

## St Francis Xavier Catholic Primary School



# Pupil Premium Spending and Action Plan

# **'I have fought the good fight, I have finished the race, I have kept the faith.'**

## **2 Timothy 4:7**

It is with these words from Paul in the New Testament that we realise that for a long time, there has been a struggle to achieve against challenge and self-doubt. It is the words of Paul that help fuel our vision at St Francis Xavier...

Our vision for our young learners is that they must have the spirit of Paul and the knowledge that Jesus holds us close in the palm of His hand as they pursue any activity in life.

We wish for our learners to be tenacious, unrelenting and persevering in their pursuit of all academic, social, cultural, spiritual and moral knowledge and development, knowing that whatever barriers there are in their lives, they only have to trust in their own strengths, recognise their weaknesses and strengths and have the skills to seek out solutions in every and any problems they face.

## 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
45	19	13	44	2	0	0

<u>Current attainment (EYFS to current Year 6)</u>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	55%	72%
% making expected <b>progress</b> in reading (as measured in the school)	100%	84%
% making expected <b>progress</b> in writing (as measured in the school)	100%	85%
% making expected <b>progress</b> in mathematics (as measured in the school)	100%	85%

### Pupil Premium objectives for 2019 – 2020

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 2019 – 2020

Learning support practitioner offering additional support through interventions across KS1 targeting 3 PP children	£3,212
Learning support practitioner offering additional support through interventions across KS1 targeting 5 PP children	£5,436
3 Learning support assistants offering additional support through interventions across KS2 targeting 24 PP children	£6989
Learning support teacher offering additional support for 32 PP children in reading, writing and mathematics across the school	
Lead well-being teacher supporting 32 PP children across the school one day a week and to work across both KS1 and KS2 to help raise self-esteem and confidence to help PP children's attainment in reading, writing and maths.	£15,034
Well-being support assistant (Sports Coach) to lead daily drop in sessions to Well-being room to support transition from school to classroom with minimum stress. (Mon-Thursday x 1hours)	£6,983.76
Well-being support assistant to use sports expertise to lead children in peer coaching (targeting Y4-6 learners across all years for 6 hours per week, also leading visualisation technique to apply to all areas of the curriculum. This will also involve the lead (NT) offering taster sessions of yoga, various types of dance and sport to support wider experience across the sports curriculum.	
Well-being support assistant to use sports expertise to lead children in after-school clubs, which will be available for all children across KS1 and 2.	
<b>TLR2.2 for member of staff to lead PP across the school.</b>	<b>£4,531</b>
Employment of a Reading Champion to develop the love for reading and to help improve phonics (assist in running of library and computing suite at lunchtimes).	£1,710.00
Training cost for new numeracy, reading and writing interventions from Sandwell local authority.	£555.00
Purchase the 'Power of 2' and 'Word aware' books to complement new interventions across the school.	£150
PP families and children to receive individual or targeted support they need through the Single Point Service (SinglePoint) – 32 <b>PUPIL PREMIUM CHILDREN AND THEIR PARENTS/CARERS WILL BE DIRECTED TO UTILISE THIS WITHIN SCHOOL (MONDAY AND FRIDAY LUNCHTIMES FOR CHILDREN) AS WELL AS OUT OT SCHOOL.</b>	£2,895.00
Attendance rewards termly and first day to ensure 95+% attendance of all PP children	£1,280.00
Subsidised costs for educational visits and extracurricular activities	£1,320
To be aware of the needs of our families and to target/personalise support to meet their needs	£500.00
Resources for booster sessions for Year 2 and 6 PP pupils (8 children in total – KS1=3 and KS2=5): Mathletics, Spellodrome, SPAG online, revision guides and stationery.	£500
Reading books to be purchased and selected by PP children so that they develop the love for reading.	£500.00
<b>FSM – 44 children @ £2.25 per day - 39 weeks</b>	<b>£19,305</b>
<b>Milk – Average £25 per month</b>	<b>£300</b>
<b>General PP</b>	<b>£1,953</b>
<b>TOTAL</b>	<b>£73,154</b>

