

St Francis of Assisi Church of England Voluntary Aided Primary School

Pupil Premium Strategy for the academic year 2018-19 – Updated with impact statements

Amount of Pupil Premium funding received April 2019 for the beginning of the academic year 2018-19 (Autumn and Spring Terms)

Number of pupils	Amount
6 children eligible for disadvantaged funding	£1320 x 6 Total £7920
6 children eligible for service funding	£300 x 6 Total £1800
5 children eligible for post LAC funding	£2300 x 5 Total £11500
Total amount of funding received	£21220 (£14147 to be spent in academic year 2018-2019 up to March 2019)

Amount of Pupil Premium funding received April 2019 for the remainder of the academic year 2018-19 (Summer Term) and beginning of the academic year 2019-2020 (until end of March 2020)

Number of pupils	Amount
6 children eligible for disadvantaged funding	£1320 x 6 Total £7920
7 children eligible for service funding	£300 x 7 Total £2100
7 children eligible for post LAC or LAC funding	£2300 x 7 Total £16100
Total amount of funding received	£26120 (£8607 to be spent for rest of academic year 2018-2019)

Identified barriers to educational achievement

St Francis of Assisi Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

1. Social and emotional welfare – the emotional wellbeing of our children (including developmental vulnerabilities through attachment difficulties) or their ability to socialise appropriately, potentially affecting their ability to learn and make progress, supporting those children who have parents on tour/away from home.
2. Access to extra-curricular activities - educational experiences such as trips, extra-curricular clubs, to help develop life skills, aspirations and participation in physical activities.
3. Rates of progress – the number of children making accelerated progress, reaching GLD at EYFS, achieving national benchmarks at KS1 and 2.
4. Cognition difficulties – working memory affecting a child’s ability with their attention, impulse control and learning capacity.
5. Gross and fine motor control – skills that are not secure, impacting on writing progress.

Key expenditure – how the allocation will be spent for the period Sept 18-April 19 - £14147 and then additional funding added into budget from April 2019 - £8607. Additions made following budget in April 2019 (Total to spend - £24270)

Area of spend	Focus/Barrier	Total allocation
Educational experiences – trips, residential visits including RobinWood, music and sporting clubs	Social and emotional welfare, access to extra-curricular activities (1 and 2)	£300
Continued employment of Pupil Premium Champion two-three half days each week	All 5 aspects	£6000
Additional TA and teacher support in classes and in small groups/individual basis, targeted PP focus in Y2 and Y3, interventions, training and development	Rates of progress, cognition difficulties, gross and fine motor control (3, 4 and 5)	£6390
Release of SENDCO, Maths and English leads	Rates of progress (3)	£1000
Resources to support and improve teaching and learning	Social and emotional welfare, access to extra-curricular activities (1 and 2)	£330
Additional training for staff including lunchtime supervisors	Social and emotional welfare, cognition difficulties (1 and 4)	£2000
Nurture group activities three afternoons each week to support individual pupils with creative learning as well as supporting social and emotional welfare (two adults within the group). Further development of resources within.	Social and emotional welfare, cognition difficulties (1 and 4)	£5750

External agency support (STRIVE) which is part of Future Steps Occupational Therapy (to lead weekly sessions for pupils linked to attachment and sensory needs)	Social and emotional welfare, cognition difficulties (1 and 4)	£2500
Additional TA support for two pupils in KS2 (mornings) to support inclusion and ability to overcome barriers to learning due to social and emotional needs (end of Autumn-end of Summer).	Social and emotional welfare, cognition difficulties (1 and 4)	£2000
		Total: £26270
		Additional funds taken from school budget

