

St John Fisher Catholic Primary School Pupil premium strategy statement 2019-2022

1. Summary information					
School	St John Fisher Catholic Primary School				
Academic Year	2019-2022	Total PP budget (estimated yearly)	140,000	Date of most recent PP Review	Autumn 20
Total number of pupils (inc Nursery)	229	Number of pupils eligible for PP (estimated yearly)	21 (2019) 44 (Sept 2020)22%	Date for next internal review of this strategy	March 21
i. Quality teaching for all					
Desired Outcome: To develop a love of reading and for all of our children to be confident readers leading to improved outcomes at all phases					
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?	
<ul style="list-style-type: none"> Effectively implement a systematic phonics programme Support pupils to develop fluent reading capabilities Teach reading comprehension strategies through modelling and supported practice 	<p>Children need good literacy and reading skills in order to access the curriculum and the world around them. Progress in literacy requires motivation and engagement which will help children develop persistence and enjoyment in their reading. We aim for every child to leave us being able to read fluently and have good comprehension of what they read.</p> <p>Actions: We will:</p> <ul style="list-style-type: none"> Use Read Write Inc to teach phonics using Ensure books closely match the reading capabilities of our children (particularly at the earliest stages of learning to read) Continue to ensure every child has access to the whole class texts which drive our curriculum Ensure teaching of reading is central to everything we do Encourage a love of reading through promoting our Reading Spine Challenge and continuing to update and promote use of our library Promote home reading/ reading for pleasure through online platforms <p><i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 1, London: Education Endowment Foundation.</i> <i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</i></p>	<p>Formal lesson observations (one of three per year)</p> <p>Learning Walks and book scrutiny regularly to monitor teaching of early reading and reading comprehension (RWInc, ERIC and DERIC)</p> <p>Monitoring of library borrowing and progress against reading spine</p> <p>SLA with School Library service</p> <p>Eplatform- home library service</p> <p>Phonics Bug- whole school (£1106)</p> <p>Author visits and workshops (at least 2 per year plus stocking library with books)</p> <p>Junior Librarian- TA to facilitate</p> <p>Analysis of data and pupil progress meetings</p>	<p>Danni Monaghan (English Lead)</p> <p>Michelle Forrest (Headteacher)</p>	<p>Termly basis</p> <p>Expected Cost: 12,506</p>	

Desired Outcome: To develop and improve oracy and communication leading to improved outcomes at all phases				
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?
<ul style="list-style-type: none"> Develop pupils' speaking and listening skills and wider understanding of language Use high-quality structured interventions to help pupils who are struggling with their literacy Target teaching and support by accurately assessing pupil needs 	<p>Speaking and listening are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication. Our teaching will focus on pupils' language development, particularly their expressive language, which will also support their writing. Speaking and listening can be used to model and develop expressive and receptive language</p> <p>Actions:</p> <ul style="list-style-type: none"> Member of Oracy 21 Knowsley Group (aim to be Knowsley Oracy Hub) Develop Oracy and Respectful Talk across the school Training for 'Let's Get Knowsley Talking' strategy- Work towards Early TALK Accreditation through iCan (Communication Charity) EYFS TA trained in ELKAN to implement and deliver training in school Use Knowsley agreed assessment tools for Speech and Language to target interventions Invest in resources for Talk/ Communication Invest in 'Picture News'- build home participation <p><i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 1, London: Education Endowment Foundation.</i> <i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</i> https://ican.org.uk/about-us/our-evidence/</p>	<p>Learning Walks and book scrutiny regularly to monitor</p> <p>Develop 'Communication Team' in school to monitor progress and report back to SLT/ Governors</p> <p>Track progress towards accreditation</p> <p>Develop simple tracking system and monitor progress- key groups to begin with and wider roll out once pilot has ended and staff trained</p>	<p>Danni Monaghan (English lead)</p> <p>Amanda Mackey (EYFS)</p> <p>Michelle Forrest (Headteacher)</p>	<p>Termly basis</p> <p>(?????)</p>
Desired Outcome: To improve outcomes in Maths at all phases				
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?
<ul style="list-style-type: none"> Use assessment to build on pupils' existing knowledge and understanding Enable pupils to develop a rich network of mathematical knowledge Develop pupils' independence and motivation Provide resources and training for children and 	<p>A good understanding of maths – arithmetic, reasoning and problem solving- is essential for success in both school and in future careers. Our aim of for all of our children to be fluent in maths, able to reason and solve problems accurately and efficiently.</p> <p>Actions:</p> <p>We will:</p> <ul style="list-style-type: none"> Use Power Maths (endorsed by DfE and based upon Singapore Maths Mastery principles) for daily teaching of maths from Y1-Y6 Explore Power Maths- Reception and consider use in EYFS Use daily catch up sessions to ensure no child is left behind Focus on using Concrete- Pictorial- Abstract resources to build and deepen understanding of concepts Link Power Maths characters to school's Learning Powers to promote independence 	<p>Formal lesson observations (one of three per year)</p> <p>Learning Walks and book scrutiny regularly to monitor teaching maths in all phases</p> <p>Staff training for mastery at all levels including 'train the trainer'- lead within collaborative</p> <p>Coaching and feedback from Maths lead</p> <p>Analysis of data and pupil progress meetings</p>	<p>Michael Brooks (Maths lead and Deputy Headteacher)</p> <p>Michelle Forrest (Headteacher)</p> <p>Hannah Leadbetter- maths lead</p>	<p>Termly basis</p> <p>Expected Cost: £10,500</p>

