



## Pupil premium strategy statement:

1. Summary information					
School	St Francis Catholic Primary, Maldon				
Academic Year	2019-2020	Total PP budget	£26,061	Date of most recent PP Review	October 2019
Total number of pupils	202	Number of pupils eligible for PP	18	Date for next internal review of this strategy	January 2020

2. Current attainment			
Attainment for: 2018-2019	Pupil Premium	Non-Pupil Premium	Whole School compared to National
% achieving expected standard or above in reading, writing and maths	50%	73%	81% School, 65% National
% achieving expected standard or above in reading	75%	77%	92% School, 73% National
% achieving expected standard or above in writing	50%	69%	85% School, 78% National
% achieving expected standard or above in maths	100%	0%	% School, 79% National

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A high percentage of pupils eligible for Pupil Premium are also on the SEND register and/or have been subject to a child in need/child protection plan.
B.	Low levels on entry of pupils eligible for Pupil Premium particularly in communication, literacy and language.
C.	Less parental engagement particularly regarding attendance at parents evening and involvement with pupils' homework.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for pupils eligible for Pupil Premium are lower than non-Pupil Premium pupils. This reduces their school hours and causes them to fall behind.	
<b>E.</b>	Access to the internet at home – preventing accessing to web-based learning platforms.	
<b>F.</b>	The number of children with social, emotional and/or mental health issues.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved provision for pupils eligible for Pupil Premium who are also on the SEND register.	Pupils receiving PP funding/SEN support make the same progress as all pupils nationally.
<b>B.</b>	Improved oral language skills for pupils eligible for Pupil Premium in EYFS/Key Stage 1.	Rapid identification of those entering Reception class below what is deemed ‘typical’ for their age in Communication and Language skills. The gap to be closed by the end of Reception class in preparation for Key Stage 1.
<b>C.</b>	Improve parental engagement so that it impacts positively on attendance, support with homework and involvement parent information evenings.	Less need for pupils to attend in school homework club and booster classes as supported by parents through increased engagement in workshops, parent’s evening, drop-ins etc. Parents aware of the detrimental impact of poor attendance on attainment and social skills in the long term. Stronger communication between the school and parents
<b>D.</b>	Increased attendance rates for pupils eligible for Pupil Premium.	Attendance rates are equivalent to non-Pupil Premium pupils at 97%.
<b>E.</b>	Pupils eligible for Pupil Premium in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet based learning applications.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete homework projects or access Doodle Maths, Dyslexia Gold or Espresso.

<b>F.</b>	Effective staff support in place to support children's Social, Emotional and mental Health.	<p>Early identification of children's needs.</p> <p>Pastoral Care register shows support in place to meet identified needs.</p> <p>Monitoring and tracking shows impact of support.</p> <p>Engagement through Academic enrichment activities.</p> <p>Behaviour data to show impact of pastoral care interventions.</p> <p>Regular review of those children on regular report.</p>
<b>G.</b>	The implementation of metacognition and self-regulation approaches to help pupils to think more explicitly about their own learning.	Pupils given a repertoire of strategies to choose from and empowered with the skills to select the most suitable strategy for a given learning task.

## 5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of teaching especially for SEND groups of pupils.	In depth professional development for all staff on specific areas of SEN to include MDAs	<p>Increased numbers of pupils with dyslexia throughout the school, which particularly affects aspects of writing, spelling and grammar.</p> <p>A large proportion of children in Key Stage 2 with poor numerical fluency, typically involving number bonds and recall of multiplication and division facts.</p> <p>An increased number of children in Key Stage 2 with complex learning needs, specifically in relation to focus and cognitive skills, as well as diverse social and emotional needs, which are supported by regular well-being sessions and one-to-one/small group support in class.</p>	<p>Use of highly qualified specialist teachers to deliver training. SENCo to monitor the impact of the implementation by monitoring lessons, books and the intended impact of intervention groups.</p> <p>Liaising with specialist teachers to provide specific advice, strategies and signposting to additional resources.</p> <p>The rapid evaluation of specialist morning interventions, which focus on key Mathematics and English based skills. The efficacy will be reviewed as part of teacher/SENCo/Pupil Progress meetings throughout the year. This will ensure that support has been tailored to meet the needs of the most vulnerable learners.</p>	HT / SLT/SENCo	Half termly Pupil Progress Meetings

<p>Improve the proficiency of support staff in EYFS/Key Stage 1 to identify pupils in need of 1:1 interventions to improve oral literacy/speaking and listening prior to entry in to Key Stage 1 and the required follow up in Key Stage 1.</p>	<p>Specialist teacher to deliver training to EYFS/Key Stage 1 Support Staff on speech and language/Phonics/Social skills interventions. To be followed up by a regular assessment of impact.</p>	<p>Interventions have been in place for the duration of the last two academic years and will continue to be embedded/tailored to suit the diverse social and emotional needs, which present as barriers to learning.</p> <p>Tracking in the previous academic years has demonstrated rapid improvement in a core group of children entering Reception class below typical entry expectations in oral literacy/speaking.</p> <p>Support staff will have training/advice from specialist teachers to help scaffold the learning effectively.</p>	<p>Monitoring of the implementation and impact by the SENCo and English Subject Leader. Staff meetings planned to support the delivery and anticipated impact of key strategies.</p> <p>External training of all staff - EKLAN</p>	<p>SENCo English Subject Leader</p>	<p>Weekly planning reviewed by Subject Leaders/SENCo</p> <p>Half termly pupil progress reviews</p>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the progress for low attaining pupils and SEND pupils	Specific training on planning for high impact booster classes in English and Mathematics. After school/lunch time catch up for pupils.	Attainment continues to improve, especially in Key Stage 2, due to the impact of interventions over time. The school needs to continue to focus on widening provision for children who join the school in Key Stage 2, as they typically have low starting points as well as a diverse range of social/emotional needs. In addition to this, a more tailored approach is required for those children who are underachieving, to close the gap, which is typically widening as children move up through upper Key Stage 2.	Subject Leaders will focus on the differentiation evident in planning. The impact of the differentiation and booster sessions will be reviewed by subject leaders, SENCo and HOS during assigned leadership time.	Subject leaders SENCo HOS	To be reviewed weekly on planning – provision will be reviewed and advice given.  Half termly during pupil progress meetings.