Area of spend	Intended outcomes – why these approaches are being taken	Actions
<ul style="list-style-type: none"> • Additional TA support with groups and individuals to support social and emotional wellbeing. • Pupil Premium Champion funding/release to work with individuals on a one-to-one basis. • Pupil Premium Champion funding/release to meet with parents/carers and staff. • Additional training for staff. • Resources and equipment to support individual pupils' social and emotional needs – also organised within spare classroom. • External agency support sessions and programmes to support home and school e.g. Sensory, Attachment, Therapeutic, Play Based Therapy. 	<p>1. To increase the social and emotional wellbeing of pupils in school.</p> <ul style="list-style-type: none"> • Targeted support to individuals to support development of social skills in classroom and during playtimes/lunchtimes • Opportunities for one-to-one time with Pupil Premium Champion to assess children's needs and develop further strategies in liaison with teachers/TAs/parents and carers. • To ensure all members of staff understand individual needs relating to social and emotional difficulties and can implement strategies appropriate to individuals. • Attachment principles are fully embedded throughout school. • Targeted resources and time to for adults to work with children to ensure they have opportunities to communicate with parents who are away. • Pupils are able to self-regulate and use strategies to cope in less structured situations. 	<ul style="list-style-type: none"> • Half termly discussions between teachers/TAs/Pupil Premium Champion/HT regarding individual pupils including those in receipt of PP and how booster sessions/interventions could improve outcomes. • Staff to access attachment training where appropriate, regular discussions across staff. • Half termly training with lunchtime supervisors linked to social and emotional strategies. • Purchase resources and equipment to support further. Use within specific spaces to support self-regulation, impulse control and sensory needs. • TA time working with pupils and additional time to look at strategies, resources and opportunities to develop social and emotional wellbeing. • Creation of nurture activities with two TAs and pupils three afternoons each week. Review on a regular basis. • STRIVE, which is part of Future Steps to lead weekly sessions for pupils linked to attachment and sensory needs (cost includes one session each week and includes creation of programmes and meetings with staff). <p>Impact</p> <ul style="list-style-type: none"> • Pupils needing support have a programme which can be used to support with regulation. Staff are trained and can support them. • Increased time for individuals to be able to manage in the classroom and mainstream setting – decrease in distractions for other pupils. • Pupils have increased ability to take turns, show respect, work as part of a team, through activities in nurture group which then have continued within the classroom. • Improvement in behaviour during unstructured times and faster time scales to de-escalate which then increases work within classroom.

		<ul style="list-style-type: none"> Pupils have a more positive attitude to school e.g. one child's parent commented that their child was happy in school and would refuse to have time off, even when ill.
<ul style="list-style-type: none"> Fully funded residential trip for individual children All visits/trips funded for those parents/carers wishing to access funding for this Extra curricular lunchtime or after school clubs funded at KS1 and KS2 Funding for PSA time 	<p>2. To ensure equality of access to all school led educational based activities/initiatives – in line with the school's Single Equality Policy and Charging and Remissions Policy.</p> <ul style="list-style-type: none"> Improved confidence for pupils in specified areas. Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits. Learning tasks tailored to specific needs of pupils – closing gaps in understanding. Talents, skills and efforts in non-academic subjects are celebrated and develop self-confidence. Communication between home and school clear and accurate so parents/carers understand the funding opportunities within school. 	<ul style="list-style-type: none"> Half termly discussions between teachers/TAs/Pupil Premium Champion/HT regarding individual pupils including those in receipt of PP and how booster sessions/interventions could improve outcomes. School admin discussions and communication with parents/carers as well as with coaches/music teachers. School admin to research additional opportunities for extra-curricular activities. Celebration through praise worship. <p>Impact</p> <ul style="list-style-type: none"> All pupils have equal access to extra-curricular clubs and educational visits. Clubs paid for included music lessons, sports clubs, trips. School admin has a positive relationship with parents/carers and can support or discuss where needed. PP Champion has continued to develop positive relationships with parents through discussions held.
<ul style="list-style-type: none"> Additional L3 TA time in KS2 (3 days per week). Pupil Premium Champion funding/release to work with individuals on a one-to-one basis. Pupil Premium Champion funding/release to meet with staff to discuss needs on a termly basis. SLT English and Maths lead release time to ensure development and progression of writing and aspects of maths throughout EYFS, KS1 and KS2. Release of SENCo to support teachers with 	<p>3. To increase rates of progress for pupils</p> <ul style="list-style-type: none"> Accelerated progress from low starting points needed to further improve GLD. Children need to be more 'school ready' by end of EYFS. Phonics skills need to be further developed throughout EYFS and KS1. Phonics check scores need to continue to improve, including resits at Y2. End of KS1 data needs to continue to improve so individual children reach national benchmarks. Progress across all year groups needs to ensure that children are making accelerated progress whenever possible. End of KS2 data needs to indicate accelerated progress. 	<ul style="list-style-type: none"> Half termly PP meetings with HT – pupils highlighted for accelerated progress. Discussion regarding individual pupils including those in receipt of PP and how booster sessions/interventions could improve outcomes. Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes. Teachers to identify groups/individuals for TA support and challenge. Regular review of groupings and re-shaping of focus as required. English and Maths leads to monitor writing and maths teaching and learning throughout EYFS, KS1 and KS2. <p>Impact</p> <ul style="list-style-type: none"> 50% of pupils in EY achieved GLD and the 50% who did, were only missing in one of the areas (Writing). Y1 pupils achieved Phonics Threshold and continuing to make good progress in Reading, Writing and Maths. 50% of Y2 pupils achieved CRWM at a Expected level. All pupils achieved in Reading.

