

# Pupil premium strategy 2021-2022 - self-evaluation St John's Catholic Primary School

1. Summary information					
School	St. John's Catholic Primary School				
Reviewed Academic Year	2020-21	Total PP budget	£98,185		
Total number of pupils Reception – Y6 (July 2021)	202	Number of pupils eligible for PP (as at October 2020)	73 (36%)	Date internal review of this strategy	July 2021

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)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Less experience of pre-school settings resulting in lower attainment on entry – oracy skills, ability to focus and manage emotions.
<b>B.</b>	Children may have had less access to books, toys and other resources which support early learning and development.
<b>C.</b>	Gaps in prior learning
<b>D.</b>	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> )	
<b>E.</b>	<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>Access to resources to support home learning eg, devices, wifi, paper, pens, pencils, reading books</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 engagement with remote learning.	% increase to 100%

5. Planned expenditure					
Academic year		2021-2022			
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 by:  Additional teacher deployed in upper KS2 (0.6 fte) £40k  Increased provision of learning support staff. £40k Specialist support to improve provision.	A C D	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 DH	Termly – data collection for class and individuals
<b>Total budgeted cost</b>					<b>80k</b>
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?
Speech and Language Therapists: SALT programmes for identified pupils in EYFS to narrow the gap before moving into KS1.	A B	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
<b>Total budgeted cost</b>					<b>5k</b>
<b>iii. Other approaches</b>					
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 access to after-school/additional activities organised by staff at the school by:  Equality of access for all pupils to activities.	B E	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>• Violin lessons</li> <li>• Gardening club</li> </ul>	Extended school leader DH	Half termly Meeting - review of clubs
Opportunities for Learning outside the classroom by supporting the cost of these activities and trips to ensure maximum participation.	E	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.	DH	Through Parent and Pupil Questionnaires.  Termly data collection.
<b>Total budgeted cost</b>					<b>12k</b>
<b>Difference in plan amount to PP allocation subsidised by school budget</b>					<b>£720</b>

## 6. Reviewed expenditure

Academic year

2020-21

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 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 support staff for classes where there is a higher number of vulnerable children to support Interventions and additional support for pupils in class.	Focus groups resulted in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths.  Additional support in class and through bespoke interventions resulted in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths.  Being able to maintain a secure staff team for each class resulted in very much less lost school based learning than neighbouring schools.  This approach to continue for another year.	EHT HOS	£80k

### 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. (0.4fte)	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%	Given the restrictions of Covid, there were very many less group sessions and more individual sessions.  A school-wide approach was adopted for promoting and managing children's well-being.  This will not be continuing next year due to fall in PP funding and overall funding.	Experienced learning mentor	Mentoring sessions <b>£8k</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 were 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	Contribution towards SALT programmes <b>£5k</b>

#### vi. Other approaches

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
Increased provision in case of further Lockdown.	Equality of access for KS2 pupils from Y4 upwards to electronic devices to support learning. Additional resources for younger pupils.	All pupils had access to a device as well as vouchers sourced for additional data.  Additional resources by way of included reading books, work-packs, pens, pencils, counting resources, number squares, whiteboards etc for younger pupils £8k.	Parents were thankful for the practical items to support learning.  The online subscriptions for reading and maths supported all pupils (this had not been originally planned for) and is being used during the summer break of 2021.  Monitoring the outcomes of all pupils and phone calls hoped to encourage the keeping up with the work was essential.  Ultimately, keeping the school open for all pupils who wanted to attend was the most effective action for mitigating the learning loss.	AHT/HOS	Additional devices and resources <b>£8k+</b>

<p>Opportunities for Learning outside the classroom</p>	<p>Opportunities for learning outside the classroom are maximised and children's cultural capital is boosted.</p>	<p>Many of the traditional opportunities were lost due to COVID restrictions, but where possible 'remote' and local opportunities were sourced and therefore enhancements to learning were found and capitalised upon.</p>	<p>There was a diminished range of opportunities for learning outside the classroom.</p> <p>Although alternative activities were found to boost resilience and foster independence, the absence of the more cultural trips could only be partly met by 'remote' visits to museums and places of interest.</p>	<p>HOS</p>	<p>Opportunities for learning outside the classroom <b>£6k</b></p>
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