

Pupil premium strategy statement (primary)

1. Summary information					
School	St John Fisher Catholic Voluntary Academy				
Academic Year	2016/17	Total PP budget estimated	£85,800	Date of most recent PP Review	End of 2015/16
		Total PP expenditure estimated	£150 400		
Total number of pupils	230	Number of pupils eligible for PP	65	Date for next PP Strategy Review	End of 2016/17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	38%	53%
% making at least scaled score of 100 or above of progress in reading	63%	71%
% making at least scaled score of 100 or above of progress in writing	88%	79%
% making at least scaled score of 100 or above of progress in maths	38%	75%
3. Barriers to future attainment (for pupils eligible for PP)		
A.	In common with other schools in areas of social deprivation securing and retaining quality staff is an issue, consequently the school continually has a high proportion of new staff who are NQT/RQT teachers.	
B.	Then progress made by HA pupils eligible for PP is not as good as that made by non-PP HA pupils' in Reading, English Grammar, Punctuation and Spelling and Mathematics. (ROL 2016)	

C.	High ability pupils eligible for PP are below the national percentage for All pupils' attainment in Mathematics. (ROL 2016)
D.	Limited language skills and comprehension of a significant proportion of PP pupils. Despite an there had been an upward trend in reading over the previous three years, high ability pupils eligible for PP were below the national percentage for pupils' attainment in Reading in the post level 2016 SATS.(ROL 2016)
E.	Baseline assessment on entry to school show that the oral communication skills are well below the expected for their age of a significant proportion of Pupil Premium pupils.
F.	Baseline evidence indicates that pupils start school below ARE in fine and gross motor skills
G.	A significant proportion of our pupils have limited life experience prior to starting school and on-going throughout KS1 and 2 and this impedes their conceptual thinking and narrows their aspiration.
H.	Significant proportion of PP children come from volatile and vulnerable home backgrounds; this significantly affects their ability to learn.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Consistently Good/Outstanding Learning in all year groups	100% teaching and learning is at least good and 40% is Outstanding

B.	The progress made by HA PP pupils is in line with that made by non-PP HA pupils nationally	By the end of KS2 the VA score for PP HA pupils is in line with the progress made by HA non-PP pupils nationally and school's own data shows that the progress of HA PP pupils is in line with that made by non-PP HA pupils in all year groups
C.	Accelerate the progress of PP pupils, particularly higher ability PP pupils, in Maths so that the difference in attainment outcomes for Maths between non-PP and PP higher ability pupils diminishes by the end of Key Stage 2.	Greater % of PP pupils to attaining Greater Depth Standard (GDS) in Maths.
D.	Accelerate the progress of PP pupils, particularly higher ability PP pupils, in Reading so that the difference in attainment outcomes for Reading between non-PP and PP higher ability pupils diminishes by the end of Key Stage 2.	Greater % of PP pupils to attaining Greater Depth Standard (GDS) in Reading.
E.	In EYFS conceptual thinking, comprehension and the ability to communicate effectively with others is improved through improved oral language skills	EYFS end of year outcomes show that that the gap between PP and Non PP's oral communication skills has diminished.
F.	Accelerate key skills in specific areas of development - fine and gross motor skills	EYFS end of year outcomes show that that the gap between PP and Non PP's fine and gross motor skills has diminished.

G.	The conceptual thinking and aspirations of our PP pupils is enhanced through enriched life experiences.	PP pupils engaged learning with positive attitudes and high aspirations as to what they can achieve.
H.	A significant proportion of our PP pupils come from vulnerable backgrounds.	All children, including those from vulnerable family backgrounds, are safe, healthy in mind and body, attend school regularly and develop a positive attitude to learning

5. Planned expenditure					
Academic year	2016/17				
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. Consistently Good/Outstanding Learning in all year groups	Expanded leadership team to facilitate Ongoing coaching and mentoring by senior staff ensures consistently high quality learning in all year groups	<i>EEF Toolkit</i> <i>Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.</i> <i>Maximising the quality of teaching through the effective development and</i>	Regular lessons observations, drop-ins, work scrutiny, pupil interviews Feedback on coaching impact	Inclusion Officer and SLT	End of 2016/17 academic year

