

Pupil premium strategy statement (primary)

1. Summary information					
School	St John Fisher Catholic Primary School				
Academic Year	18/19	Total PP budget	£30,360	Date of most recent PP Review	N/A
Total number of pupils	194	Number of pupils eligible for PP	23(30)15%	Date for next internal review of this strategy	Nov 19

2. Current attainment		
Year 6 17-18	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths combined	60%	School 83% /National other 70 %
% achieving expected standard in reading	100% (progress +6.45)	School 89%National other 80% <i>School Progress +5.44</i>
% achieving expected standard in writing	60% (progress +0.15)	School 83% National other 83% <i>School Progress +1.6</i>
% achieving expected standard in maths	100% (progress +2.99)	School 83% National other 81% <i>School Progress +3.27</i>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Resilience and self esteem- barrier to learning
B.	Gap between disadvantaged children and other achieving higher standard at KS1 and KS2 SATs
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality rates of PP children are lower than other children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve resilience and self esteem	Increased number of pupils eligible for PP at least meet age related expectations in all year groups
B.	Diminish the difference between disadvantaged children and other children achieving exceeding/ Greater depth	Increased numbers of pupils eligible for PPmeet exceeding/ greater depth
C.		

D.	Improve attendance of Disadvantaged children so that it is in line with school targets of 96.5%	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to 96% in line with 'other' pupils. Punctuality of PP children increases.
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5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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. Improve resilience and self esteem	<p>Introduce and embed a Learning Power approach in school</p> <p>Develop school PHSE curriculum and timetable regular sessions for every year group-include mental health</p> <p>Learning mentor to monitor vulnerable children and provide 121 sessions as required</p>	<p>EEF research shows that improving meta cognition can have an impact of up to 8 months on the progress children can make. This is the biggest average progress of any other interventions so far researched by EEF.</p> <p>Research by Carol Dweck et al (Child development 2007) shows that resilience can be deliberately increased and contributes to raising achievement in schools</p>	<p>Team for learning power and 'Building a Positive Learning Culture' established and time given to review and embed the Learning Powers into school</p> <p>Regular time in staff meetings used to evaluate impact and move pedagogy forward</p> <p>SLT to have strategic overview for the implementation and monitor progress (academic) of all children – focus on disadvantaged</p> <p>HT and Learning mentor to regularly meet and review vulnerable children and their progress (emotionally)</p>	MF/ SLT	Dec 2018 April 2019 July 2019
B. Diminish the difference between disadvantaged children and other children achieving exceeding/ Greater depth	<p>Embed quality feedback in lessons</p> <p>Improve quality first teaching.</p>	<p>Continue to improve the quality of feedback throughout the school as research from EEF suggests high quality feedback can impact as much as 8 months difference in progress for each child.</p> <p>Teachers have a direct and immediate impact on children's learning. As such, teachers should always have the highest expectations of themselves and of their pupils</p>	<p>SLT to lead curriculum observations and work scrutinies focussing on quality and impact of feedback</p> <p>Participants to share good practice with colleagues- embed own learning</p> <p>Lesson obs and pupil progress meetings should show impact.</p> <p>Teaching to be a focus of SIP visits and support providing target areas for development.</p> <p>Teachers to develop own pedagogy via training and INSET as well as independent research and learning</p>	MF/ SLT MF/ SLT	<p>Half termly via book scrutinies, lesson obs and pupil progress meetings</p> <p>Half termly via book scrutinies, lesson obs and pupil progress meetings</p>

Total budgeted cost					£
ii. 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?
A. Improve resilience and self esteem	Children identified and given targeted support to build self esteem	We are aware that some of our more vulnerable children are less likely to challenge themselves because of poor self-esteem. Building their resilience should encourage more risk taking in their learning and an ability to overcome mistakes	Regular meetings with learning mentor to monitor provision and need across the school. Pupil feedback and staff feedback Progress and achievement data	MF/ VF	Half termly
B. Diminish the difference between disadvantaged children and other children achieving exceeding/ Greater depth	121 weekly targeted sessions for pupils eligible for PP.	We want to provide extra support to increase high attainment. Individual/ small group interventions with well qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Half termly Pupil Progress meetings with Teachers and TAs to monitor progress and impact of the interventions. (RAPS and PP Tracking)		
	121 weekly maths intervention Weekly small group sessions in maths and reading lessons.	Continue to use First class in number and Read Write Inc for pupils identified as not making expected progress with experienced and trained TA. These interventions have been successful in school already and systems for delivery and assessment are well established and have been researched by EEF and shown impact.	Learning Walks to evaluate quality of provision and learning		
Total budgeted cost					£22,700
iii. Other approaches					
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?
D. Improve attendance of Disadvantaged	Work closely with poor attenders/ punctuality	Early intervention has been shown to have a positive impact on improving attendance and punctuality and helps to build a relationship between	Half termly meeting with SAS Weekly monitoring of overall/ class/ individual attendance figures	VF/ MF	Half- termly with SAS Weekly in

