

Pupil premium strategy statement (primary)

1. Summary information					
School	St John Fisher Catholic Voluntary Academy				
Academic Year	2019/20	Total PP budget estimated	£81,840	Date of most recent PP Review	Sept 2019
		Total PP expenditure <i>(includes additional funding from school budget)</i>	£2,160		
Total number of pupils	230	Number of pupils eligible for PP	62	Date for next PP Strategy Review	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving expected standard or above in reading, writing & maths	50%	65%
% making at least scaled score of 100 or above of progress in reading	67%	73%
% making at least scaled score of 100 or above of progress in writing	50%	79%
% making at least scaled score of 100 or above of progress in maths	58%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
A.	Maths reasoning skills for children eligible for PP are generally weaker than the rest of the cohorts. This impacts on attainment and progress throughout KS1 and KS2, particularly for PP pupils to exceed the expected standard in Maths. This also has an impact on the combined outcomes.
B.	Writing skills for children eligible for PP are generally weaker than the rest of the cohorts. This impacts on attainment and progress throughout KS1 and KS2, particularly for PP pupils to exceed the expected standard in writing. This also has an impact on the combined outcomes.
C.	Low level fine and gross motor skills on admission
D.	Low levels of vocabulary and verbal communication skills on admission.
External barriers (<i>issues that also require action outside school, such as low attendance rates</i>)	
E.	Pupils' and their families social & emotional difficulties, including medical issues
F.	Pupils' limited experiences and their lack of ability to make their learning real and contextualised results in decreased gains in 'Capital Culture'.
G.	Low attendance and persistent absenteeism

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil premium children make accelerated progress in maths resulting in them being at least in line with All pupils at the end of Key Stages.	End of key Stage results and end of year attainment and progress shows, that Pupil Premium children have made accelerated progress in maths to bring them in line with All pupils.
B.	Pupil premium children make accelerated progress in writing resulting in them being at least in line with All pupils at the end of Key Stages.	End of key Stage results and end of year attainment and progress shows, that Pupil Premium children have made accelerated progress in writing to bring them in line with All pupils.
C.	Pupil Premium children rapidly develop fine and gross motor skills needed to support their handwriting and physical education development.	Assessment indicates that pupil premium children's handwriting and physical education development is in line with All pupils. Physical Literacy assessment shows improving scores and a positive impact on the children's learning.
D.	Pupil premium children make rapid progress to develop their vocabulary and verbal communication skills.	Assessment indicates that pupil premium children are able to use a wider range of vocabulary in their communication and writing.
E.	Pupils with identified social, emotional or health needs are supported by school staff so that their needs are removed or alleviated. Weekly 'Vulnerable' pupil meetings will be held together with continued updates on Edukey (Electronic provision documentation) to ensure that relevant staff are	<p>Pupils are able to express or display signs of improving social, emotional or health needs.</p> <p>Documented evidence on Edukey will show on-going provision in place to meet the needs for PP children's well-being.</p>

	kept informed so that appropriate action can be made to benefit the child.	
F.	Pupils have a breadth of experiences that enhances their 'Capital Culture' provided by school that enable them to contextualize their learning.	Pupils will be able to draw upon curriculum activities and experiences; resulting in improved assessment learning outcomes.
G.	Absence & persistent absentee rates are at least in line with national.	Attendance rates will improve for pupil premium children and bring them in line with All pupils. Regular attendance will result in improving attainment and progress in: RE, reading, writing, spelling, punctuation & grammar, maths and science.