	<p>Culture of ongoing reflection on teaching practice</p> <p>Approx. cost (based on non-teaching Assistant Head' salary and non-contact time for Deputy Head : £48 000</p>	<p><i>deployment of teachers and teaching assistants will therefore be at the top of any school's priorities.</i></p> <p><i>The Teacher Development Trust</i></p> <p><i>On June 9th 2015, TDT were proud to launch the review's emerging findings: "Developing Great Teaching: Lessons from the international reviews into effective professional development".</i></p> <p><i>The key finding of the review was that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement</i></p> <p>Barriers to overcome: Securing and retaining quality staff. High proportion of NQT/RQT teachers.</p>	<p>records</p>		
<p>B. Accelerate the progress of PP pupils , particularly higher ability PP pupils so that they make the same progress as higher ability non-PP pupils, and the attainment gap in</p>	<p>Co-teaching in two year groups</p> <p>Approx. cost: 28% of £9800= £35 000</p> <p>Accurate assessment of the specific learning needs of all pupils is used to inform</p>	<p><i>Visit to local school that had significantly improved pupil outcomes through team teaching.</i></p> <p><i>Overall upward trend in outcomes since introducing team teaching in Y5/6</i></p>	<ul style="list-style-type: none"> • Pupil progress monitoring and monitoring of impact of interventions • High quality planning of teaching of and learning in interventions – 	<p>Inclusion Officer and SLT</p>	

<p>Reading and Mathematics between higher ability PP pupils and higher ability non-PP pupils diminishes</p>	<p>effective intervention for those pupils in danger of underachieving</p> <p>Staff deployed effectively and ongoing in-house and external CPD used to ensure high quality interventions</p>	<p><i>Intervention programmes put in place in previous years have had a positive impact on PP pupil outcomes. (ROL 2016)</i></p> <p>Barriers to overcome: Then progress made by HA pupils eligible for PP is not as good as that made by non-PP HA pupils' in Reading, English Grammar, Punctuation and Spelling and Mathematics. (ROL 2016)</p>	<p>including coaching & mentoring and development of curriculum and resources</p>		
<p>C. All PP pupils to make at least the same expected progress in reading as that nationally attained by non – PP pupils and the percentage of pupils exceeding expectations, particularly high ability pupils, to be at least in line with national so that the difference in attainment outcomes for</p>	<p>Regular CPD INSET by SLT re the delivery of Maths curriculum</p> <p>Approx. cost: Included in expanded leadership cost</p> <p>Effective use of the mastery approach to teaching Mathematics to enhance MMS</p> <p>Approx. cost: £600</p> <p>Mathematics Subject</p>	<p><i>EEF Toolkit</i> <i>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). It also appears to be important that a high level of success is set. When pupils work at their own pace, as opposed to working as a part of group or whole class, it appears to be much less effective (see also Individualised instruction). Mastery learning may also be more effective when used as an occasional or</i></p>	<ul style="list-style-type: none"> • Pupil progress monitoring and monitoring of teaching and learning • Lesson observations and drop-ins • Targeted coaching for ind. Teachers 	<p>Inclusion Officer and SLT</p>	<p>End of 2016/17 academic year</p>

<p>Maths , particularly that of HA Pupil Premium pupils, and non-PP pupils diminishes</p>	<p>Leaders training & Conceptual Understanding course for KS2 staff (Derby Primary Strategy Group – Maths Hub, East Midlands) Approx. cost: £1800</p>	<p><i>additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so. Schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons.</i></p> <p>Barriers to overcome: High ability pupils eligible for PP are below the national percentage for All pupils' attainment in Mathematics. (ROL 2016)</p>			
<p>D. All PP pupils to make at least the same expected progress in reading as that nationally attained by non – PP pupils and the percentage of pupils exceeding expectations to be at least in line with national so that the difference in attainment outcomes for Reading,</p>	<p>Mentoring re Story based curriculum in EYFS/KS1 with structured dialogue.</p> <p>Book based curriculum Approx. cost: 28% of £5000 = £1,400</p> <p>5 P approach to learning in English Approx. cost: £400</p>	<p><i>EEF Toolkit</i> <i>On average, reading comprehension approaches improve learning by an additional five months' progress</i> <i>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</i></p> <p>Barrier to overcome: Limited language skills and comprehension of a significant</p>	<ul style="list-style-type: none"> • Pupil progress monitoring and monitoring of teaching and learning • Lesson observations and drop-ins SLT regular listening to children read 	<p>Inclusion Officer and SLT</p>	<p>End of 2016/17 academic year</p>

