
St John's Catholic Primary School Pupil Premium Strategy Statement 2017-18

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017/18	Total PP budget	£48,840	Date of most recent PP Review	22/02/17
Total number of pupils	155	Number of pupils eligible for PP	37	Date for next internal review of this strategy	25/01/18

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
28	9	0	0

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	(7) 26.9	(3) 11.5	(4) 15.4	0	0
Year 5	(5) 23.8	(5) 23.8	(0) 0	0	0
Year 4	(6) 26.1	(3) 13.0	(3) 13.0	0	0
Year 3	(2) 13.3	(2) 13.3	(0) 0	0	0
Year 2	(8) 27.6	(6) 20.7	(2) 6.9	0	0
Year 1	(5) 20	(5) 20	(0) 0	0	0
Reception	(4) 25	(4) 25	(0) 0	0	0
Total	(37) 23.9%	(28) 18.1%	(9) 5.8%	0	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	20.0	84.0	
% achieving expected standard or above in reading	66.7	95.8	
% achieving expected standard or above in writing	50.0	91.7	
% achieving expected standard or above in maths	33.3	91.7	
Progress score in Reading	1.76	5.8	0.33
Progress score in Mathematics	1.03	5.1	0.28
Progress score in Writing	-1.18	5.5	0.17
% achieving expected standard or above in reading at KS1	50.0	78.6	
% achieving expected standard or above in writing at KS1	50.0	78.6	
% achieving expected standard or above in maths at KS1	50.0	85.7	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Oral language skills, including pupils with English as an additional language

B. Understanding of language and working memory

C. Independence, self-esteem and perseverance skills

External barriers (issues which also require action outside school, such as low attendance rates)

D. Parental engagement

E. Persistent absence rates

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A greater proportion of disadvantaged pupils reach ARE in each year group. Targets: 75% at EYFS, 63% by the end of KS1 and 57% by the end of KS2. Measured through internal termly teacher assessment, data tracking and termly tests in reading and maths.	The gap between the percentage of disadvantaged and non-disadvantaged pupils achieving ARE is narrowing in each year group.
B.	Disadvantaged pupils make accelerated progress in each of the core subjects, thus enabling them to reach ARE at a faster rate. Targets: 40% of statements achieved each term, for those not working within their age band. Measured through termly pupil progress meetings and internal termly teacher assessment and data tracking.	Pupils are making rapid progress each term, enabling them to be working securely within their expected age banding.
C.	Disadvantaged pupils judged as persistent absentees attend school more regularly. Target: PA rate to decrease from 15% to 10%. Measured through monthly monitoring by attendance officer.	Pupils attend school more regularly and therefore make increased progress in learning. The school's persistent absentee rate falls back in line with the national average.
D.	Parents are engaged with their children's learning. They understand and support their child with reading, homework and attending school. They understand the current attainment/progress of their child and what the next steps are. They access support agencies at an early stage, to support family welfare. Target: all parents of disadvantaged pupils attend the termly parent/teacher consultations and are identified for accessing additional support. Measured through record keeping of who attends school meetings and what provisions are in place for families.	Pupils complete homework tasks, read at home and are generally supported with their learning. They make faster progress and their attainment increases, to be more in line with their peers.
E.	Pupils from disadvantaged backgrounds have the required learning characteristics to achieve their potential; perseverance, resilience, self-confidence, problem solving skills and the desire to challenge themselves and feel proud. Target: all pupils who wish to attend camps or any other day trips can do so, without financial constraints. Measured by	Pupils transfer the life skills/learning skills from the extra-curricular activities into the classroom learning. They are confident to attempt challenging learning and have the skills to problem solve and persevere until a task is complete.

5. Planned expenditure				
Academic year		2017/18		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4A, 4B	Eng and maths support for a group of 6 pupils in Year 2. The TA supports the group with understanding instructions and vocabulary during whole class teaching and then with completing written work. They have a highly differentiated curriculum and also receive small daily additional phonics sessions.	Year 2 has the greatest number of disadvantaged pupils. Only 60% of these pupils passed the phonics check. <u>EE Foundation Toolkit</u> Oral language skills: +5 mths Small group tuition: + 4 mths Phonics: +4 mths	Lesson observations, learning walks, annotation on planning, half termly data monitoring, termly pupil progress meetings.	NT, TB
4A, 4B	Eng and maths support for a group of 5 pupils in Year 6. The TA supports the group with understanding instructions and vocabulary during whole class teaching and then with completing written work, including instant feedback and marking.	Year 6 has the second greatest number of disadvantaged pupils. The gap in attainment between disadvantaged and non-disadvantaged pupils is greatest in this class <u>EE Foundation Toolkit</u> Oral language skills: +5 mths Small group tuition: + 4 mths Feedback: +8 mths	Lesson observations, learning walks, annotation on planning, half termly data monitoring, termly pupil progress meetings.	NT, SW
Outcomes of Mid-Year Review:				

