3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	ST FRANCIS CATHOLIC PRIMARY SCHOOL		
CURRENT PUPIL INFORMATION [2019/20]			
Total number of pupils:	207 (inc. 9 Nur)	Total pupil premium budget:	£ TBC
Number of pupils eligible for pupil premium:	61	Amount of pupil premium received per child:	£1,320

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	97	46.9%
Girls	110	53.1%
SEN support	17	8.2%
EHC plan	1	0.05%
EAL	31	15.0%

Assessment data

EYFS	Pupils eligible for PP	All pupils	National average (2018)	PP Data from previous 3 years		
				2015-16	2016-17	2017-18
Good level of development (GLD)	60%	74%	72%			
Reading	60%	74%	77%	67%	63%	100%
Writing	60%	74%	74%	67%	63%	100%
Number	60%	74%	80%	100%	63%	100%
Shape	60%	74%	82%	100%	63%	100%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average (2018)	PP Data from previous 3 years		
			2015-16	2016-17	2017-18
89%	60%	83%	78%	83%	70%

END OF KS1

	Pupils eligible for PP	Pupils not eligible for PP		PP Data from previous 3 years		
		School average	National average (2018)	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	60%	67%				
% making expected progress in reading	70%	81%	73%	57%	60%	75%
% making expected progress in writing	70%	67%	65%	57%	70%	88%
% making expected progress in maths	70%	81%	74%	57%	70%	75%

END OF KS2

	Pupils eligible for PP	Pupils not eligible for PP		PP Data from previous 3 years		
		School average	National average (2019)	2015-16	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	70%	79%	65%	45%	78%	54%
% making expected progress in reading	70%	79%	73%	55%	78%	92%
% making expected progress in writing	90%	95%	78%	82%	100%	77%
% making expected progress in maths	90%	95%	79%	55%	89%	62%

OTHER DATA

	Pupils eligible for PP	Pupils not eligible for PP		PP Data from previous 3 years		
		School average	National average (2019)	2015-16	2016-17	2017-18
Attendance	92.9%	95.9%	95.8%			92.9%

LONG-TERM PLAN (3 YEAR TIMESCALE):

1) Pupils achieving GLD at the end of EYFS, passing phonic screening at end of year 1 and attaining at least the expected standard in Reading, Writing and Maths in KS1/2

2) Progress of pupil premium children from KS1 to KS2 in Writing

3) Some children have additional learning needs or social, emotional and mental health difficulties which affects progress and attainment.

4) Pupil premium children to have attendance at or above the expected school threshold (97%)

PRIORITY 1 – PUPIL OUTCOMES

Member of staff responsible: ASSISTANT HEAD TEACHER

Outcomes	Actions to be taken	By whom	By when	Resources needed	Rationale	Evaluation
1. The percentage of pupil premium children attaining GLD will be the same as those without pupil premium.	Identification of need through Welcomm. Intervention to take place for children falling behind with language.	EYFS Lead SENDCo	Termly through data analysis. Data analysis after the intervention. July 2020	CPD for EYFS lead x 5 days CPD for SENDCo x 5 days EYFS Lead to lead Welcomm Training with TAs ½ day.	This is an evidence based approach and focuses on raising attainment in language. This underpins the curriculum. Identified children will be targeted through quality first teaching and intervention. The Early Catastrophe Paper (Hart and Risely,2003) reports: Vocab (at age 3) of a child from a disadvantaged family :500 words Vocab (at age 3) of a child from a professional family:1,110 words.	Due to COVID-19 and school closures – end of year statutory assessments for 2019/20 did not go ahead. An evaluation can be found in Part B of the 2021/22-224/25 Pupil Premium Strategy Statement.