<p>particularly that of HA Pupil Premium pupils, and non-PP pupils diminishes</p>	<p>Staff use correct standard English at all times</p> <p>Regular CPD INSET by SLT re the delivery of English curriculum</p> <p>Approx. cost: Included in expanded leadership cost</p>	<p>proportion of PP pupils.</p> <p>In 2016 High ability pupils eligible for PP were below the national percentage for pupils' attainment in Reading.(ROL 2016)</p>			
Targeted support					
<p>E. Develop conceptual thinking, comprehension and the ability to communicate effectively with others through improved oral language skills</p>	<p>TAs trained in Speech & Language strategies</p> <p>1:1 reading intervention</p> <p>Social communication skills factored in to well-planned learning opportunities</p> <p>Approx. cost: £1000</p> <p>Talk for Writing Training</p> <p>Approx. cost: £440</p>	<p><i>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p> <p>Barriers to Overcome:</p> <p>Baseline assessment show that the oral communication skills are well below the expected for their age of a significant proportion of Pupil Premium pupils</p>	<ul style="list-style-type: none"> • Pupil progress monitoring and monitoring of impact of interventions • High quality planning of teaching of and learning in interventions – including coaching & mentoring and development of curriculum and resources 	<p>leadership</p>	<p>End of 2016/17 academic year</p>
<p>F. Accelerate key</p>	<p>Training of EYFS teacher</p>	<p><i>Teaching Young Children: An</i></p>	<ul style="list-style-type: none"> • High quality planning 	<p>Inclusion</p>	<p>End of</p>

<p>skills in specific areas of development - fine and gross motor skills</p>	<p>and TAs Approx. cost: £1000 Handwriting support/aids Fine motor skills intervention Physical literacy intervention Implementation of Handwriting and Presentation Policy</p>	<p><i>Introduction, by M.L. Henninger, Physical competence is fundamental to cognitive development during early childhood. Montessori (1967) stated that, for learning to reach its full potential, it must be directly connected to physical movement for the young child. This unity of mental and physical activity is at the heart of the Montessori method of education. When the motor skill is directly related to the task being learned, children can understand concepts more completely and quickly.</i></p> <p>Barriers to Overcome: Baseline evidence indicates that pupils start school below ARE in fine and gross motor skills</p>	<p>from the children's needs in EYFS – including coaching & mentoring and development of curriculum and resources</p> <ul style="list-style-type: none"> • Pupil progress monitoring and monitoring of impact of interventions • Work scrutiny • Specific child observations 	<p>Officer and SLT</p>	<p>2016/17 academic year</p>
<p>G. The conceptual thinking and aspirations of our PP pupils is enhanced through enriched life experiences.</p>	<p>•All year groups have at least one out of school trip per year (Polesworth Abbey, White Post Farm, Twycross Zoo, Cadbury's World, Yorkshire Sculpture Park, Ilam Hall YHA, The Briars RC residential centre, Derby Museum, Council House, St Michael's Church)</p>	<p><i>EEF Toolkit</i> Overall, the impact of arts participation on academic learning appears to be positive but low. However, wider benefits on attitudes to learning and well-being have also consistently been reported.</p> <p>Barrier to overcome: A significant proportion of our pupils have limited life</p>	<ul style="list-style-type: none"> • Pupil discussions • Observation of behaviour and attitude to learning/behaviour logs Attendance 	<p>leadership</p>	<p>End of 2016/17 academic year</p>

