

St Francis of Assisi Church of England Voluntary Aided Primary School

Pupil Premium Strategy for the academic year 2017-18 – Updated with Impact Statements

Amount of Pupil Premium funding received April 2017 for the remainder of the academic year 2017-18

Number of pupils	Amount
5 children eligible for disadvantaged funding	£6660
4 children eligible for service funding	£300 x 4 Total £1200
6 children eligible for post LAC funding	£1900 x 6 Total £11400
Total amount of funding received	£19200 (£12800 to be spent in academic year 2017-2018)

Amount of Pupil Premium funding received April 2018 for the remainder of the academic year 2017-18 and beginning of the academic year 2018-2019 (until end of March 2019)

Number of pupils	Amount
3 children eligible for disadvantaged funding	£3960
3 children eligible for service funding	£300 x 3 Total £900
5 children eligible for post LAC funding	£1900 x 5 Total £9500
Total amount of funding received	£14360 (£4786 to be spent in academic year 2017-2018)

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 17-April 18 - £12800

Additions to be made following budget in April 2018 - £4786

Total - 17586

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)	£500
Continued employment of Pupil Premium Champion two-three half days each week	All 5 aspects	£4935
Additional TA and teacher support in classes and in small groups/individual basis, targeted PP focus in Y2 and Y6, interventions, training and development	Rates of progress, cognition difficulties, gross and fine motor control (3, 4 and 5)	£5390
Release of SENDCO, Maths and English leads	Rates of progress (3)	£1000
Funding for PSA time	Social and emotional welfare, access to extra-curricular activities (1 and 2)	£330
Resources to support and improve learning and teaching	All 5 aspects	£1000
Additional training for staff including lunchtime supervisors	Social and emotional welfare, cognition difficulties (1 and 4)	£750 (increased by another £500 in April 2018 to cover attachment lead training for two members of staff)
External agency support e.g. Future Steps (attachment and sensory assessments and school/pupil programmes) or play based sessions.	Social and emotional welfare, cognition difficulties (1 and 4)	£1300
Creation of a sensory/break-out room to aid social and emotional difficulties and support individuals/groups.	Social and emotional welfare, cognition difficulties (1 and 4)	£2000

		Total: £17205 (at least £17705 has been spent)
		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. 	<ol style="list-style-type: none"> 1. To increase the social and emotional wellbeing of pupils in school. <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. • TA time working with pupils and additional time to look at strategies, resources and opportunities to develop social and emotional wellbeing. <hr/> <p>Impact</p> <ul style="list-style-type: none"> • School is now an Attachment Lead School due to funding for training with SENCO and PPC having accessed detailed training. Resources and new strategies have been implemented for pupils inc. Team Pupil, Theraplay. • All staff have had training from PAC-UK and this has been used to support individuals. • Regulation activities have been implemented for pupils with adult direction. • Funding for Occupational Therapy has been accessed as well as some PPG funding used for school and home programmes following assessments. • Parents who asked for support with pupils on a one-to-one basis have been to meetings with PP Champion and class teachers. Pupils have accessed one-to-one time.

<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. PSA discussions and communication with parents/carers as well as with coaches/music teachers. PSA 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, sport clubs. School admin (supporting as a PSA) has a positive relationship with parents/carers and can support or discuss where needed. All pupils were able to attend the Y6 residential to RobinWood.
<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 provision mapping and interventions. SLT Maths and English lead release time to challenge target setting and monitor support and challenge. 	<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 disadvantaged pupils reached the threshold for the phonics screening check at the end of Year 1.

		<ul style="list-style-type: none"> • 50% of disadvantaged pupils reached Expected for CRWM at the end of KS1. • 100% of disadvantaged pupils reached Expected for CRWM at the end of KS2. • For pupils who did not reach thresholds at the end of each key stage, progress was made and detailed records have been kept. • Progress of pupils in other year groups has also been monitored and can be provided.
<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"> • School is now an Attachment Lead School due to funding for training with SENCO and PPC having accessed detailed training. Resources and new strategies have been implemented for pupils inc. Team Pupil, Theraplay. • Regulation activities have been implemented for pupils with adult direction. • Funding for Occupational Therapy has been accessed as well as some PPG funding used for school and home programmes following assessments. • 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"> • Y1 activities implemented following on from EY practices. • A range of interventions have supported pupils in their fine motor control across KS2. • Resources purchased have supported KS2 pupils in achieving expected outcomes.

Pupil Premium Funding and the impact of this has been an item on every agenda of the Governing Body School Improvement Committee meetings.

Nominated governor: Katy Tait

Date of Pupil Premium Strategy Reviews:

September 2017

November 2017

January 2018

April 2018

July 2018