Total Planned Expenditure: £11,261

b. 1-1 Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4A, 4B	Pupils are selected as priority readers, to read individually to an adult every day, discuss the text read and complete their comprehension quizzes.	Pupils selected are those that do not read at home or those behind their peers, that require additional support to increase their attainment. <u>EE Foundation Toolkit</u> Reading comprehension strategies: +5 mths	Teachers keep records of who reads every day and their reading progress. Also discussed at termly pupil progress meetings.	NT
4A, 4B	Speech and language support for pupils in EYFS and Year 1, who are under the care of the county speech and language therapists.	A significant number of pupils entering EYFS have poor speech skills and are below expectations in the communication and understanding areas of the curriculum. <u>EE Foundation Toolkit</u> Early years intervention: +5 mths Communication and language approaches(EYFS): +6 mths Oral language intervention: +5 mths	Therapists visit the pupils and the school's support staff working with them each term, to assess progress and update provision maps.	FL
4A, 4B	Individual teaching assistant for a pupil for English and maths, to address significant learning needs, to support a personalised curriculum, to accelerate progress and give timely feedback on learning.	For a pupil who does not meet the threshold for a SEN statutory assessment, but who has additional special needs. <u>EE Foundation Toolkit</u> Feedback: +8 mths Individualised instruction: +3 mths Behaviour interventions: +3 mths	A clear baseline assessment will be set and progress made in the core subjects will be monitored every half a term. Books will be monitored, as will the annotated curriculum/intervention planning documents.	FL

Outcomes of Mid-Year Review:

Total Planned Expenditure: £8,849

c. 1-1 Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4A, 4B, 4D, 4E	A HLTA supports pupils with their social, emotional, behavioural needs and issues that have occurred at home that might have a negative effect on the learning day. Pupils receive a weekly session, or an individual session based on family circumstances and advice from outside agencies.	Pupils can come into school upset, hungry or their behaviour generally affected by things that have happened in the home, including incidents of domestic violence. Priority is given to those on child in need and child protection plans. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths Social and emotional learning: +4 mths Meta cognition and self regulation: +8 mths Behaviour interventions: +3 mths	The SENCO supports teachers in identifying pupils for weekly support and works with the parents to discuss next steps at school and at home.	FL
4A, 4B, 4D, 4E	A support staff member is trained to plan and run twice weekly THRIVE sessions for individual pupils.	Staff find that increasing numbers of pupils struggle with learning skills such as resilience, self-esteem and perseverance. <u>EE Foundation Toolkit</u> Oral language skills: +5 mths Behaviour interventions: +3 mths Meta-cognition and self-regulation: +8 mths Social and emotional learning: +4 mths	The SENCO supports teachers with identifying pupils for THRIVE. Provision mapping tracks the initial assessment, teaching sessions and final assessment.	FL

Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£4,731
d. Group Intervention - Academic					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
4A, 4B	Timely, daily focussed interventions are run by support staff, for pupils identified as falling behind their peers or not making sufficient progress in an area of the curriculum. Also for those pupils identified as making rapid progress and requiring additional challenge in their learning. Interventions are focussed on specific learning objectives, speech and language needs or the working memory.	There are specific curriculum objectives that are not being achieved that are common to groups of pupils and can be targeted, to bring attainment closer to age related expectations. <u>EE Foundation Toolkit</u> Small group tuition: +4 mths Feedback: +8 mths Mastery learning: +5 mths Oral language skills: +5 mths Phonics: +4 mths	The assessment coordinator meets regularly with support staff and teachers, to ensure interventions are appropriate. Impact is discussed at termly pupil progress meetings, with tracking of half termly data.	TB, NT	
4A, 4B, 4E	Support staff run daily Funfit sessions for targeted pupils in all year groups.	Staff have identified a number of pupils requiring support with fine motor skills, coordination and balance, which affect handwriting and other physical development. <u>EE Foundation Toolkit</u> Small group tuition: +4 mths Physical development approaches: +2 mths	The SENCo coordinates termly assessments of the pupils for identification for support. Staff are trained in delivering the program.	FL	
Outcomes of Mid-Year Review:					