5. Planned expenditure					
Academic year	2019/20				
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 ?
(A) Pupil premium children make accelerated progress in maths resulting in them being at least in line with All pupils at the end of Key Stages.	<p>Provision of interventions and challenge teaching for identified PP pupils - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Adapted lesson plans to meet the needs of identified, targeted pupils.</p> <p>Targeted Pupil voice and work scrutiny each month</p> <p>Targeted interventions.</p> <p>Co-teaching in Year 5/6 (45% PP in Y5/6)</p>	<p>CPD/Reciprocal Coaching and mentoring to provide CPD and support for all teachers with a focus on any teaching requiring improvement.</p> <p>Raising of teachers' expectations of pupil premium pupils and CPD to ensure PP pupils are 'put to work' immediately.</p> <p>Improved identification of PP children not making the expected progress based on their prior attainment.</p> <p>Closer tracking and monitoring of PP pupils.</p> <p>Use of NFER tests to support Teacher Judgements.</p>	<p>Anonymised pupil premium tracking to be shared with Governors at the end of each term.</p> <p>Pupils books to show previous key stage assessment outcomes.</p>	Leadership team	<p>Dec 2019</p> <p>Feb 2020</p> <p>April 2020</p> <p>July 2020</p>

<p>(B) Pupil premium children make accelerated progress in writing resulting in them being at least in line with All pupils at the end of Key Stages.</p>	<p>Provision of interventions and challenge teaching for identified PP pupils - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Targeted Pupil voice and work scrutiny each month Focus Education /learning challenge curriculum – question-based approach units of work. Targeted interventions Co-teaching in Year 5 & 6 (45% PP in Y5/6)</p>	<p>CPD/Reciprocal Coaching and mentoring to provide CPD and support for all teachers with a focus on any teaching requiring improvement. Raising of teachers' expectations of pupil premium pupils and CPD to ensure PP pupils are 'put to work' immediately. Improved identification of PP children not making the expected progress. Closer tracking and monitoring of PP pupils</p>	<p>Anonymised pupil premium tracking to be shared with Governors at the end of each term. Pupils books to show previous key stage assessment outcomes.</p>	<p>Leadership team</p>	<p>Dec 2019 Feb 2020 April 2020 July 2020</p>
<p>(C) Pupil premium children rapidly develop fine and gross motor skills to support their handwriting and physical education development.</p>	<p>Interventions provided for pupils identified with low level fine and gross motor skills. All pupils will be taught cursive writing on entry to EYFS. Daily Handwriting practice</p>	<p>EYFS Baseline assessment indicates that a significant proportion of PP children do not have the fine and gross motor skills more evident in non-PP pupils.</p>	<p>Observations and monitoring of children by PP champion Tracking of identified PP pupils. Award of Hand-writing pen license to pupils meeting the presentation policy criteria.</p>	<p>Leadership team</p>	<p>Dec 2019 Feb 2020 April 2020 July 2020</p>

(D) Pupil premium children make rapid progress to develop their vocabulary and verbal communication skills.	Increase pupil to adult ratios to support language acquisition and development. Language intervention programmes for targeted pupils. Dedicated 'story times' for all classes. Oracy to be a priority in each class. Zones of Emotional Regulation (PSHE) sessions to be a regular activity in all classes – to improve oracy skills	EYFS baseline assessment indicates that a significant proportion of pupils enter the school with very limited vocabulary and verbal communication skills. On-going limited vocabulary has a detrimental effect on the end of Key stage outcomes for PP pupils across subjects.	Monitor speaking & language acquisition led by teaching assistant and teachers. Monitor and observe story time sessions Pupil voice and monitor Literacy sessions Monitor the implementation of Zones of Emotional Regulation (PSHE) sessions.	Leadership team	Dec 2019 April 2020 July 2020
Total budgeted cost					£27,000
Targeted support					
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 ?
(A) Pupil premium children make accelerated progress in maths resulting in them being at least in line with All pupils at the end of Key Stages.	Pupil Premium children not on track to make at least good progress are to be identified through half termly pupil progress meetings. Interventions in maths to be put in place to ensure	End of Key Stage assessment indicates that PP children do not make the same expected progress as All pupils. EEF Toolkit: <i>'...Small group tuition is effective and, as a rule of</i>	Assessment data analysed for progress by staff and leadership team. Half termly pupil progress meetings. Plans, Passports and Provisions to be	Leadership team Inclusion manager	Dec 2019 Feb 2020 April 2020 July 2020