<p>Increased parental engagement</p>	<p>Provision for 'drop ins' to be varied. Workshops in mathematics, reading and writing to be offered before 'pick up' at the end of the day. Increase the option of days and time for parents to attend meetings or independent learning sessions. The more established usage of MyEd to improve the engagement with parents who find it difficult to access the school during the day or due to other external barriers.</p>	<p>A large proportion of parents have work commitments, which prevent regular attendance at parent/teacher consultations. In addition to this, engagement with parents can be low due to a range of external facts, e.g. poor experience of school, low levels of literacy.</p>	<p>Parental engagement initiatives will be planned and monitored by SLT. Review of parent/carer survey January 2020</p> <p>Termly meetings with the Pupil Premium Champion – to review current support and establish any further support required.</p>	<p>HOS Pupil Premium Champion</p>	<p>Half termly.</p>
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<p>Access to internet-based learning applications</p>	<p>Various case studies from the past have demonstrated that there is a direct correlation between the improvement in attainment and the usage of internet-based learning applications, especially Mathletics. A regular review of access has revealed that those in receipt of pupil premium are not able to routinely access these learning tools.</p>	<p>Previous case studies have demonstrated the positive impact web-based learning has, especially when used to close gaps in learning. Children who do not access web-based learning applications have either not got the facilities to do so at home or do not have the guidance and support of parents to facilitate this at home.</p>	<p>Regular review of the access to school purchased internet-based learning applications.</p> <p>Monitoring the attendance at Homework Club and lunchtime clubs.</p>	<p>Subject Leaders</p> <p>HOS</p>	<p>Reviewed weekly</p>
<p>Effective staff support in place to support children's Social, Emotional and mental Health.</p>	<p>Well-being mentors to support Pastoral Care and professional liaison in identifying, monitoring and implementing support.</p> <p>Targeted workshops led by well-being mentors to educate children about diverse educational needs – helping to build an atmosphere of tolerance and mutual respect.</p> <p>Buddy Bootcamp (Year 5) – trial support to help build resilience and teamwork</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Lack of understanding and respect by peers has led to poor social integration of those with emotional and mental health issues and has led to secondary impact of low self-esteem and self-belief. To coincide with group work on the development of social skills.</p> <p>Research suggests that building resilience helps children to deal with stress whilst minimizing the impact on their emotional, mental and physical well-being. The anticipated result will be helping children to better deal with and adapt to stressful situations.</p>	<p>Observations of learning and behaviour of pupils through learning walks.</p> <p>Case Studies of pupils</p> <p>Regular liaison with external agencies.</p> <p>Review of behaviour/emotional issues.</p>	<p>Ex Head</p> <p>HOS</p> <p>Well-being mentor</p> <p>Teachers</p> <p>External agencies</p>	<p>Reviewed weekly – or case by case, as appropriate.</p> <p>Well-being mentor/SLT/SENCo review</p>

<p>The implementation of metacognition and self-regulation approaches to help pupils to think more explicitly about their own learning.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.</p> <p>The approaches that have been tested tend to involve applying self-regulation strategies to specific tasks involving subject knowledge, rather than learning generic 'thinking skills.'</p>	<p>Ensuring that teachers acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>Explicit teaching of metacognitive strategies, including pupils learning how to plan, monitor and evaluate their learning.</p> <p>Promoting and developing metacognitive talk in the classroom.</p>	<p>HT/HOS Pupil Premium Champion Subject Leaders</p>	<p>Half termly</p>
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<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates	<p>Attendance Officer to continue with first day response procedures and monitor weekly attendance of specific children. Attendance Officer to follow up on appointments made but with parents failing to attend.</p> <p>Attendance Officer to ensure praise letters are given quickly when attendance starts to improve. A reward system, which focuses on the most improved attendance, and a half termly raffle system, which encourages 100% weekly attendance have been put in place.</p>	<p>Regular absence has resulted in children experiencing significant gaps in their learning. The vast majority of those children with high levels of absenteeism are also low attainers. It is therefore imperative to improve their attendance to ensure that they fully benefit from the planned daily interventions. Historically, pupils in receipt of pupil premium have had attendance ranging from 60-88% in the worse case scenarios, which is classified as critical, with a minimum loss of approximately 250 teaching hours.</p>	<p>Attendance Officer is highly experienced and aware of tracking specific families. Warning letter system in place. Incentives/rewards and any help/support offered to families early.</p>	<p>Attendance Officer HOS Class teachers</p>	Half termly

**6. Review of expenditure 2019-2020**

2019-2020 (July 2020)

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>