	<ul style="list-style-type: none"> •Residential trips for Y5/6 •Outside visitors: TenTen Theatre, Mad Science, Rolls Royce partnership, E.On, • After School clubs (Cup Cakes, Arts & Crafts, Magical Maths) <p>Approx. cost: £3000</p>	experience prior to starting school and on-going throughout KS1 and 2 and this impedes their conceptual thinking and narrows their aspiration.			
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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?
H. All children, including those from vulnerable family backgrounds, are safe, healthy in mind and body, attend school regularly and develop a positive attitude to learning	<p>Head of Inclusion Approx. cost: 70% Of £22698 = £15, 888</p> <p>Learning mentor Approx. cost: £23 000</p> <p>(both dedicated to ensuring the school effectively meets the needs of all groups of all pupils by engaging with targeted pupils and their families)</p> <p>Faith in Families (social worker)</p> <p>Targeted support in the Hub</p>	<p><i>EEF Toolkit</i></p> <p><i>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline so are worth considering as alternatives to direct behaviour interventions.</i></p> <p><i>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</i></p> <p>Barriers to Overcome: A significant proportion of our</p>	<ul style="list-style-type: none"> • Pupil progress monitoring and monitoring of impact of interventions • Parent questionnaires 	leader ship	End of 2016/17 academic year

	(KS2 nurture group) £ Approx. cost: 18 900	PP pupils come from vulnerable backgrounds.			
Total budgeted cost					£50,815
Total budgeted cost					£3000

6. Review of expenditure				
Previous Academic Year 2015/16		£ 92,500		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Progress of PP children compares favourably to non-PP children. From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures and as a result the attainment gap between PP and Non-PP pupils narrows.</p>	<p>Co-teaching Y6</p> <p>On-going coaching and mentoring by senior leaders</p>	<p>Overall progress in line with national outcomes. Reading PP pupils +1.17 non-PP pupils -1.78; Writing PP pupils +2.14 non PP pupils +1.11; Maths PP pupils -0.76 non PP pupils -1.62.</p>	<p>Co-teaching had positive impact on PP pupil's progress. Greater focus to further accelerate Higher Ability PP pupils in Reading, Writing and Maths</p>	<p>£46,600</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The progress of targeted Pupil Premium pupils is accelerated in order to diminish the attainment gap with non PP pupils	Targeted intervention in Reading, SPaG and Maths	<p>Progress in Reading exceeded for PP pupils compared to non PP pupils</p> <p>Overall attainment for whole cohort was lower than in previous years' upward trend but this reflected the national drop in the new tests and was securely above floor targets</p> <p>Higher Ability pupils did not perform as well as expected</p> <p>For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national figures for other pupils. within one pupil below national. (OFSTED Inspection Dashboard 2016)</p>	<p>Develop strategies for further improving the performance of HA PP pupils</p> <p>One differentiated Maths group created a ceiling to the children's learning. As a result, a new approach adopted for next year – whole class teaching with additional adult support</p> <p>Pupil tracking shows that intervention strategies below Y6 are successful in accelerating pupil progress</p>	See below

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children are safe and protected	Faith in Families (Social Worker)	No child is exposed to harm	• Safeguarding continues to be a high priority and strength of the school. This will continue in 2016/17	See below
Vulnerable children enjoy coming to school No child excluded	Learning Mentor Hub Club (nurture group)	Vulnerable children engage with school and this is reflected in good attendance. Attendance for all pupils and the FSM group was above the national all figure and no group had low attendance (in the lowest (OFSTED Inspection Dashboard 2016) No child excluded 2015/16	• Continue to apply and review on-going strategies to address attendance and behaviour of vulnerable pupils	See below
Curriculum Enrichment	All year groups have at least one out of school trip per year	All pupils were able to participate in at least one trip during the year.	Continue with the provision of at least one trip for every child next year.	See below

	<ul style="list-style-type: none"> •Residential trips for Y5/6 •Outside visitors: TenTen Theatre, Rolls Royce partnership 	Pupils' evaluations of the trips indicated that they had thoroughly enjoyed the experience.			
				Total	£62,900
				Total (i and ii)	£109,500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.