

St Francis Xavier Catholic Primary School



Pupil Premium Spending and Action Plan

2017 - 2018

Pupil Premium Action plan 2017/2018

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC children	Number of service children
51	29	21	49	1	0	0

Number of Pupils in each year group - including LAC children.	
Reception – TBC pupils	Year Four – 5 pupils
Year One – 6 pupils	Year Five – 10 pupils
Year Two – 6 pupils	Year Six – 7 pupils
Year Three – 8 pupils	

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Pupil premium objectives for 2017/18	Indicative pupil premium allocation for 2017/18: £66,300
<ol style="list-style-type: none"> 1. To reduce the gap between PP and non-PP pupils in core subjects through targeted teaching and interventions. 2. To carefully monitor pupil premium interventions to ensure children are making good progress. 3. To enable pupil premium children to access all extracurricular activities, ensuring equal access to educational opportunities in school and leading to positive attitudes to learning 4. Family support provided for all pupil premium families through contribution to SinglePoint community hub 5. To ensure attendance of pupil premium children is high: 95% +. 6. Personalised support for pupil premium children and their families as identified depending on individual need. This will ensure high attendance, emotional wellbeing, financial support, and healthy lifestyles, safety of all children and transport costs / access to transport where appropriate. 	

Overview of Expenditure 2017 – 2018

Resource / Expenditure	Cost	Total
Learning support practitioner offering additional support through interventions across KS1 targeting PP children.	£10,031	
Learning support assistant offering additional support through interventions across KS2 targeting PP children.	£6,693	
Learning support mentor offering additional support for PP children in reading, writing and maths across the school.	£10,094	
Teacher supporting PP children across the school 1 day a week.	£7,980	
Intervention teacher working across both KS1 and KS2 to help bridge the gap of PP through interventions.	£7,410	
Breakfast club for PP children – providing food and additional learning experiences in reading, writing and maths.	£8,000	
TLR3 for a member of staff to lead PP across the school.	£2,000	
PP families and children to receive any individual or targeted support they need through the SinglePoint service.	£8,800	
Attendance rewards termly and first day calling to ensure 95+ attendance of all PP children.	£1,280	
Subsidised costs for educational visits and extracurricular activities	£3,000	
To be aware of the needs of our families and to target/ personalise support to meet their needs.	£500 (est.)	
Resources for Booster sessions for Year 2 and 6 PP pupils: Mathletics, Skoolbo, Spellodrome, SPAG Online etc.	£1,000	

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Barriers to Achievement	
A	Attendance and punctuality - pupils who have a greater attendance at school have better opportunities to access the required learning to have high attainment.
B	Social and economic factors - life experiences, EAL and ability of families to support children. Costs for residential visits/trips put them outside reasonable expenditure for some of our Pupil Premium families. The educational, social and emotional benefits of attending such a visit are significant.
C	Safeguarding and emotional barriers to learning – low self esteem and confidence causing children to shy away from different areas within the curriculum; therefore, not reaching their true potential and begin to disengage academically and/or socially.
D	Higher attaining children - more able pupils often require individual input to accelerate and to work at greater depth, by providing these children with more opportunities both within school and at home they will be able to achieve greater depth objectives within their year group.
E	Interventions effectiveness – ensuring that the interventions are high quality and are rich in knowledge, so that they have a significant impact within a certain time frame. Consistency of intervention – can be affected due to staffing e.g. illness etc.
F	SEND or learning difficulties – pupils with identified learning needs will receive extra support and intervention to ensure that they can access the curriculum and make good progress from their starting point.

Objective 1:	To reduce the gap between PP and non PP pupils in core subjects through targeted teaching and interventions.				
Actions	Success criteria	Cost/resource implications	Barriers	Evaluations	Next steps
Ensure quality first teaching in classes through lesson observations, book trawls, pupil progress meetings, planning	85% + Pupils in classes to be working at age related expectations and above. To further reduce the gap between PP and	Time Training of NQTs Support and training given to teachers. CPD Dedicated staff meeting	A,B,C	EOY 2017/2018 Year 1 (4 children) Reading: 100% ARE (80%) GD 1 child 25%	