children so that it is in line with school targets of 96.5%	<p>Introduce reward days/ activities for 100% or much improved attendance</p> <p>Targeted use of SAS team (School Attendance Service) to promote good attendance and punctuality</p>	<p>school and hard to reach parents/ carers. We know that regular interaction with the families via phone calls, letters and rewards can help promote improved attendance.</p> <p>Rewards and incentives have been shown in our own school to have a positive impact on attendance (increase in 100% attenders in last academic year due in part to achievement of medals)We are aware that a small number of children have persistent poor attendance which may contribute to their lack of good progress.</p> <p>For those families for whom in school involvement make little difference, SAS provide more targeted support and intervention- EPN if needed.</p>	<p>Weekly Inclusion Meetings to discuss strategies</p> <p>Continue to give good attendance a high profile within school via assemblies, newsletters etc</p> <p>Carefully monitor attendance via regular meetings with learning mentor and issue EPNs fairly and consistently where needed</p>		school
D. Improve attendance of Disadvantaged children so that it is in line with school targets of 96.5%	<p>Healthy Schools Team/ Champions- Award</p> <p>Engaging lunch/ after school opportunities</p>	<p>Build upon Silver Healthy Schools Mark and promote benefits of school attendance through our Healthy Schools initiative.</p> <p>Introduce sports coach at lunchtime and 5x after school club/ extra- curricular clubs for more structured games and opportunities</p>	<p>Aiming to achieve Healthy Schools Gold Award by July 2018 Assessment via School Health Team</p> <p>Deputy/ PE co-ordinator to monito provision at lunch/ after school for variety, consistency and take up.</p> <p>Half termly monitoring of whole school attendance figures</p>	VF	Easter 2019 July 2019-
Total budgeted cost					£11,600

6. Review of expenditure				
Previous Academic Year				
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>Improve oral language skills in Reception for disadvantaged children</p> <p>Disadvantaged children are not meeting expectations in lower year groups causing gaps early (GLD/ Phonics/ KS2 SATs)</p>	<p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception</p> <p>Improve quality first teaching quality feedback.</p> <p>Staff participation in TEEP (LKS2)</p>	<p>Positive impact seen on PP attainment:</p> <p>100% PP children met GLD</p> <p>100% PP children passed Phonics screening</p> <p>50% PP children achieved RWM Combined KS1 SATs 92 children in disadvantaged group)</p> <p>60% PP children achieved RWM Combined KS2 SATs</p>	<p>There have been good results across the school for all groups of children. We will continue to use quality first teaching.</p> <p>We will not repeat the TEEP training but will continue to support staff to achieve outstanding teaching via CPD, Coaching, INSET and collaboration etc.</p>	<p>£9,570</p>
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
<p>Improved attainment for pupils at key KS1 assessment points</p> <p>C .Increase numbers of disadvantaged children reaching Exceeding/ Greater Depth at all assessment points</p>	<p>121 weekly targeted sessions for pupils eligible for PP.</p> <p>121 weekly maths intervention Weekly small group sessions in maths and reading lessons.</p> <p>Increase the effectiveness of feedback and challenge in lessons</p>	<p>Pupils across the school did make progress against their targets.(data tracking)</p> <p>Less positive impact on exceeding/ greater depth;</p> <p>0% PP children exceeded in RWM combined KS1 SATs</p> <p>0 % PP children exceeded in RWM combined KS2 SATs</p> <p>However, progress for PP children in KS2 was between 2 and 3 points more than for non PP children.</p>	<p>We will continue to use staff to provide 121/ small group where needed and interventions as we can see a positive impact based on targets and confidence.</p> <p>Although attainment at exceeding/ greater depth was not seen for our PP children, the positive progress seen is very encouraging.</p> <p>School will continue to implement positive feedback strategies and interventions.</p> <p>Consider use of Individual plans for each PP child in next year</p>	<p>£22,700</p>

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																				
D. Improve attendance of Disadvantaged children so that it is in line with school targets of 96.5%	Targeted use of SAS team (School Attendance Service) Monitoring of attendance weekly- rewards and letters/ meetings with families First response phone calls	<div>Attendance data:</div> <table><tr><td></td><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr><tr><td>PP</td><td>92.3%</td><td>92.6%</td><td>94.2%</td><td>95%</td></tr><tr><td>Other</td><td>97.1%</td><td>96.7%</td><td>96.9%</td><td>97%</td></tr><tr><td>Whole school</td><td>96.3%</td><td>96%</td><td>96.5%</td><td>96.7%</td></tr></table> <div>There has been a steady increase in attendance rates for PP children but they are still below national target of 96.5% and below other children at St John Fisher.</div>				2014	2015	2016	2017	PP	92.3%	92.6%	94.2%	95%	Other	97.1%	96.7%	96.9%	97%	Whole school	96.3%	96%	96.5%	96.7%	We will continue with this approach as we have had success with the strategy. Attendance is a continuous focus in school and as cohorts change, approaches have to be tailored/ continued as necessary. Issuing of EPNs has been largely successful in parental cooperation but does not seem to be impacting on the number of holidays taken through the year- unauthorised absences	£11,600
	2014	2015	2016	2017																						
PP	92.3%	92.6%	94.2%	95%																						
Other	97.1%	96.7%	96.9%	97%																						
Whole school	96.3%	96%	96.5%	96.7%																						
D. Improve attendance of Disadvantaged children so that it is in line with school targets of 96.5%	Healthy Schools Team/ Champions-Award	In the last academic year, school achieved the Healthy Schools Award silver and School games award gold. Health champions took on responsibility for the tuck shop and healthy school messages			Achieving these awards had a positive impact in school and helped to promote healthy lifestyles. We will aim for School games award again this year and Gold award for healthy lifestyles.																					

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.stjohnfisherprimary.co.uk