

# Pupil premium strategy / self-evaluation St John's Catholic Primary School

1. Summary information					
School	St. John's Catholic Primary School				
Academic Year	2018-19	Total PP budget	£102,960		
Total number of pupils Reception – Y6 (July 2019)	205	Number of pupils eligible for PP	78 (38%)	Date internal review of this strategy	July 19

2. Current attainment		
	<i>Pupils eligible for PP 2019 results for Y6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	80%	71%
Average progress in reading	3.9	0.32
Average progress in writing	0.2	0.27
Average progress in maths	1.1	0.37

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Less experience of pre-school settings resulting in lower attainment on entry – oracy skills, ability to focus and manage emotions.
B.	Children may have had less access to books, toys and other resources which support early learning and development.
C.	Gaps in prior learning
D.	Able and more able pupils achieving potential.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	<ul style="list-style-type: none"> <li>families experiencing housing challenges and which can have very significant negative impact on children, including tiredness, personal hygiene, hunger, fear and anxiety</li> <li>Some children may experience the effects of domestic violence, alcohol abuse or domestic turbulence in the home environment.</li> <li>Regular and consistent attendance.</li> <li>Some children experience a chaotic lifestyle at home and education is not always seen as a priority.</li> <li>Children may have had less opportunity to travel outside of the immediate area or to access a wide range of opportunities and experiences (lack of cultural capital)</li> </ul>

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Target of GLD set at 77% to be met for pupils eligible for PP.	% Met
B.	% of pupils eligible for PP to have reached the threshold to be at that of all pupils	% of pupils reaching threshold
C.	Closing the gap of % of students at ARE by the end of KS1 to be towards % for all pupils.	Gap narrowing
D.	Improved progress for PP pupils so that by end of KS2 to be the same as those of pupils nationally not eligible for PP	+ve progress
E.	Increased attendance towards that of national figure of 96%.	% increase

5. Planned expenditure					
Academic year		2019-2020			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Specialist support to improve provision.	<p>Additional teacher employed in KS1 (0.4fte) £22K.</p> <p>Additional teacher deployed in KS2 (0.6 fte) £36k</p> <p>Increased provision of learning support staff. £32k</p>	<p>Additional teacher employed in KS1 to enable focus groups to take place to boost attainment.</p> <p>Additional teacher deployed in KS2 to run interventions and provide additional in-class support.</p> <p>Additional support staff for classes where there is a higher number of vulnerable children to support Interventions and additional support for pupils in class.</p>	<p>Focus groups result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths.</p> <p>Focus groups result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths.</p> <p>Additional support in class and through bespoke interventions result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths.</p>	EHT HOS	Termly – data collection for class and individuals
<b>Total budgeted cost</b>					90k
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning Mentor	Mentoring sessions for those with social or emotional barriers to learning. (0.4fte). £8k	Support for children, alongside other children, to further develop learning skills which are perceived as barriers.	Barriers to learning broken down through the following: Individual and group sessions for pupils Parent 1-1 support sessions Parent and child sessions Family sessions	Experienced learning mentor	Termly accountability meeting
Speech and language Therapists	SALT programmes for identified pupils in EYFS to narrow the gap before moving into KS1. £4k	SALT programmes for EYFS pupils narrow the gap before they move into KS1.	A menu of targeted interventions has been established to support Early Years speech and language development.	EHT Inclusion Manager	Termly – through data collection and assessment evidence in Learning Journeys

**Total budgeted cost**

12k

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
After school activities	Additional activities are being run after school with an appointed co-ordinator to facilitate. £6k	PP funding used to offset the real cost of these. Extended School Leader seeks to provide a varied program of opportunities.	A range of activities to be offered with support given to those families eligible for FSM. These include: <ul style="list-style-type: none"> <li>• Art Club</li> <li>• Sports Skills Sessions</li> <li>• Learning Skills Club</li> <li>• Life Skills Club</li> </ul>	DM HOS	Half termly Meeting - review of clubs
Opportunities for Learning outside the classroom	Opportunities for learning outside the classroom are maximised. £4k	Opportunities for learning outside the classroom to be maximised with PP money offsetting the cost of an extensive range of enhanced learning experiences that take place outside the classroom.	The activities to continue include: Instrument lessons Golfing Experience Theatre trips Sailing course Singing and performance. School residentials.	HOS	Through Parent and Pupil Questionnaires.  Termly data collection.

