

St Francis Xavier Catholic Primary School



Pupil Premium Spending and Action Plan

2018 - 2019

Pupil Premium Action plan 2018/2019

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
40	21	19	22	2	0	0

Number of Pupils in each year group - including LAC children.	
Reception – 0 pupils	Year Four – 9 pupils
Year One – 3 pupils	Year Five – 5 pupils
Year Two – 6 pupils	Year Six – 11 pupils
Year Three – 6 pupils	

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Pupil premium objectives for 2018/2019	Indicative pupil premium allocation for 2018/2019: £56,560
<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 2018 – 2019

Resource/Expenditure	Estimated Costings
Learning support practitioner offering additional support through interventions across KS1 targeting 9 PP children	£10,031
Learning support assistant offering additional support through interventions across KS2 targeting 31 PP children	£6,693
Learning support mentor offering additional support for 20 PP children in reading, writing and mathematics across the school	£10,094
Teacher supporting 20 PP children across the school one day a week	£7,980
Intervention teacher working across both KS1 and KS2 to help bridge the gap of PP through interventions	£7,410
TLR3 for a member of staff to lead PP across the school	£2,400
PP families and children to receive individual or targeted support they need through the Single Point Service (SinglePoint) – 11 PUPIL PREMIUM	£8,800

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CHILDREN UTILISE THIS.	
Attendance rewards termly and first day 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
Resources for booster sessions for Year 2 and 6 PP pupils (17 children in total – KS1=6 and KS2=11): Mathletics, Skoolbo, Spellodrome, SPAG online, etc.	£1,000
	£58,788

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.

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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 monitoring and regular assessments.	<p>85% + Pupils in classes to be working at age related expectations and above.</p> <p>To further reduce the gap between PP and 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>Training of NQTs</p> <p>Support and training given to teachers.</p> <p>CPD</p> <p>Dedicated staff meeting time.</p>	A, B, C	<p>EOY 2018/2019</p> <p>Year 1 (3 children)</p> <p>Reading: 66.7% WTS 33.3% ARE No GD chn</p> <p>Writing: 100% WTS 0% ARE No GD chn</p> <p>Maths: 100% WTS 0% ARE No GD chn</p> <p>See ASP data for year 6 SATs data.</p> <p>Year 3 (6 children)</p> <p>Reading: 33.3% BLW 33.3% WTS 0% ARE 33.3% GD chn</p> <p>Writing: 33.3% BLW</p>	<p>SLT and PP to investigate new interventions to help our PP chn make more progress in reading and writing.</p> <p>Overhaul of interventions to ensure that teachers are using SMART goals setting to ensure the impact of the interventions.</p> <p>Sources CPD opportunities to up-skill staff running the interventions.</p>
Target ALL pupil premium children to ensure they are working at age related expectations in reading, writing and maths. Additional challenge to	For PP children to make good progress at age related expectations and narrow attainment gap between PP and non-PP in identified areas.	<p>Across key stage 1 LSP: £10,031</p> <p>Across key stage 2 LSA: £6693</p> <p>Learning support mentor: £10,094</p> <p>Teacher supporting PP</p>			

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<p>be put in place for ALL children.</p>	<p>New intervention implemented, which was informed by previous year's evaluations - 2 staff to deliver an early writing intervention across KS1 and KS2 to develop basic skills in writing using VIPERS reading frameworks and the Talk 4 writing approach.</p> <p>PP lead to investigate additional reading, writing and maths interventions if needed. NPQML to support research.</p>	<p>children across the school 1 day a week: £7980</p> <p>Intervention teacher working across key stage 1 and 2: £7410</p>	<p>A, B, D,F</p>	<p>0% WTS 66.7% ARE No GD chn</p> <p>Maths: 33.4% BLW 16.6% WTS 33.4 % ARE 16.6% GD chn</p> <p>Year 4 (6 children) Reading: 0% WTS 62.5% ARE 32.5 GD chn</p> <p>Writing: 0% WTS 62.5% ARE 32.5 GD chn</p> <p>Maths: 0% WTS 75% ARE 25% GD chn</p>	<p>Consider the use and value for money of current online subscriptions – look for alternative platforms if needed to help enhance children's engagement.</p> <p>Priority areas for academic year 2019/2020: Y1: Y2: W, R, M (phonics) Y3: W, R – check SATS Y4: R, M Y5: W, R Y6: W, R, M</p>
	<p>For PP children to achieve greater depth of leaning: 2 LSP's to work across KS1 and KS2 to ensure children looking to achieve greater depth are being challenged weekly.</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>	<p>A,B,C,D,F</p>	<p>Year 5 (5 children) Reading: 20% NYM 20% WTS 40% ARE 20% GD chn</p> <p>Writing: 20% NYM 20% WTS 40% ARE 20% GD chn</p> <p>Maths: 20% NYM 20% WTS 40% ARE</p>	