2. The percentage of pupil premium children attaining the expected standard in the year one phonics check will be the same as those without pupil premium.	Smaller class sizes for teaching phonics Additional phonics sessions for identified children by a teacher or skilled TA. Regular phonic screening checks allow teachers to pinpoint gaps in children's phonic knowledge and target intervention.	Phonics lead All staff involved with the delivery of phonics	Termly through data analysis. Data analysis after the intervention. July 2020	Release staff for pair and share CPD for staff through staff meetings 8 teachers x 6 hours Focus of coaching conversations once per half term. 12 teachers x 6 hours. Feedback at SLT.	Smaller class sizes means that disadvantaged pupils can access more of the teachers' time with tightly focused direct teaching. An institute of education research report 2002 'pupil adult ratio differences' concluded that teachers' perception of stress is related to the number of pupils they teach. Recent ofsted report 2014 states that best schools draw on national research, employs a pupil premium champion Also the rigour linked to monitoring interventions after careful targeted interventions makes a big difference.	Due to COVID-19 and school closures – end of year statutory assessments for 2019/20 did not go ahead. An evaluation can be found in Part B of the 2021/22-224/25 Pupil Premium Strategy Statement.
3. The percentage of pupil premium children attaining the expected standard in Reading, Writing and Maths in KS1/2 will be the same as those without pupil premium.	Additional intervention sessions for identified children by a teacher or skilled TA. Regular screening checks allow teachers to pinpoint gaps in children's knowledge and target intervention.	Class Teachers	Termly through data analysis. Data analysis after the intervention. July 2021	Release staff for pair and share CPD for staff through staff meetings 8 teachers x 6 hours Focus of coaching conversations once per half term. 12 teachers x 6 hours. Feedback at SLT.	Smaller class sizes means that disadvantaged pupils can access more of the teachers' time with tightly focused direct teaching. An institute of education research report 2002 'pupil adult ratio differences' concluded that teachers' perception of stress is related to the number of pupils they teach. Recent ofsted report 2014 states that best schools draw on national research, employs a pupil premium champion Also the rigour linked to monitoring interventions after careful targeted interventions makes a big difference.	Due to COVID-19 and school closures – end of year statutory assessments for 2019/20 did not go ahead. An evaluation can be found in Part B of the 2021/22-224/25 Pupil Premium Strategy Statement.

PRIORITY 2 - PROGRESS

Member of staff responsible: ASSISTANT HEAD TEACHER

Outcomes	Actions to be taken	By whom	By when	Resources needed	Rationale	Evaluation
1. The progress of disadvantaged children across key stage 2 particularly with writing will be in-line with others areas.	Targeted intervention based on children's learning gaps will support children throughout the school from September. PP children not making expected progress writing will have high quality evidence based intervention to ensure catch up. In depth QLA for all tests to identify gaps and target gaps or misconceptions precisely All disadvantaged children across the school have regular written feedback on their work followed by a gap task.	AHT	Analysis of all tests Assessment Discussions linked to Writing and in particular vocab development and use of correct grammar. July 2021	Regular agenda on SLT to feedback on progress of implementation and impact on disadvantaged children.	Evidence based interventions as set out in what works well for children with literacy difficulties will be used. In particular, paired writing training will be used to enhance writing progress. . The Education, endowment foundation ranks effective feedback as the main way to increase pupil progress	Due to COVID-19 and school closures – end of year assessments for 2019/20 did not go ahead. An evaluation can be found in Part B of the 2021/22-224/25 Pupil Premium Strategy Statement.

PRIORITY 3 – WELL BEING

Member of staff responsible: SENDCO

Outcomes	Actions to be taken	By whom	By when	Resources needed	Rationale	Evaluation
1. Children's additional learning needs / disabilities or social, emotional and mental health difficulties are acted upon and progress and attainment for these pupils show an improvement over time..	Pupil premium is used to provide additional support for identified individuals beyond national SEND budget. Families are encouraged to participate in Early Help. School to lead attend PEP meetings and attend LAC meetings to ensure academic and SEMH needs are met.	SENDCO AHT	Termly data analysis and Provision Map. Case studies of these children to be completed by the end of the academic year. July 2020	Regular meetings with parents, child, young person. SENDCo to attend Early Help Meetings AHT/ SENDCo to share non-class based role and meet with parents of vulnerable children who are disadvantaged.	Children's needs are such that they need links with external agencies to support them. There is joined up working between all professionals and families. Children will feel more ready to learn each afternoon. We will ensure that SMART targets are set to ensure that the needs of the whole child are met.	Due to COVID-19 and school closures – end of year assessments for 2019/20 did not go ahead.

PRIORITY 4 - ATTENDANCE

Member of staff responsible: ASSISTANT HEAD TEACHER

Outcomes	Actions to be taken	By whom	By when	Resources needed	Rationale	Evaluation
1. All disadvantaged children to have attendance at or above the expected threshold of at least 97%	School to follow attendance policy and work with the Educational Welfare Officer to robustly address difficult cases. Parents of pupils with poor attendance will be invited in for meetings with the AHT.	AHT Office Staff	Attendance tracked daily and weekly. July 2019 94.5% July 2020 At least 95.3% July 2021 At least 96.1% July 2022 At least 97%	School office staff and AHT monitor punctuality and attendance of children daily and weekly. Office staff inform the HT/ AHT when children are not attending school regularly or punctually.	Addressing any punctuality or attendance concerns is the key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps in learning.	Due to COVID-19 and school closures – attendance data has been severely affected. An evaluation can be found in Part B of the 2021/22-224/25 Pupil Premium Strategy Statement.