

# St Francis of Assisi Church of England Primary School

## Pupil Premium Strategy for the academic year 2019-20

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|                               |            |  |           |                      |                       |
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| <b>Total Number of Pupils</b> | <b>390</b> | <b>Number of Pupils Eligible for Pupil Premium Grant</b> | <b>26</b> | <b>Date Reviewed</b> | <b>September 2020</b> |
|-------------------------------|------------|--|-----------|----------------------|-----------------------|

**Amount of Pupil Premium funding received April 2019 and increased in April 2020 for the academic year 2019-20.**

| Number of pupils  | Amount                     |
|---|----------------------------|
| 10 children eligible for disadvantaged funding                        | £1345 x 10<br>Total £13450 |
| 8 children eligible for service funding                               | £310 x 8<br>Total £3200    |
| 8 children eligible for LAC, post LAC or special guardianship funding | £2345 x 8<br>Total £18760  |
| Total amount of funding received                                      | £35410                     |

## Identified barriers to future attainment

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

| Academic barriers   |  |
|---------------------|--|
| 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                   | Rates of progress – the number of children making accelerated progress, reaching GLD at EYFS, achieving national benchmarks at KS1 and 2.  |
| 3                   | Gross and fine motor control – skills that are not secure, impacting on writing progress.  |
| 4                   | Sensory difficulties - are able to self-regulate, and use strategies to cope in less structured situations.  |
| Additional Barriers |  |
| 1                   | Access to extra-curricular activities - educational experiences such as trips, extra-curricular clubs, to help develop life skills, aspirations and participation in physical activities. This supports with 'poverty proofing'. Some pupils also use these to support area 1 of Academic Barriers.                              |
| 2                   | Punctuality and attendance – external factors impacting on this.   |

**Due to low numbers of pupils in receipt of Pupil Premium Funding, specific data has been provided in a limited format to ensure anonymity for pupils across school. We wish to ensure that equality for all is prevalent at St Francis of Assisi Church of England Primary School.**

**Key expenditure – how the allocation will be spent for the period Sept 19-Sept 20. Additions will be made following each period of review.**

| Area of spend  | Focus/Barrier          | Total allocation |
|--|------------------------|------------------|
| Educational experiences – trips, residential visits including RobinWood, music and sporting clubs  | Additional Barrier 1   | £600             |
| Continued employment of Pupil Premium Champion two-three half days each week   | All Barriers           | £6000            |
| Additional TA and teacher support in all classes and in small groups/individual basis, targeted PP focus in Y3 and Y4, support in liaison with pupils in Upper KS2 in addition to HNF, interventions, training and development | Academic Barriers 1-4  | £20000           |
| Release of SENDCO, Maths and English leads   | Academic Barriers 2, 3 | £1530            |

|   |                           |  |
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| Resources to support and improve teaching and learning  | Academic Barriers 1-4     | £2000  |
| Additional training for staff including lunchtime supervisors   | Academic Barriers 1, 2, 4 | £2000  |
| External agency support (STRIVE) which is part of Future Steps to lead weekly sessions for pupils linked to attachment, sensory and gross/fine motor needs.                                     | Academic Barriers 1, 3, 4 | £7500  |
| Time for SENDCO responsible for target setting and support for staff 2 days each term and to review Pupil Premium Funding with Head Teacher, Pupil Premium Governor and Pupil Premium Champion. | All Barriers              | £1020  |
| Education Welfare Ltd employed by the school to support attendance and punctuality.   | Additional Barrier 2      | £7500  |
|   |                           | <b>Total: £45150</b>                             |
|   |                           | <b>Additional funds taken from school budget</b> |

