stuff. INSET, CPD training, RWI training.</p>	<p>Progress in books, SPTO tracking progress achieving at least 1 ATP per term, lesson observations, peer learning walks.</p>	<p>HB</p>

	Elklan Course attended.	x10 sessions attended by JMM.	Embed the suggested language activities into EYFS practice. Share good practice with staff.	JMM
	Improve delivery of Book Talk	INSET training, staff meetings. Follow up with observations.	Lesson observations. Pupil discussions. Improved results on SPTO.	HB
Other approaches £1500	Pupils are confident learners. Pupils experience a range of activities. Pupils fitness improves. Pupils continue to have learning for life after primary school and love learning.	Improved confidence in life, life skills and opportunities, Brownies and Girl Guides, music tuition, residential visits, clubs, TeamBees, meditation, counselling	Pupils' self esteem Pupils' ability to 'have a go' Improved mindset of 'I can' Pupils' enthusiasm and motivation. Improved confidence and mental wellbeing. Exposure to a wealth of learning opportunities beyond the classroom.	All staff JMM & KL Brownies Music – NJ & BK Teambees – EB
£2000	Support for extra-curricular activities to broaden experiences of pupils.	Financial assistance.	Pupils love activities and experience the thrill of learning to boost confidence to broaden their horizons in the wider world.	All staff.
£2000	Family support worker	To work with pupils supporting emotional development and mental health, Improve attendance. Improve social skills, improve learning behaviour. Liaise with parents. Attend EHA meetings and DSL 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.	DMP, CD, JP
£1500	Counselling to support effective behaviour.	Butterflies counselling to work with pupils and parents promoting effective behaviour at home.	Behaviour of pupil improves. Parents are more consistent with boundaries and sustain approaches independently.	DMP, CD, CP

6. Review of Expenditure 2017-2018 £43,563

	Desired Outcome	Action (& review)	Evidence & Monitoring	Staff Lead
Quality of Teaching TA and T support	Improved outcomes achieved for R, W, M.	Team teaching 1 x morning p/w	Pupils believe in themselves. Resilience improves.	EMC, JP, VMG

Courses and effective CPD See impact of attainment and progress	3 ATP progress achieved from starting points	Team teaching Yr 6 2 x mornings p/w Interventions with TAs supporting specific learning needs – class profiles	‘I can’ approach embedded. Formative assessment SPTO Progress in books Progress over time continues to improve	
Other approaches £460	Educational visits Music tuition	Participating in visits Learning instruments giving breadth of experiences. Consolidation for maths Teaching for maths mastery becoming embedded	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

Feedback and marking policy continues to reduce workload for staff. In the moment marking adopted where feasible. SPTO terminology in books with fewer written comments. Class marking sheet adopted to provide effective class verbal feedback. More time created for planning – straight onto common staff.

Planning against NC objectives uses time more effectively for teaching staff. Planning onto common staff.

Gap analysis bringing a sharp focus to next steps of learning.

Specific allocation of staff to boost learning for pupils.

8. Future Action to continue

Targeted booster classes for specific Year 6 pupils one day after school Spring Term.

Year 6 booster class by EMC.

Continue to consolidate Teaching for Maths Mastery, The Write Stuff and Book Talk to enhance consistency across the whole school.

Diana Pearce
Headteacher and DT for LAC and PLAC
September 2018