

St Francis of Assisi Church of England Voluntary Aided Primary School

Pupil Premium Strategy for the academic year 2016-17 – Updated with Impact Statements.

Amount of Pupil Premium funding received April 2016 for the remainder of the academic year 2016-17

Number of pupils	Amount
1 child eligible for disadvantaged funding	£1320
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	£13920 (£4640 spent in academic year 2015-2016, £9280 remaining)
2 children eligible for EY Pupil Premium funding	£206.70

Amount of Pupil Premium funding received April 2017 for the remainder of the academic year 2016-17 and beginning of the academic year 2017-2018 (until end of March 2018)

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 (£6400 to be spent in academic year 2016-2017)

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 16-April 17 - £9280

Additions to be made following budget in April 2017 - £6400

Total: £15680

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)	£1200
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	£2410

Additional training for staff including lunchtime supervisors	Social and emotional welfare, cognition difficulties (1 and 4)	£750
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)	
		Total: £16015
		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 structured and unstructured play, aid communication with parents. 	<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. 	<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. <p>Impact</p> <ul style="list-style-type: none"> • Reduced incidents between pupils. However, teachers and TAs have been supporting more frequently during lunchtimes to ensure consistency and calmness for pupils. • Discussions with CAMHS regarding attachment through work with pupils. Pupil Premium Champion researched and fed back to whole staff during staff meeting time. Discussions with all staff regarding strategies and support for individuals. • Resources to encourage calm time for individuals have been developed and pupils are choosing to use these in some cases. • TAs have a really good understanding of strategies and support for pupils and each other.

<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. 	<p>Actions</p> <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 children participated in the Year 6 residential which developed confidence, social skills and friendship. This also equipped pupils with the ability to persevere and develop relationships in preparation for secondary school and end of KS1 SATs. All pupils were able to access extra-curricular clubs regardless of the cost. Parents/carers fully informed of the PPG and how it was being spent. They had confidence to contact the school regarding activities and discuss opportunities with school administrator or the Pupil Premium Champion.
<ul style="list-style-type: none"> Additional L3 TA time in KS1 (2 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 lead release time to ensure development and progression of phonics throughout EYFS and KS1. 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 KS2 data needs to indicate accelerated progress. 	<p>Actions</p> <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 lead to monitor phonics teaching and learning throughout EYFS and KS1. <p>Impact</p> <ul style="list-style-type: none"> 100% of disadvantaged pupils reached GLD at the end of EY. 100% of disadvantaged pupils reached the threshold for the phonics screening check at the end of Year 1.

		<ul style="list-style-type: none"> • 33.3% of disadvantaged pupils reached Expected for CRWM at the end of KS1. • 66.6% of pupils in receipt of PPG reached Expected for CRWM at the end of KS1 and 33.3% reached Greater Depth. • 0% of disadvantaged pupils reached Expected for CRWM at the end of KS2. • 50% of pupils in receipt of PPG 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.
<ul style="list-style-type: none"> • Resources – including ICT based. • TA time to work with children on specific activities. • Training for staff. 	<p>4. To increase working memory to support cognition difficulty and learning capacity.</p> <ul style="list-style-type: none"> • Resources and adult time will support the development of working memory. • Training needed to ensure resources and time used appropriately and effectively. 	<p>Actions</p> <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. <p>Impact</p> <ul style="list-style-type: none"> • Resources are continuing to be used to support working memory. Some resources/programmes have been altered or developed to enhance memory skills and support as pupils have worked throughout the year. • Working memory strategies are supporting academic progress.
<ul style="list-style-type: none"> • Resources – including ICT based. • TA time to work with children on specific activities (L3 TAs in KS1). • 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. 	<p>Actions</p> <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"> • EY practices and adapted activities have been discussed and demonstrated with TAs to develop with pupils. • Handwriting has improved for most, pencil grip has developed and activities will continue for those children needing support. • Additional resources have supported within the classroom.

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 2016

November 2016

January 2017

April 2017

July 2017