| <b>Academic Barriers - 1. To increase the social and emotional wellbeing of pupils in school.</b> |   |  |   |  |            |  |
|---|---|--|---|--|------------|--|
|   | <b>Intended outcomes – why these approaches are being taken</b>   | <b>Action</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>Implementation</b>  | <b>RAG</b> | <b>Impact and Review</b>   |
| Teaching  | <p>Pupils are able to self-regulate and use strategies to cope in less structured situations.</p> <p>Attachment principles are fully embedded throughout school.</p> <p>To ensure all members of staff understand individual needs relating to social and emotional difficulties and can implement strategies appropriate to individuals.</p> | TAs to access attachment training to support pupils, regular discussions across all staff including how to cater within the classroom. | <p>WHOLE SCHOOL - SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important (EEF +4months)</p> <p>Attainment increase – linked with SEL - The mental wellbeing of our children needs to be at the forefront of our curriculum aims. Mental health of our children is a priority and we feel the FS programme and additional support in class will enhance our care and provision for vulnerable children. (Social and Emotional Learning EEF +4 months)</p> | <p>Training for staff.</p> <p>TA support within the classroom with groups and individuals to support social and emotional wellbeing.</p> |            | <p>School continues to be an Attachment Lead School. SENDCO attends termly briefings.</p> <p>TA Training in October 2019. Mental Health and Wellbeing part of themed weeks in Sept 2019.</p> |
| Targeted academic Support   | Opportunities for one-to-one time with Pupil Premium Champion to assess children's needs and develop  | Half termly discussions between teachers/TAs/Pupil Premium Champion/HT regarding   | Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to  | Pupil Premium Champion funding/release to  |            | Pupil Premium Champion role given to CE in Oct 2019.   |

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|                  | <p>further strategies in liaison with teachers/TAs/parents and carers.</p> <p>Targeted support for individuals to develop social skills in classroom and during playtimes/lunchtimes.</p> <p>Targeted resources and time to for adults to work with children to ensure they have opportunities to communicate with parents who are away.</p> <p>Pupils are able to self-regulate and use strategies to cope in less structured situations.</p> | <p>individual pupils including those in receipt of PP and how booster sessions/interventions could improve outcomes.</p> <p>Purchase resources and equipment to support further. Use within specific spaces to support self-regulation, impulse control and sensory needs.</p> <p>Theraplay on an individual basis and in groups to support executive functioning for pupils.</p> | <p>learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF+)</p> <p>Teaching assistants - There is also evidence that working with TAs can lead to improvements in pupils' attitudes. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Attainment - Providing vulnerable children with valuable pre-teaching strengthens confidence and resilience as a learner. Children will be better prepared for the challenges of their lessons therefore achieve better outcomes (Small group tuition EEF +4 months)</p> | <p>work with individuals on a one-to-one basis and meet with parents and staff.</p> <p>Resources and equipment to support individual pupils' social and emotional needs – also organised within spare classroom.</p>   |  | <p>One-to-one time given to pupils and in liaison with home issues.</p> <p>Resources purchased and continue to be updated.</p> <p>PUPIL VOICE regarding TAs with individuals:<br/>         "I'm happy when I come to school." (Previously used to state was going to escape school on a daily basis)<br/>         "I have a way to connect to him." (Pupil where parent is on tour)</p> <p>School closure meant that pupils were not able to access as much support from Pupil Premium Champion.</p>                                       |
| Wider Strategies | <p>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.</p> <p>Pupils are able to self-regulate and use strategies to cope in less structured situations.</p>  | <p>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> <p>TAs implement school programmes and support pupils.</p>  | <p>Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF+)</p>   | <p><b>Pupil Premium Champion funding/release to work with individuals on a one-to-one basis and meet with parents and staff.</b></p> <p><b>Support for TAs. External agency support sessions and programmes for home and school e.g. Sensory, Attachment, Therapeutic, Play Based Therapy.</b></p> |  | <p>One-to-one time given to pupils and in liaison with home issues.</p> <p>8 pupils with PP Funding access weekly sessions and have a school programme which is carried out with an adult at least 3x per week. Other pupils also access the weekly sessions.</p> <p>All pupils currently are accessing the majority of their school day in the classroom with their peers. 2018-2019 – nurture activities and room needed on a regular basis to support with self-regulation. HT and DHT are no longer needed outside each lunchtime.</p> |

## Academic Barriers - 2. Rates of progress – the number of children making progress, reaching or exceeding GLD at EYFS, achieving or exceeding national benchmarks at KS1 and 2.