staff	<ul style="list-style-type: none"> • Train 2 teachers in Teaching for Mastery with St Helens Teaching School / Maths Hub 3- Excellent Maths Teacher training EYFS- Firm Foundations training • Move onto embedding stage with NW3 and NCP (National Collaborative Projects) and other CPD Opportunities • Build Y5-Y8 continuity with feeder high schools <p><i>Education Endowment Foundation (2020) Improving Mathematics in Early Years and KS1, London: Education Endowment Foundation</i> <i>Education Endowment Foundation (2017) Improving Mathematics in Key Stages Two and Three</i></p>		teacher (lower school)	
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Desired Outcome: For all children to master basic skills of spelling and handwriting in order to improve outcomes in writing at all phases

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?
<ul style="list-style-type: none"> • Promote fluent transcription skills • Encourage extensive and effective practice • Explicitly teach spelling 	<p>For children to be able to write independently and creatively and focus in the content of their writing, they must be fluent in the basics of handwriting and spelling. They need to develop their fine motor skills and require a large amount of practice.</p> <p>Actions: We will:</p> <ul style="list-style-type: none"> • Use Nelson Handwriting and Spelling schemes from Reception through to Y6 • Discreetly teach handwriting and spelling • Use regular feedback to support progress • Provide strategies for children to improve their spelling techniques <p><i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 1, London: Education Endowment Foundation.</i> <i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundatio</i></p>	<p>Learning Walks and book scrutiny regularly to monitor teaching of spelling and handwriting and the impact on writing across the curriculum</p> <p>Handwriting and spelling sessions on timetables</p> <p>Analysis of data and pupil progress meetings</p>	<p>Danni Monaghan (English Lead)</p> <p>Michelle Forrest (Headteacher)</p>	<p>Termly basis</p> <p>Expected Cost: £10,920</p>

Desired Outcome: For all children to be able to use writing composition strategies independently and have purpose for writing

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?
<ul style="list-style-type: none"> • Embed the writing process across the school • Enable children to choose most appropriate strategy for writing • Pupils have experiences/ opportunities which provide a reason for writing 	<p>For children to be effective writers, they must first have a purpose or reason and someone to write for. Effective writers use a number of strategies to support each component of the seven stage writing process, and should learn when and how to use each one. Strategies should be modelled before children then practise and support should be gradually withdrawn to promote independence.</p> <p>Actions: We will:</p> <ul style="list-style-type: none"> • Create a clear writing process which will be used across the school- 7 components • Ensure all end of year expectations for writing are understood and used by staff • Embed writing process into English curriculum- writing outcomes mapped across school • Moderation within school and across Collaborative to ensure standards and consistency • Map experiences and enrichment for writing across school • Use support in class or interventions to enable all children to reach potential and meet expectations <p><i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 1, London: Education Endowment Foundation.</i> <i>Education Endowment Foundation (2017) Improving Literacy in Key Stage 2, London: Education Endowment Foundation.</i></p>	<p>All documentation shared with staff</p> <p>CPD to ensure clarity of message and understanding</p> <p>Learning Walks and book scrutiny regularly to monitor teaching of writing across the curriculum- release time. Leadership time</p> <p>Attendance at cross moderation activities</p> <p>Analysis of data and pupil progress meetings</p> <p>Enrichment map monitored and impact evaluated</p> <p>Financial support provided so all children can access enrichment</p>	<p>Danni Monaghan (English Lead)</p> <p>Michelle Forrest (Headteacher)</p> <p>Michael Brooks (Deputy Headteacher)</p>	<p>Termly basis</p> <p>Expected Cost: £3,920</p>

