

Pupil premium strategy statement (primary)

1. Summary information					
School	St John Fisher Catholic Voluntary Academy				
Academic Year	2017/18	Total PP budget estimated	£80,520	Date of most recent PP Review	June 2017
		Total PP expenditure <i>(includes additional funding from school budget)</i>	£86,698		
Total number of pupils	228	Number of pupils eligible for PP	58	Date for next PP Strategy Review	June 2018

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	40%	61%
% making at least scaled score of 100 or above of progress in reading	60%	71%
% making at least scaled score of 100 or above of progress in writing	60%	76%
% making at least scaled score of 100 or above of progress in maths	50%	75%

3. Barriers to future attainment (for pupils eligible for PP)	
A.	History of inconsistency in staffing due to mobility of staff particularly newly and recently qualified teachers appointed by the school.

B.	Slow progress rates made by pupil premium children compared to All pupils.
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
G.	Low attendance and persistent absenteeism

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Teachers, particularly RQTs feel well supported and choose to continue their teaching career at St John Fisher CVA building on the early foundations of teaching skills and developing into good and outstanding practitioners	100% of teaching and learning is at least good or better. RQTs performance management indicates good progress enabling teachers to succeed in their role.

<p>B.</p>	<p>Pupil premium children make accelerated progress resulting in them being at least in line with All pupils at the end of Key Stages.</p>	<p>End of key Stage results and end of year attainment and progress, shows that Pupil Premium children have made accelerated progress to bring them in line with All pupils.</p>
<p>C.</p>	<p>Pupil Premium children rapidly develop fine and gross motor skills needed to support their handwriting and physical education development.</p>	<p>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.</p>
<p>D.</p>	<p>Pupil premium children make rapid progress to develop their vocabulary and verbal communication skills.</p>	<p>Assessment indicates that pupil premium children are able to use a wider range of vocabulary in their communication and writing.</p>
<p>E.</p>	<p>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 kept informed so that appropriate action can be made to benefit the child.</p>	<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</p>

		place to meet the needs for PP children's well-being.
F.	Pupils have a breadth of <i>experiences</i> 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	2017/18				
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) Teachers, particularly RQTs feel well supported and choose to continue their teaching career at St John Fisher CVA building on the early foundations of teaching skills and developing into good and outstanding practitioners	CPD for Quality First Teaching / Extended mentor and coaching support - see research finding of John Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'. Successful strategy from 16/17 action plan.	In common with other schools in the area of social deprivation securing and retaining quality staff is an issue, consequently the school has had a high proportion of new staff who are NQT/RQT.	Leadership report to directors contains half termly update on % of teaching good or better. PP Director to observe coaching session School PP Champion to share coaching and mentoring plan with PP Director Questionnaire to RQT staff for Directors to identify impact of mentoring and coaching support and further areas of need.	Leadership team PP Director	June 2018
(B) Pupil premium children make accelerated progress resulting in them being at least in line with All pupils at the end of Key Stages.	Provision of interventions and challenge teaching for identified PP pupils - see www.gov.uk/publications/the-pupil-premium-how-schools-are-	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	Anonymised pupil premium tracking to be shared with Directors at the end of each term.	Leadership team	June 2018

	<p>spending-the funding-successfully.</p> <p>Targeted Pupil voice and work scrutiny each month</p> <p>Focus Education /learning challenge curriculum - question based approach units of work.</p> <p>Targeted interventions</p> <p>Co-teaching in Year 6</p>	<p>to ensure PP pupils are 'put to work' immediately</p> <p>Improved identification of PP children not making the expected progress.</p> <p>Closer tracking and monitoring of PP pupils</p> <p>40% of PP pupils at KS2 (2017) achieved the expected compared to 61% National of All pupils in reading, writing and maths.</p>	<p>Pupils books to show previous key stage assessment outcomes.</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.</p> <p>Physical Literacy to develop core strength and improve pupils fine and gross motor skills</p> <p>All pupils will be taught cursive writing on entry to EYFS.</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</p> <p>Tracking of identified PP pupils</p>	<p>Leadership team</p>	<p>June 2018</p>
<p>(D) Pupil premium children make rapid progress to develop their vocabulary and verbal communication skills.</p>	<p>Increase pupil to adult ratios to support language acquisition and development.</p> <p>Language intervention programmes for targeted pupils.</p> <p>Dedicated 'story times' for all classes.</p> <p>Oracy to be a priority in each class.</p>	<p>EYFS baseline assessment indicates that a significant proportion of pupils enter the school with very limited vocabulary and verbal communication skills.</p> <p>On-going limited vocabulary has a detrimental effect on the end of</p>	<p>Monitor speaking & language acquisition led by teaching assistant and teachers.</p> <p>Monitor and observe story time sessions</p> <p>Pupil voice and monitor Literacy sessions</p>	<p>Leadership team</p>	<p>June 2018</p>

	'R-time' (PSHE) sessions to be a regular activity in all classes - improve oracy skills	Key stage outcomes for PP pupils in across subjects.	Monitor the implementation of 'R time' (PSHE) sessions		
Total budgeted cost					£27,455
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?
(B) Pupil premium children make accelerated progress 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 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	June 2018
(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	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		

	intervention programme to be put in place.				
				budgeted cost	£ 11,760
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, safeguarding manager 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).	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.</i> <i>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.</i> <i>Social Emotional Learning interventions have an identifiable and significant impact on attitudes</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	June 2018

		<i>to learning, social relationships in school, and attainment itself</i>			
(F) Pupils have a breadth of experiences that enable them to contextualize their learning	A range of curriculum enrichment activities provided beyond the classroom. 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.	<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>	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.	Leadership team	June 2018

<p>(G) Absence & persistent absentee rates are at least in line with national</p>	<p>Provision of attendance officer. Provision of & family support to provide help with attendance issues. Parents made aware of expected attendance levels. 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>Pupil Premium children in our school have a better absence and persistent absence record compared to All pupils in school and nationally.</p> <p>Assessment data indicates that children's absence has a negative effect on attainment and progress.</p>	<p>Targets: Each half term a reduction of 1.5% for PP pupils so it reduces to at least lower than 8.5%. Half termly tracking by attendance officer reported to PP Champion Director. Termly attendance (incl persistent absentee of PP pupils) report to Directors with year group totals.</p>	<p>Learning Mentor Leadership Team PP Director</p>	<p>June 2018</p>
budgeted cost					£47,483
Total budgeted cost					£86,698