## 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, confidence and wellbeing 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
<p>Ensure quality first teaching in classes through lesson observations, book trawls; pupil progress meetings, planning monitoring and regular assessments.</p>	<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:</p> <p>Y1: R, W, M</p> <p>Y2: R, W, M</p> <p>Y3: W</p> <p>Y4: R, W, M</p> <p>Y5: R, W, M</p> <p>Y6: M</p> <p>Rigorous monitoring cycle in place with use of DCPro to help.</p>	<p>Time</p> <p>Support and training given to teachers.</p> <p>CPD</p> <p>Dedicated staff meeting time.</p>	A, B, C	<p>Due to closures, data was predicted for the Summer term.</p> <p><b>Year 1 2019-2020</b> R/W/M: 80% at ARE – ALL MADE PROGRESS FROM EYFS</p> <p><b>Year 2</b> R/W/M: WTS – ALL MADE PROGRESS FROM EYFS</p> <p><b>Year 3</b> R/W: 67% at ARE M: 50% at ARE (5/6 made progress from prior point)</p> <p><b>Year 4</b> R: 60% ARE / 20% GDS W/M: 80% ARE / 20% GDS (all progressed from KS1)</p> <p><b>Year 5</b> R/W: 100% ARE M: 100% ARE</p>	<p>Identify needs of PP children based on outcomes in baseline assessment.</p> <p>Target children for support from quality first teaching and interventions.</p>
<p>Target ALL pupil premium children to ensure they are working at age related expectations in reading, writing and maths. Additional challenge to be put in place for ALL children.</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>Support staff in every class to deliver the 'Power of 2' maths intervention</p> <p>'Word aware' for reading and writing. SENCo to train and support ALL staff during staff INSET/phase meetings.</p>	<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 children across the school 1 day a week: £7980</p> <p>Lead well-being teacher</p>	A, B, D, F	<p>Data based on predictions due to absence as above.</p> <p>Some resources (Word Aware and Power of 2) not purchased due to closure.</p>	<p>Target borderline children for both ARE and GDS.</p> <p>Closure led to some resources not being purchased/utilised – this has been actioned by use of these materials.</p>

	<p>Training and resources for the new maths, writing and reading intervention. Three teachers to be trained for these interventions and to train ALL staff during a staff INSET.</p> <p>Purchase of resources to support teaching staff with interventions.</p>	<p>working across key stage 1 and 2: £7410</p> <p>CPD for new interventions:</p> <p>Sandwell Numeracy Intervention: £175</p> <p>Sandwell Writing intervention: £120</p> <p>Boosting Reading at primary: £260</p> <p>Power of 2 books: £18.50 per book</p> <p>Word aware: £35-40 per book</p>			
<b>PP children to achieve greater depth of learning: 2 LSP's to work across KS1 and KS2 to ensure children looking to achieve greater depth are being challenged weekly.</b>	<p>Booster class for year 2 and year 6 children:</p> <p>Resources to support the interventions: Mathletics, Spellodrome, SPAG Online, CGP books.</p>	Booster class for year 2 and year 6 children:	A, B, C, D, F	Booster class did not take place due to Covid closure.	To complete 2020-2021
<b>Phonics in KS1</b>	<p>Phonics friends to be introduced during lunchtimes.</p> <p>Year 6 children to be trained to become phonics friends so that they can run the club with the Reading champion. (This will take happen every day).</p>	£684 - Reading Champion role (2/5 of salary)	A, B, C, D, F	Successful use of Phonic Friends groups and library sessions – closure meant that this could not continue.	To ensure that support staff can lead lunchtime phonic sessions 3x wkly or more where possible.