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				<p>20% GD chn</p> <p>See ASP data for year 6 SATs data.</p> <p>To further reduce the gap between PP and non-PP in core subjects through targeted intervention: Y1: W, R, M (phonics) Y2: W, R Y3: R, M Y4: W, R Y5: W, R, M Y6: M, R</p> <p>Target children for interventions for September 2019 especially within reading and writing as this has been highlighted as a whole school need.</p> <p>PP lead to discuss with HT potential Talk for writing intervention for 19/20 to help across the whole school.</p> <p>PP to discuss the effectiveness and format of booster sessions – potential to introduce parent workshops on the led up to SATs.</p> <p>Continuation of booster classes in both KS1/2 to ensure that meeting ARE and GD targets.</p>	<p>All staff to be trained during whole-school INSET on Talk 4 Writing in September 2019.</p> <p>Parent workshops to help them understand strategies in which they can use to help their children.</p> <p>Boost engagement and knowledge of timetables through use of online platform (TT Rockstars).</p>
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					PP lead and MAC ICT manager to sources and cost.
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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 £2400</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. Continue to monitor interventions across school.</p> <p>Continuation of bespoke challenge groups to stretch the more able.</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>Implementation of a new provision map on SPTO tracker to help monitor PP interventions across the school –</p>	<p>Teachers to update interim intervention provision map – September/October when interventions are</p>
<p>Monitor pupil premium intervention folders across the school.</p>	<p>Interventions are recorded with children's progress stated. Next</p>	<p>Time</p>			

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	steps set for the next session.		E, F	each teacher to use regularly.	setup.
Observe interventions across the school.	Good quality interventions are being delivered across the school.	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. SLT/SENCo to help next year.
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. PP folder and interventions to be share in phase meetings (KS1 & KS2).	Time	E, F		
Ensuring provision is in place for challenge in reading, writing and maths for ALL PP children.	Monitor data, lessons/interventions, book trawls and audit current resources. If needed, research and find additional resources.	Time	D, E, F	SLT and PP lead have monitored challenge groups throughout the year and have analysed the data to see impact.	Ensure that challenge groups are setup to help ensure desired levels of progress and beyond for ALL PP chn.

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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. Ensure that all PP chn have priority of clubs. Sports coach to run additional morning session to engage with ALL pupils' premium children. Prioritise clubs for PP chn and offer a wide range of choices to cater for ALL their needs.

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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
<p>Contribution towards SinglePoint family centre: parent support worker services, provision of free childcare during holidays, access to counselling for children.</p>	<p>For all PP families and children to receive any individual or targeted support they need through the SinglePoint service.</p>	<p>£8800</p>	<p>B, C</p>	<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>	<p>Continue to work with and support families.</p> <p>HT to arrange in-school contact time for Singlepoint so that 100% of PP children will have an opportunity to engage with them.</p> <p>Creation of a well-being room within school.</p>

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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>	<p>All PP to have 95% + attendance to ensure they do not miss teaching and learning sessions.</p>	<p>£300</p> <p>£980</p>	<p>A, B, F</p>	<p>Attendance rewards purchased. First day calling has been successful.</p> <p>96.31% attendance for PP children 2018/2019. Other children 96.27% attendance for 2018/2019.</p>	<p>Specific reasons for absence- what support can school offer the families?</p> <p>Continue to monitor attendance of PP chn across the school to ensure expected 95% attendance is achieved.</p> <p>Introduction of 'Against all odds' award alongside attendance awards.</p>

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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, healthy 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.	<p>High attendance of PP children: 95%+.</p> <p>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.</p> <p>Free school meals provided for families who need financial support.</p> <p>Families provided with financial support for school uniforms.</p> <p>Help with transport costs for families who need the support.</p>	<p><i>On a case by case basis dependent on individual needs identified</i></p> <p>Cost: £500 estimate</p>	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.	<p>Continue to work and support families to help meet their individual needs.</p> <p>HT to think about resources that may aid children in their learning e.g. laptops to be able to engage with online platforms that the school provides.</p>