Attendance Project	Learning Mentor to work alongside the School Office manager to support parents and pupils to ensure good attendance and punctuality contributes to their progress and attainment. £1k	To work with parents on barriers to learning at home and school.	Robust processes in place to encourage good attendance. These include monthly meeting between SLT and office staff.	SLT Office Manager	Half termly attendance data
<b>Total budgeted cost</b>					<b>11k</b>
<b>Difference in plan amount to PP allocation subsidised by school budget</b>					<b>£1040</b>

## 6. Reviewed expenditure

**Academic year**

**2018-19**

The three headings enable the school to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### iv. Quality of teaching for all

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
Specialist support to improve provision.	Additional teacher employed in KS1 (0.2fte)  Additional teacher deployed in KS2 (0.6 fte)  Increased provision of learning support staff.	Additional teacher employed in KS1 enabled focus groups to take place to boost attainment.  Additional teacher deployed in KS2 for interventions and additional in-class support.  Additional support staff for classes where there was a higher number of vulnerable children supported Interventions and gave additional support for pupils in class.	Successful outcomes and a successful system – to continue next year.	EHT HOS	Additional teacher employed in KS1 <b>£11K</b> .  Additional teacher deployed in KS2 <b>£36k</b>  Increased provision of learning support staff. <b>£32k</b>  <b>Total 79k</b>

<b>v. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: did you meet the SC</b>	<b>Lessons learned</b>	<b>Staff lead</b>	<b>Cost</b>
Learning Mentor	Mentoring sessions for those with social or emotional barriers to learning. (0.6fte)	Children supported to further develop learning skills which are perceived as barriers through: Parent 1-1 support sessions Parent and child sessions Family sessions  11 children received LM support KS2 results for this group: 100% Reading 72% Writing 100% Maths Progress 3.5	Successful outcomes and a successful system – to continue next year	Experienced learning mentor	Mentoring sessions <b>£14k</b>
Speech and language Therapists	SALT programmes for identified pupils in EYFS to narrow the gap before moving into KS1.	SALT programmes for EYFS pupils are shown to narrow the gap before they move into KS1.	Successful outcomes and a successful system – to continue next year	EHT Inclusion Manager	SALT programmes <b>£4k</b>
<b>vi. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: did you meet the SC</b>	<b>Lessons learned</b>	<b>Staff lead</b>	<b>Cost</b>
After school activities	Additional activities are being run after school with an appointed co-ordinator to facilitate.	PP funding used to offset the real cost of these. Extended School Leader provided a varied program of opportunities e.g. Learning Skills Club, Life Skills, First Aid, Sport, Art, Music production etc	Successful outcomes and a successful system – to continue next year  New support staff employed will be asked to run an after school club.	DM HOS	Additional activities <b>£6k</b>

Opportunities for Learning outside the classroom	Opportunities for learning outside the classroom are maximised.	Opportunities for learning outside the classroom maximised with PP money offsetting the cost of an extensive range of enhanced learning experiences that take place outside the classroom e.g Golf, Sailing, Theatre, Art Gallery, Museum trips, school journey.	Successful outcomes and a successful system – to continue next year. School journey for Y6 was very successful (travelling on public transport). Overnight stay for Year 4 to be organised (using public transport).	HOS	Opportunities for learning outside the classroom <b>£6k</b>
Attendance Project	A member of SLT to work alongside the School Office manager to support parents and pupils to ensure good attendance and punctuality contributes to their progress and attainment.	SLT members work with parents on barriers to learning at home and school.  Robust processes are in place to encourage good attendance. These included monthly meeting between SLT and office staff.  Attendance (KS1 and 2) 96.2%	Successful outcomes and a successful system – to continue next year.	SLT Office Manager	A member of SLT to support parents and pupils to ensure good attendance and punctuality <b>£2k</b>
Parent Support Project	Training parents in becoming aware of, and more active in supporting their children with their learning.	Parents requested support in certain areas of School Improvement – these were a focus for Parent Meetings e.g. Maths support, spelling workshop, Engaging reading for families.	Successful outcomes and a successful system – to continue next year.	SLT	Training parents <b>£1k</b>