|          | Intended outcomes – why these approaches are being taken  | Action   | What is the evidence and rationale for this choice?  | Implementation   | RAG | Impact and Review   |
|----------|---|--|--|--|-----|---|
| Teaching | <p>Accelerated progress from low starting points to further improve GLD and pupils to then catch up and keep up once in Y1.</p> <p>Children need to be more 'school ready' by end of EYFS.</p> <p>Pupils to be on track in their phonics at end of EY and throughout Y1.</p> <p>Phonics check scores to continue to improve, including resits at Y2.</p> <p>End of KS1 data to continue to improve so individual children reach or exceed national benchmarks.</p> <p>Progress across all year groups to ensure that children are making positive progress whenever possible.</p> <p>End of KS2 data to indicate individual children have reached national benchmarks or exceeded expectations.</p> | <p>Full time TA in each Reception classroom to support teaching and learning.</p> <p>SENDCO funding/release to meet with staff to discuss needs on a termly basis and support teachers with Quality First teaching, provision mapping and interventions.</p> <p>SLT English and Maths lead release time to ensure development and progression of writing and aspects of maths throughout EYFS, KS1 and KS2.</p> <p>Additional TA across Y3 and Y4.</p> <p>SLT Maths and English lead release time to monitor, challenge and evaluate target setting and the teaching and learning.</p> | <p>Early Years – GLD - evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress (EEF +5 months)</p> <p>Phonics – (EEF+ 4months) important to match the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident.</p> <p>Last Year's Data:<br/>- 50% of pupils in EY achieved GLD and the 50% who did not, were only missing in two of the areas (Reading and Writing). Writing and phonic catch up needed for the 50% not achieving.</p> <p>- All Y1 pupils achieved Phonics Threshold and continuing to make good progress in Reading, Writing and Maths. Additional new pupil needs support in all areas.</p> <p>- 50% of Y2 pupils achieved CRWM at Expected level. All pupils achieved in Reading. Quality First Teaching to support in Y3 needed as well as interventions.</p> | <p>Half termly PP meetings with HT – pupils highlighted for progress and support.</p> <p>Discussions regarding individual pupils including those in receipt of PP and how booster sessions/interventions could improve outcomes.</p> <p>Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes.</p> <p>Teachers to identify groups/individuals for TA support and challenge.</p> <p>Regular review of groupings and re-shaping of focus as required.</p> <p>English and Maths leads to monitor writing and maths teaching and learning throughout EYFS, KS1 and KS2.</p> |     | <p>TAs supported the teaching and learning within the classroom across all year groups. TAs and Teachers have smaller group phonics sessions across EYFS and KS1.</p> <p>Although school end of key stage assessments did not take place due to school closure (COVID-19), projections at end of EYFS were for 2 out of 4 pupils to achieve GLD. All 4 pupils returned to school as part of phased opening in June 20.</p> <p>Pupils in Y1 at end of the academic year were on track to reach the phonics threshold. Results in Nov 20 was 100% for all four pupils.</p> <p>Teacher assessment at end of KS1 and end of KS2 despite school closure resulted in 2 pupils Working Towards the expected standard and 2 pupils Working At the expected standard. The pupil leaving at the end of KS2 was due to attend an Enhanced Mainstream Secondary School. The pupils at the end of KS2 not reaching expected was catered by attending</p> |

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|                           |  |   | - Y6 Pupils to access KS2 assessments and use of Reading Plus to support reading progress. |   |  | school for 100% of the time throughout the closure. Individual targets were met.   |
| Targeted academic Support | See above<br>Progress across all year groups to ensure that children are making positive progress whenever possible. | Pupil Premium Champion and TA funding/release to work with individuals on a one-to-one basis.<br><br>One to one targeted TA support for pupils in Y5 and Y6.<br><br>Additional TA across Y3 and Y4.<br><br>EYFS, Y1 and Y2 Additional phonics support to catch up then keep up. | See above  | Discussions regarding individual pupils including those in receipt of PP and how booster sessions/interventions could improve outcomes. |  | One-to-one phonics interventions for pupils in EYFS and Y1.<br>Daily targeted support for Y5 and Y6 pupils to access curriculum.<br>TA in Y3/4 to work with pupils on interventions, reactive and planned.<br><br>Pupils in Y1 at end of the academic year were on track to reach the phonics threshold. Results in Nov 20 was 100% for all four pupils. |
| Wider Strategies          |  |   |  |   |  |  |