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
PP lead and SLT to monitor class timetables to ensure interventions are	Pupil premium children are receiving regular interventions - evidenced in the	Time	A, E, F	This took place when school	Continue to identify and

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<p>happening regularly across school.</p> <p>PP provision map on tracker (DCPro) to monitor impact/facilitation of interventions across the school.</p>	<p>SEN folders/timetables.</p> <p>PP lead to meet with DCPro developers to discuss provision map. Provision map to be developed by DCPro</p> <p>Staff within the school to use an interim provision map whilst DCPro develop the new format.</p>	TLR2.2 - £2262		<p>was open.</p> <p>Pupil Progress meetings were utilised to review progress of children.</p>	target pupils.
<p>PP provision map on DCPro to monitor cost and facilitation of interventions across the school.</p>	<p>PP lead and SLT to work together to monitor and evaluate the value for money of interventions.</p> <p>Use of the Education Endowment Foundation to find most effective interventions.</p>	Time	D, E, F	Interrupted by school closure.	To continue.
<p>Monitor pupil premium intervention folders across the school.</p>	<p>Interventions are recorded with children's progress stated.</p> <p>SMART goal setting to be used for interventions to ensure effectiveness.</p>	Time	E E, F	Completed by SENCO and part of pupil progress meetings – this did not take place in Summer due to closure.	Continue but add Pupil Voice / Bowled Over By Books and implementation of monitoring schedule.
<p>Observe interventions across the school.</p>	<p>Good quality interventions are being delivered across the school that will be monitored by the SLT, PP lead and SENCo.</p>	Time	E, F	Ongoing.	Good practice to be shared.
<p>Monitor and analyse pupil premium data.</p>	<p>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.</p> <p>Whole school PP folder with include analysis to show the whole school's PP performance in WRM.</p> <p>PP to feedback to all staff during Milepost</p>	Time	E, F	Ongoing	Continue

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	meetings on a termly basis.				
Promote the 'I HEART reading' initiative within school to raise reading standards for PP children.	<p>Raise the profile of reading across the school with additional displays and lunchtime clubs that PP chn will be encouraged to attend.</p> <p>Employment of reading champions – to work with the children to encourage reading for pleasure.</p> <p>Additional reading books to be purchased that are chosen by pupil premium to encourage the love for reading.</p>	<p>£1026 – Reading Champion role (3/5 of salary)</p> <p>Cost of books: £500</p>	D, E, F	<p>This took place during the time school was open and children enjoyed accessing the library and were active in sharing books and discussing them.</p> <p>Closure meant that this did not continue – Reading was promoted in all classes with links to Storyline Online and individuals directed to particular reading based on their interests/needs.</p>	Needs to be developed further.

**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.**

<b>Actions</b>	<b>Success criteria</b>	<b>Cost/resource implications</b>	<b>Barriers</b>	<b>Evaluations</b>	<b>Next steps</b>
Full payment for Educational Visits and Transport Costs.	<p>All pupil premium children access and attend all extracurricular activities / visits.</p> <p>Target the minority of families who didn't attend afterschool clubs last year.</p>	£3600	B, C	Not fully met due to closure.	To continue where possible.

Priority of afterschool clubs	<p>Pupil premium children to be allocated the club of their choice to enrich and aid their school experience whilst also improving their mental and physical wellbeing.</p> <p>Variety of clubs to be on offer: homework, sports, creative etc.</p>	£2000	A, B, C	Not fully met due to closure.	To continue where possible.
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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.	<p>For all PP families and children to receive any individual or targeted support they need through the SinglePoint service.</p> <p>All children to access Singlepoint drop via Well-being room (Friday)</p>	£2895	B, C	Service well used by families.	Due to durrent budget, this is

**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>Introduction of the against all odds award</p>	<p>£300</p> <p>£980</p>	A, B, F	Attendance celebrated in newsletter, classes rewarded for attendance.	Rewards to continue in new academic year at school.

**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 wellbeing and needs.	<p>High attendance of PP children: 95%+.</p> <p>Social and emotional wellbeing creates the foundations for healthy behaviours</p>	<p><i>On a case by case basis dependent on individual needs identified</i></p> <p>Cost: £500 estimate</p>	A, B, C	<p>Attendance of PP: %</p> <p>Pupils</p>	Ensure that attendance continues to stay above 95%

	<p>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>accessed  <b>The Nest at lunchtimes – utilised for socialising and / or having 'Hippo Time' with school / SinglePoint staff. Many children revisited regularly and were able to share worries as well as news they were happy about.</b></p>	<p><b>Ensure that staff can be utilised within school to enable use of The Nest at lunchtimes.</b></p>
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