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<p>monitoring and regular assessments.</p>	<p>non-PP in core subjects through targeted intervention: Y1: R, W, M Y2: R, W, M Y3: W Y4: R, W, M Y5: R, W, M Y6: M</p> <p>Rigorous monitoring cycle in place with use of SPTO tracker provision map to help.</p>	<p>time.</p>		<p>Writing: 100% ARE (77%) GD 0 child 0% Maths: 100% ARE (83%) GD 0 children 0% Phonics screening: 2/6 chn (33%) achieved expected standard. (87%)</p> <p>See attached grid for year 2 SATs data.</p> <p>Year 3 (6 children) Reading: 100% ARE (88%) GD 1 child: 12.5% Writing: 100% ARE (78%) GD 1 child 12.5% Maths: 100% ARE (91%) GD 1 child: 12.5%</p>	<p>To further reduce the gap between PP and non-PP in core subjects through targeted intervention: Y1: W,R (phonics) Y2: W,R Y3: W Y4: W Y5: W, GPS Y6: M, R</p>
<p>w</p>	<p>For PP children to make good progress at age related expectations and narrow attainment gap between PP and non-PP in identified areas.</p> <p>New intervention implemented, which was informed by previous years evaluations - 2 staff to deliver an early writing intervention across KS1 and KS2 to develop basic skills in writing using Fresh start resources.</p> <p>PP lead to investigate additional writing interventions if needed.</p> <p>Breakfast club to be introduced in the</p>	<p>Across key stage 1 LSP: £10,031 Across key stage 2 LSA: £6693 Learning support mentor: £10,094 Teacher supporting PP children across the school 1 day a week: £7980 Intervention teacher working across key stage 1 and 2: £7410</p> <p>Breakfast club: £8,000</p>	<p>A, B, D,F</p>	<p>Year 4 (5 children) Reading: 60% ARE (87%) GD: 1 child: 20% Writing: 60% ARE (81%) GD: 1 child 20% Maths: 80% ARE (87%) GD: 1 child 20%</p> <p>Year 5 (11 children) Reading: 81% ARE (81%) GD: 3 children 27% Writing: 72% ARE (84%) GD: 2 children 18% Maths: 72% ARE (81%) GD: 3 children 27%</p> <p>See attached grid for year 6 SATs data.</p>	<p>Target children for interventions for September 2018 especially within writing as this has been highlighted as a whole school need.</p> <p>PP lead to discuss with new HT potential new writing intervention for 17/18 to help across the whole school.</p> <p>PP lead to discuss breakfast club with new HT. After monitoring and analysing data, limited impact was recorded of the PP chn that attended.</p>

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	autumn term to ensure children are fed, in school on time and are receiving extra intervention to enable them to meet age related expectations.				
Target the pupil premium children who are working at age related expectations in reading, writing and maths to challenge and boost their skills.	<p>For PP children to achieve greater depth of learning: 2 LSP's to work across KS1 and KS2 to ensure greater depth children are being challenged weekly.</p> <p>Group the children in breakfast club to target higher ability PP children.</p>	<p>Booster class for year 2 and year 6 children:</p> <p>Resources to support the interventions: Mathletics, Skoolbo, Spellodrome, SPAG Online, CGP books</p>	A,B,C,D,F		<p>Continuation of booster classes in both KS1/2 to ensure that meeting ARE and GD targets.</p> <p>Breakfast club to be discussed as mentioned above, with new HT.</p>

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Objective 2:	To carefully monitor pupil premium interventions to ensure children are making good progress.				
Actions	Success criteria	Cost/resource implications	Barriers	Evaluations	Next steps
<p>Monitor class timetables to ensure interventions are happening regularly across school.</p> <p>PP provision map on tracker (SPTO) to monitor impact/facilitation of interventions across the school.</p>	<p>Pupil premium children are receiving regular interventions- evidenced in the PP intervention folders.</p> <p>TLR3 for a member of staff to lead PP across the school.</p>	<p>Time</p> <p>TLR3 £2000</p> <p>Time</p>	<p>A, E, F</p>	<p>Class time tables show PP interventions are happening across school.</p> <p>Class intervention folders are filled in to evidence interventions.</p> <p>Bespoke challenge interventions for higher ability PP children have been developed across the school. (AB to monitor alongside interventions next year)</p>	<p>Class time tables to include when the PP interventions will take place. Including challenge groups for more able PP children.</p> <p>Continue to monitor interventions across school.</p>
<p>PP provision map on tracker (SPTO) to monitor impact/facilitation of interventions across the school.</p>	<p>TLR3 for a member of staff to lead PP across the school.</p>	<p>Time</p>	<p>D, E, F</p>	<p>PP coordinator has worked alongside the new HT.</p>	<p>Continuation of bespoke challenge groups to stretch the more able.</p>
<p>Monitor pupil premium intervention folders across the school.</p>	<p>Interventions are recorded with children's progress stated. Next steps set for the next session.</p>	<p>Time</p>	<p>E, F</p>	<p>Implementation of a new provision map on SPTO tracker to help monitor PP interventions across the school – each teacher to use regularly.</p>	<p>Teachers to update SPTO intervention provision map – September/October when interventions are setup.</p>
<p>Observe interventions across the school.</p>	<p>Good quality interventions are being delivered across the school.</p>	<p>Time</p>	<p>E, F</p>		