### Academic Barriers - 3. Gross and fine motor control – skills that are not secure, impacting on writing progress.

|                           | Intended outcomes – why these approaches are being taken  | Action  | What is the evidence and rationale for this choice?  | Implementation  | RAG | Impact and Review   |
|---------------------------|---|---|--|---|-----|---|
| Teaching                  | Developing gross motor control, then fine motor control will prepare children for improved pencil control.<br><br>Sustained writing will improve when children are ready. | Resources – including ICT based for pupils throughout school.<br><br>Release of SENDCo to support teachers with strategies and develop EYFS practices for children needing support.<br><br>Full time TA in each Reception classroom to support teaching and learning. | Early Years – GLD - evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress (EEF +5 months) | Termly meetings to assess whether progress is being made through use of resources with SENDCo.<br><br>Monitoring of interventions and progress. |     | Range of resources used in the indoor and outdoor areas in school. Workout Wednesday resources and activities for pupils in Reception.<br>Y1 specific fine motor control activities to support writing.<br><br>School closure limited progress with this during summer term 2020. |
| Targeted academic Support | Developing gross motor control, then fine motor control will prepare children for improved pencil control.  | TA time to work with children on specific activities (Inc Pupil   | Pupils not reaching Expected at end of EYFS due to writing need to develop their fine motor control  | Timetabling to allow activities to take   |     | Small group activities to support pupils. Pupils in Y1 have increased pencil control  |

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|                  | Sustained writing will improve when children are ready.   | Premium Champion – specifically at EY and KS1).  | which impacts on handwriting and readiness to write.  | place with groups and adult support.   |  | and grip and writing has improved (evidence in books).<br><br>Writing up to end of spring term 2020 showed increased fine motor control. This decreased whilst pupils were accessing remote learning.             |
| Wider Strategies | Developing gross motor control, then fine motor control will prepare children for improved pencil control.<br><br>Sustained writing will improve when children are ready. | STRIVE, which is part of Future Steps to lead weekly sessions for pupils linked to developing fine and gross motor control (cost includes one session each week and includes creation of programmes and meetings with staff).<br><br>Parent Information Sessions and communication in Nursery and Reception to inform parents of support to develop gross then fine motor control appropriately. | Association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes (EEF +3months) | External agency support sessions and programmes for home and school e.g. Sensory, Attachment, Therapeutic, Play Based Therapy. |  | Parent Information Sessions planned and led by teaching staff.<br>STRIVE advice given to staff and support for pupils.<br>To end of spring term, pupil programmes developed and advice provided to staff in EYFS. |

#### Academic Barriers - 4. Sensory difficulties – supporting pupils to be able to self-regulate, and use strategies to cope in less structured situations.

|          | Intended outcomes – why these approaches are being taken   | Action  | What is the evidence and rationale for this choice?   | Implementation   | RAG | Impact and Review  |
|----------|--|---|---|--|-----|--|
| Teaching | Resources and adult time will support self-regulation and increase attention.<br><br>Targeted resources and time to for adults to work with children to ensure they have opportunities to self-regulate and are supported with de-escalation.<br><br>Pupils are able to function in the classroom wellbeing and mental | Resources – including ICT based.<br><br>Training for staff including lunchtime supervisors.<br><br>Peer Massage for pupils on a regular basis.<br><br>PSHE curriculum tailored to meet the needs of pupils. | A number of pupils in receipt of PPG have this as a key barrier to learning which needs support prior to academic strategies.<br><br>Teaching assistants - There is also evidence that working with TAs can lead to improvements in pupils' attitudes. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of | Training needed to ensure resources and time used appropriately and effectively. |     | All classes using Peer Massage programme in classes.<br>TAs used to support pupils when needed and discussions have been held to read cues and pre-empt situations before they occur.<br>PUPIL VOICE |

|                           |  |  |   |  |  |   |
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|                           | wellbeing has a positive impact on classroom behaviour and readiness to learn. |  | between three and five additional months on average.  |  |  |   |
| Targeted academic Support | See above  | TA time to work with children on specific activities.<br><br>Theraplay on an individual basis and in groups to support executive functioning for pupils. | Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF+)<br><br>Teaching assistants - There is also evidence that working with TAs can lead to improvements in pupils' attitudes. Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. | Termly meetings to assess whether progress is being made through use of resources with SENCo.<br><br>Monitoring of provision mapping and progress.<br><br>Observations during class and unstructured time and support for individual pupils. |  | One-to-one time given to pupils and in liaison with home issues.<br><br>All pupils currently are accessing the majority of their school day in the classroom with their peers. 2018-2019 – nurture activities and room needed on a regular basis to support with self-regulation. HT and DHT are no longer needed outside each lunchtime. |
| Wider Strategies          |  |  |   |  |  |   |