<ul style="list-style-type: none"> provision mapping and interventions. SLT Maths and English lead release time to challenge target setting and monitor support and challenge. 		<ul style="list-style-type: none"> Transition work towards end of year highlighted areas for development and targeted support needed. Targets created with current and new class teachers. Pupils in KS2 have spent increased time within classrooms which has positively impacted in all areas of work. Pupils are more eager to read, write and work within the classroom environments. All pupils are 'ready to work' and nurture group three afternoons is no longer necessary in September 2019.
<ul style="list-style-type: none"> Resources – including ICT based. TA time to work with children on specific activities. Training for staff including lunchtime supervisors. 	<p>4. To increase impulse control, attention and learning capacity.</p> <ul style="list-style-type: none"> Resources and adult time will support self-regulation and increase attention. Training needed to ensure resources and time used appropriately and effectively. 	<ul style="list-style-type: none"> Termly meetings to assess whether progress is being made through use of resources with SENCo. Monitoring of provision mapping and progress. Observations during class and unstructured time and support for individual pupils. <p>Impact</p> <ul style="list-style-type: none"> Resources and new strategies have been implemented and developed for pupils inc. Team Pupil, Theraplay, OT School Programmes. Time for observing Occupational therapy has ensured that staff have a greater understanding of regulation and the importance.
<ul style="list-style-type: none"> Resources – including ICT based. TA time to work with children on specific activities (L3 TAs in KS2). Release of SENCo to support teachers with strategies and develop EYFS practices for children needing support. 	<p>5. To develop gross and fine motor control to ensure this is no longer a barrier to learning.</p> <ul style="list-style-type: none"> Developing gross motor control, then fine motor control will prepare children for improved pencil control. Sustained writing will improve when children are ready. 	<ul style="list-style-type: none"> Termly meetings to assess whether progress is being made through use of resources with SENCo. Monitoring of interventions and progress. <p>Impact</p> <ul style="list-style-type: none"> All pupils in EY can hold a pencil correctly and are beginning to use pre-cursive letter formation.

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. All staff at St Francis of Assisi Primary School have made a commitment to focusing on the progress and achievements of pupils in receipt of Pupil Premium funding. By employing a Pupil Premium Champion who has continued to develop her knowledge and understanding of the progress measures through discussions with the Headteacher, she is also able to support staff. The school regularly collects data, and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil Progress meetings will be held on a termly basis, but there will also be regular discussions between teachers and the Pupil Premium Champion, SENCO and during staff meeting time. Parents'/carers' views will also be taken on a regular basis.

All pupils will be given the support the need to make progress and have barriers removed not just those eligible for the PP funding. On a termly basis, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

Pupil Premium Funding and the impact of this will be part of Governing Body meetings.

Nominated governor: Katy Tait

Date of Pupil Premium Strategy Reviews:

September 2018

November 2018

January 2019

April 2019

July 2019