ii. Targeted Intervention				
Desired Outcome: To use Pre-teach and Keep-up to ensure intervention is of high quality and addresses all groups of children				
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?
<ul style="list-style-type: none"> Use targeted academic support in small groups or one-to-one to promote good outcomes for all 	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Actions:</p> <p>To ensure that all groups of children are supported to achieve their potential we will:</p> <ul style="list-style-type: none"> Dedicate time for weekly Pre-teach sessions led by class teacher Utilise teaching assistants to deliver daily pre-teach sessions- directed by class teacher Use daily 'keep-up' sessions (beginning with Power Maths) to provide immediate intervention and feedback and prevent children from falling behind Teaching Assistants use Assessment for Learning feedback sheets to ensure teachers are aware of progress being made by withdrawn groups of children Teaching Assistants use quality assured intervention programmes with children at risk of falling behind (ie RWInc intervention, First Class @ Number and others) <p><i>Education Endowment Foundation (2019) EEF Guide to Pupil Premium London: Education Endowment Foundation.</i></p> <p><i>Education Endowment Foundation (2018) EEF Making best use of Teaching Assistants (updated): Education Endowment Foundation.</i></p> <p>This is currently on hold because of restrictions du to COVID H&S considerations</p>	<p>Learning Walks regularly to monitor interventions and the impact on independent learning and in books</p> <p>Provision mapping and Intervention timetables</p> <p>Analysis of data and pupil progress meetings</p> <p>RAPs to show interventions and impact</p>	<p>Michael Brooks (Deputy Headteacher)</p> <p>Michelle Forrest (Headteacher)</p>	<p>Termly basis</p> <p>Expected Cost: £50,700</p>

ii. Wider Strategies

Desired Outcome: To improve Social and Emotional Literacy for all children

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?
<ul style="list-style-type: none"> • Teach SEL skills explicitly • Integrate and model SEL skills through teaching • Plan for and adopt a SEL programme • Provide full time Learning Mentor support for children and staff • Staff training for SEL approaches and promoting positive mental health and wellbeing 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.</p> <p>We aim for our children to be more emotionally literate and able to self-regulate in order for them to have improved outcomes in school and in later life.</p> <p>Actions: We will:</p> <ul style="list-style-type: none"> • Embed SEL into our Learning Power Approach and in <u>whole school</u> activities and training • Teach SEL through PHSCE curriculum led by Learning Mentor- <u>whole class</u> • Provide <u>targeted</u> support for children who are vulnerable or have greater needs (smaller groups or one-to-one) • Investigate the 'RULER' approach and other evidence based programmes and adopt or adapt the most suitable for our school • Provide SEL interventions for vulnerable children • Ensure training and CPD is regular and up to date <p><i>Goodman, A. et al. (2015). Social and emotional skills in childhood and their long-term effects on adult life. A review for the Early Intervention Foundation</i></p> <p><i>Education Endowment Foundation (2018) Improving Social and Emotional Literacy in Primary Schools Guidance Report Education Endowment Foundation.</i></p>	<p>Learning Walks regularly to monitor interventions and the impact on independent learning and in books</p> <p>Provision mapping and Intervention timetables</p> <p>Analysis of data and pupil progress meetings</p> <p>Learning Mentor network-attendance and agendas</p> <p>Extra staff trained in SEL interventions</p> <p>Invest in DESTY Training/licences</p> <p>Audit staff and ensure all have appropriate SEL and mental health and Emotional wellbeing training and CPD</p>	<p>Michael Brooks (Deputy Headteacher)</p> <p>Michelle Forrest (Headteacher)</p>	<p>Termly basis</p> <p>Expected Cost: £63,000</p>

Desired Outcome: To use outdoor learning to enhance collaborative learning experiences and meta-cognition to impact upon self-regulation, self-confidence and academic outcomes

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?
<ul style="list-style-type: none"> • Use collaborative outdoor learning experiences with physical and emotional/ social challenge • Use outdoor learning to develop practical problem solving, explicit reflection and discussion of thinking and emotion • Set appropriate level of challenge to develop pupils' self-regulation and metacognition 	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week) and those in a 'wilderness' (forest) setting.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Develop area on school field to be our Forest School- • 2x teachers trained to Forest School practitioner L3 – they can they train other staff members • Use Erasmus +funding to gain CPD from overseas settings with proved Outdoor Learning excellence • EYFS staff trained in 'Stepped Approach' to Outdoor Learning • Invest in equipment/ resources to develop learning opportunities in all outdoor areas of school • <p><i>Education Endowment Foundation (2019) Metacognition and Self- Regulation Guidance Report Education Endowment Foundation.</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=outdoor%20learning</p>	<p>SLT members to be part of Erasmus CPD to support learning and ensure high profile in school</p> <p>Use respected forest school trainers</p> <p>Audit outdoor areas, plan for provision needed and monitor impact of usage/ learning opportunities</p> <p>Staff forums from staff involved to focus on outdoor learning and learning so far</p>		<p>March 2020</p> <p>Expected cost: ???</p>