**Additional Barriers – 1. Access to extra-curricular activities - educational experiences such as trips, extra-curricular clubs, to help develop life skills, aspirations and participation in physical activities. This supports with 'poverty proofing'. Some pupils also use these to support area 1 of Academic Barriers.**

|                  | Intended outcomes – why these approaches are being taken   | Action   | What is the evidence and rationale for this choice?   | Implementation   | RAG | Impact and Review   |
|------------------|--|--|---|--|-----|---|
| Wider Strategies | 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.<br><br>Communication between home and school is clear and accurate so parents/carers understand the funding opportunities within school. | Half termly discussions between teachers/TAs/Pupil Premium Champion/HT and parents regarding individual activities could improve outcomes and social skills.<br><br>School admin discussions and communication with parents/carers | Robinwood adventurous residential visit - EEF (+3 months) to provide high level of physical and emotional challenge and to develop problem solving skills.<br><br>Outdoor Adventure Learning (+4 months EEF.) | <b>Fully funded residential trip for individual children in Upper KS2</b><br><br><b>All visits/trips funded for those parents/carers wishing to access funding</b> |     | RobinWood paid for as well as a range of extra-curricular clubs and trips this year so far.<br><br>Reading Group and Chess Club set up for pupils – led by children. PUPIL VOICE – “My dad taught me then I set it up...I discovered that lots of people enjoyed it.” |

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|  | <p>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> <p>Improved confidence for pupils in specified areas.</p> <p>Pupils are able to participate fully in school trips and residential trips.</p> <p>Learning is supported by trips that are carefully planned to enhance the school’s curriculum.</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits.</p> | <p>as well as with coaches/music teachers.</p> <p>School admin to research additional opportunities for extra-curricular activities.</p> <p>Celebration through praise worship.</p> | <p>Association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes (EEF +3months)</p> | <p><b>Extra curricular lunchtime or after school clubs funded at KS1 and KS2</b></p> <p><b>Funding for Admin time</b></p> |  | <p>All pupils were able to access all activities provided by the school.</p> |
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### Additional Barriers – 2. Punctuality and attendance – external factors impacting on this.

|                  | Intended outcomes – why these approaches are being taken   | Action  | What is the evidence and rationale for this choice?  | Implementation  | RAG | Impact and Review   |
|------------------|--|---|--|---|-----|---|
| Wider Strategies | <p>To increase attendance for individual pupils and decrease persistent absenteeism.</p> <p>Education Welfare to support the school in identifying, monitoring and evaluating impact of individuals with punctuality and attendance.</p> | <p>Education Welfare employed every two weeks to monitor attendance including punctuality. Discussions held with parents. Support offered where needed.</p> | <p>Good attendance at school is vital for all pupils. School needs to work with parents and children in partnership to advocate good attendance for all pupils, particularly those who are most vulnerable. (Parental Engagement EEF +3months)</p> | <p>Phone calls, use of system to analyse attendance, letters to parents (every two weeks). Regular discussions and updates to HT.</p> |     | <p>Educational Welfare is monitoring pupils and discussing with Head Teacher and parents. Information can be found in Attendance File.</p> <p>PUPIL VOICE – “I know that it is important for me to come to school every day.”</p> <p>During school closure, weekly welfare checks and contact made with pupils in receipt of Pupil Premium. Discussions with staff regarding remote learning, 50% attended school during closure and all Reception and Y1 pupils returned in June 20.</p> |

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

To monitor progress on attainment, measures are included in 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 focus 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, SENDCO 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 meeting agendas and discussions.

*Nominated governor: Mehnaz Rashid*

Date of Pupil Premium Strategy Reviews:

September 2019

November 2019

January 2020

April 2020

July 2020