	accelerated progress of identified children. Targeted children who meet the criteria will have additional time in end of Key stage SATs.	<i>thumb, the smaller the group the better.'</i>	reviewed periodically on Edukey		
(B) Pupil premium children make accelerated progress in writing resulting in them being at least in line with All pupils at the end of Key Stages.	Pupil Premium children not on track to make at least good progress are to be identified through half termly pupil progress meetings. Interventions in writing to be put in place to ensure accelerated progress of identified children. Targeted children who meet the criteria will have additional time in end of Key stage SATs.	End of Key Stage assessment indicates that PP children do not make the same expected progress as All pupils. EEF Toolkit: <i>'...Small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</i>	Assessment data analysed for progress by staff and leadership team. Half termly pupil progress meetings. Plans, Passports and Provisions to be reviewed periodically on Edukey	Leadership team Inclusion manager	Dec 2019 Feb 2020 April 2020 July 2020
(C) Pupil premium children rapidly develop fine and gross motor skills to support their handwriting and physical education development.	EYFS baseline assessment to inform interventions to be put in place as part of our early identification of child's needs. Children joining the school mid-term and in Year 3 to be assessed and appropriate intervention programme to be put in place.	EYFS Baseline assessment indicates that a significant proportion of PP children do not have the fine and gross motor skills more evident in non-PP pupils.	Observations and monitoring of children by PP champion Tracking of identified PP pupils		Dec 2019 April 2020 July 2020

budgeted cost					£ 12,000
Addressing External Barriers to Learning					
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 ?
(E) Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	Provision of Learning Mentor, Inclusion Lead in school to address specific needs for pupils. Specific programmes for vulnerable pupils Faith in Families (social Worker). Partnership working with health, ed. psych, social care for targeted pupils. Hub sessions (nurture group for targeted pupils). Implementation of Zones of Emotional Regulation in all classes	Many of our children come from vulnerable families and challenging backgrounds and this can have a detrimental effect on their prior learning before starting school. EEF Toolkit: <i>‘Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. Meta-cognition and self-regulation approaches have consistently high levels of impact. Evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning,</i>	Performance Management of Learning Mentor. Observe and identify programmes for vulnerable pupils. Observations and monitoring of children by PP champion. Tracking of identified PP pupils.	Leadership team	Dec 2019 April 2020 July 2020

		<i>social relationships in school, and attainment itself.'</i>			
(F) Pupils have a breadth of experiences that enable them to contextualize their learning	<p>A range of curriculum enrichment activities provided beyond the classroom. (see rationale for school trips) Visits to or out of school to enhance/support topic learning. School residential for Y5 & Y6. PP children to have the opportunity to attend extra-curricular clubs e.g. Basketball coaching</p> <p>Provision of school clothing (e.g. shoes, uniform and P.E. kits)</p>	<p>A high proportion of our children do not have experiences outside of school that may be regarded as being part of 'normal' family life. E.g. visits to the park, local museums, walking, cycling, being in the countryside or visits to the coast. As a result of this lack of experience they find it very difficult to relate to parts of the curriculum and reach their potential.</p> <p>EEF Toolkit: <i>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</i></p>	<p>Pupil voice discussions. Monitoring of the impact of extra-curricular activities in the children's written and oral work. Tracking PP data improvements in core subjects.</p>	Leadership team	June 2020

<p>(G) Absence & persistent absentee rates are at least in line with national</p>	<p>Provision of attendance officer (Learning Mentor) Provision of family support to provide help with attendance issues. Parents made aware of expected attendance levels.</p> <p>Particular targeting of specific pupils to improve attendance to >90%. Partnership working with EWO re pupils <90% . New strategies to support & challenge parents to improve attendance.</p>	<p>Although Pupil Premium children in our school have a better absence and persistent absence record compared to All pupils in school and nationally, we will ensure that improving attendance figures continue.</p> <p>Assessment data indicates that children's absence has a negative effect on attainment and progress.</p>	<p>Half termly tracking by attendance officer reported to PP Champion Director.</p> <p>Termly attendance (incl persistent absentee of PP pupils) report to Governors with year group totals.</p>	<p>Learning Mentor Leadership Team PP Director</p>	<p>Dec 2019 Feb 2020 April 2020 July 2020</p>
budgeted cost					£45,000
Total budgeted cost					£84,000