

Pupil premium strategy 2020-2021 - self-evaluation St John's Catholic Primary School

1. Summary information					
School	St. John's Catholic Primary School				
Reviewed Academic Year	2019-20	Total PP budget	£104,280		
Total number of pupils Reception – Y6 (July 2020)	202	Number of pupils eligible for PP (as at January 2020)	79 (39%)	Date internal review of this strategy	September 2020

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	83%	England 71% of all pupils
% achieving expected standard or above in reading	100%	78%
% achieving expected standard or above in writing	83%	83%
% achieving expected standard or above in mathematics	100%	71%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<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.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	<ul style="list-style-type: none"> families experiencing housing challenges and which can have very significant negative impact on children, including tiredness, personal hygiene, hunger, fear and anxiety Some children may experience the effects of domestic violence, alcohol abuse or domestic turbulence in the home environment. Access to resources to support home learning eg, devices, wifi, paper, pens, pencils, reading books Some children experience a chaotic lifestyle at home and education is not always seen as a priority. 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)

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 engagement with remote learning.	% increase to 100%

5. Planned expenditure					
Academic year		2020-2021			
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.	Additional teacher deployed in KS2 (0.6 fte) £40k Increased provision of learning support staff. £40k	Additional teacher deployed in KS2 to run interventions and provide additional in-class support. Additional TA in EYFS employed in KS1 to enable focus groups to take place to boost attainment. Additional support staff for KS2 where there is a higher number of vulnerable children to support Interventions and additional support for pupils in class.	Focus groups result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths. Additional support in class and through bespoke interventions result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths.	EHT HOS	Termly – data collection for class and individuals
Total budgeted cost					80k

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	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. £5k	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					13k
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?
Increased provision in case of further Lockdown.	Equality of access KS2 pupils from Y4 upwards to electronic devices to support learning. Additional resources by way of reading, work-packs, pens, pencils for younger pupils £8k.	Not all pupils have access to electronic devices. Not all homes have access to pencil, pens, paper or books. PP funding used to offset the real cost of these. Extended School Leader	Monitoring of pupils learning by return of completed tasks, photos, phone-calls with class staff. Quality of work produced compared to that expected.	DM HOS	Weekly review of the learning for those pupils who remain off-site.
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 residential.	HOS	Through Parent and Pupil Questionnaires. Termly data collection.
Total budgeted cost					12k

Difference in plan amount to PP allocation subsidised by school budget £720

6. Reviewed expenditure

Academic year

2019-20

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.	<p>Additional teacher employed in KS1 (0.2fte) £11K.</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

v. Targeted support

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
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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 Learning Mentor work with parents has increased by 25% Pupils self-referral has increased by 18%	Successful outcomes and a successful system – to continue next year	Experienced learning mentor	Mentoring sessions £14k
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 the children move into KS1.	Successful outcomes and a successful system which was able to continue during Lockdown too – to continue next year	EHT Inclusion Manager	SALT programmes £4k

vi. Other approaches

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
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 for those involved but the programmes were cut short by Lockdown. Activities remain restricted for the foreseeable future.	DM HOS	Additional activities £6k
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.	Rich variety of opportunities sourced. Successful outcomes to spring for the year group (Year 4) that managed to participate. Plans for Year 4 20-21 have been put on hold. A tentative booking remains for the Year 6 Residential Trip in the summer of 2021..	HOS	Opportunities for learning outside the classroom £6k

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. £2k	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. This will no longer remain a priority.	SLT Office Manager	Half termly attendance data
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