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Monitor and analyse pupil premium data.	Data will show that the interventions have had a positive impact on the children's learning, therefore narrowing the gap between PP and non-PP.	Time	E, F	Regular analysis by PP lead to ensure and question the progress of PP chn.	PP lead to continue to analysis impact and progress of PP chn. AB to help next year.
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Objective 3: To enable pupil premium children to access all extracurricular activities, ensuring equal access to educational opportunities in school and leading to positive attitudes to learning					
Actions	Success criteria	Cost/resource implications	Barriers	Evaluations	Next steps
Full payment for Educational Visits and Transport Costs.	All pupil premium children access and attend all extracurricular activities / trips Target the minority of families who didn't attend afterschool clubs last year.	£3000	B, C	All educational visits and transport costs have been paid for, for all PP children including residential trips. 50% of PP children have attended afterschool clubs throughout the year.	Continue full payment for Educational Visits and Transport Costs for all PP children. Target the minority of families who didn't attend afterschool clubs.

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Objective 4:		Family support provided for all pupil premium families through contribution to SinglePoint community hub.			
Actions	Success criteria	Cost/resource implications	Barriers	Evaluations	Next steps
Contribution towards SinglePoint family centre: parent support worker services, provision of free childcare during holidays, access to counselling for children.	For all PP families and children to receive any individual or targeted support they need through the SinglePoint service.	£8800	B, C	<p>Referrals made to SinglePoint for families for various needs, e.g., financial, housing, SEN, parenting.</p> <p>Currently 10% of families have access to SinglePoint. 90% of PP families access other services such as holiday provision, trips and drop in sessions.</p> <p>Children and families can access therapy sessions from a councillor.</p>	Continue to work with and support families.

Objective 5:		To ensure attendance of pupil premium children is high: 95% +.			
Actions	Success criteria	Cost/resource implications	Barriers	Evaluations	Next steps
<p>Attendance rewards termly</p> <p>First day calling</p>	All PP to have 95% + attendance to ensure they do not miss teaching and learning sessions.	<p>£300</p> <p>£980</p>	A, B, F	<p>Attendance rewards purchased. First day calling has been successful.</p> <p>95.92 % attendance for PP children 2017/ 2018. Other children 96.06% attendance for 2017/2018.</p>	<p>Specific reasons for absence- what support can school offer the families?</p> <p>Continue to monitor</p>

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Breakfast club in the autumn term.	All PP children to attend breakfast club and be at school on time.				attendance of PP chn across the school to ensure expected 95% attendance is achieved.
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Objective 6: Personalised support for pupil premium children and their families as identified depending on individual need. This will ensure high attendance, emotional wellbeing, financial support, heathy lifestyles, safety of all children and transport costs/ access to transport where appropriate.					
Actions	Success criteria	Cost/resource implications	Barriers	Evaluations	Next steps
To be aware of the needs of our families and to target/ personalise support to meet their needs.	High attendance of PP children: 95%+. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment: healthy, happy and confident children and families who are achieving to the best of their abilities. Free school meals provided for families who need financial support. Families provided with financial support for school uniforms. Help with transport costs for families who need	<i>On a case by case basis dependent on individual needs identified</i> Cost: £500 estimate	A, B, C	Support with finance for school uniform. Free school meals for all PP children. Resources purchased, for example, stationery for families that have needed it. ICT access for families.	Continue to work and support families to help meet their individual needs.

	the support.				
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Appendix 1

Year 2 SATs data 2016/17

Reading	PP (6 children)
Expected standard	33% (2/6 chn)
Great depth	33% (2/6 chn)

Writing	PP (6 children)
Expected standard	33% (2/6 chn)
Great depth	0% (0/6 chn)

Maths	PP (6 children)
Expected standard	33% (2/6 chn)
Great depth	50% (3/6 chn)

R, W, M	PP (6 children)
Expected standard	33% (2/6 chn)
Great depth	0% (0/6 chn)

Year 6 SATs data 2016/2017

Reading	PP (7 children)	other
Expected standard		75%
Great depth		

Writing	PP (7 children)	other
Expected standard		78%
Great depth		

Maths	PP (7 children)	other
Expected standard		76%
Great depth		

R, W, M	PP (7 children)	National
Expected standard		64%
Great depth		