Total Planned Expenditure: £6,435

e. Group Intervention - Social

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4E	Support staff run a weekly Life Skills group, for supporting pupils with essential skills such as crossing the road, using money in a shop, accessing the library, cooking etc. as well as developing communication, problem solving and decision making skills.	For a significant number of pupils who do not experience everyday activities and who lack the learning skills for school and later life. <u>EE Foundation Toolkit</u> Small group tuition: +4 mths Oral language skills: +5 mths Social and emotional learning: +4 mths	The SENCO supports teachers in identifying the targeted pupils and planning activities that support the core and wider curriculum.	FL
4E	Support staff run weekly social story groups to support pupils' social, emotional and behavioural needs.	For pupils who are on the autistic spectrum or those with social and emotional needs. <u>EE Foundation Toolkit</u> Small group tuition: +4 mths Oral language skills: +5 mths Behaviour interventions: +3 mths	The SENCO supports teachers in identifying the targeted pupils and plans the intervention with the support staff.	FL
4A, 4B, 4D, 4E	A support staff member is trained to plan and run twice weekly THRIVE sessions for groups of 3 pupils.	<u>EE Foundation Toolkit</u> Small group tuition: +4 mths Oral language skills: +5 mths Behaviour interventions: +3 mths Meta-cognition and self-regulation: +8 mths Social and emotional learning: +4 mths	The SENCO supports teachers with identifying pupils for THRIVE. Provision mapping tracks the initial assessment, teaching sessions and final assessment.	FL

Outcomes of Mid-Year Review:

Total Planned Expenditure: £966

f. Learning Resources

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4A, 4B	The purchasing of the Accelerated Reader licence, updated books for the library and achievement certificates. Pupils are able to develop independence and confidence with selecting their own books, completing comprehension quizzes on learnpads and progressing up the achievement chart.	Pupils respond well and are motivated by the range of books, the technology and rewards for reading regularly and accurately. <u>EE Foundation Toolkit</u> Digital technology: +4 mths Reading comprehension strategies: +5 mths	Pupils complete star assessments every half a term to track progress. Teachers monitor online records to ensure pupils are reading at the correct level and are being sufficiently challenged. Progress and attainment in reading is discussed at termly pupil progress meetings.	KO, TM
4A, 4B	The purchasing of Mathsframe - an online planning and interactive activity site for the whole school maths curriculum.	Pupils respond well to technology and are motivated by online activities. Teachers can ensure progression of skills, with a variety of supporting games. <u>EE Foundation Toolkit</u> Digital technology: +4 mths Learning styles: +2 mths	The maths coordinator monitors planning, to ensure curriculum coverage.	RC
4A, 4B, 4D	Staff use effective feedback strategies (marking and verbal) to support pupils' learning and next steps. To help pupils to understand the skills they are learning, their progress made and relevance for future learning / adult life.	Accelerated progress is made when pupils discuss their learning achievements, their future needs and next steps in development. <u>EE Foundation Toolkit</u> Feedback: +8 mths	Focussed tracking of these pupils' progress every half term and monitoring of books every term.	NT

Outcomes of Mid-Year Review:

Total Planned Expenditure: £1,333

g. Staff Training

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4A, 4B	Teachers and support staff are to receive training from the assessment coordinator, in analysing data and running interventions effectively.	Staff need to make better use of half termly assessments, to identify the appropriate pupils and appropriate learning objectives for intervention. <u>EE Foundation Toolkit</u> Small group tuition: +4 mths Feedback: +8 mths Mastery learning: +5 mths Oral language skills: +5 mths Phonics: +4 mths	Intervention records are collated and analysed by the assessment coordinator each term.	TB
4A, 4B, 4E	Two members of staff to complete the Thrive training (10 sessions).	Staff find that increasing numbers of pupils struggle with learning skills such as resilience, self-esteem and perseverance. <u>EE Foundation Toolkit</u> Oral language skills: +5 mths Behaviour interventions: +3 mths Meta-cognition and self-regulation: +8 mths Social and emotional learning: +4 mths	Training records, as well as pupil achievement records kept and monitored for progress on a half termly basis.	FL
4A, 4B, 4D, 4E	One member of staff to attend Primary Emotional First Aid training.	Pupils can come into school upset, hungry or their behaviour generally affected by things that have	The SENCO supports teachers in identifying pupils for weekly support and works with the	NT

		<p>happened in the home, including incidents of domestic violence. Priority is given to those on child in need and child protection plans.</p> <p><u>EE Foundation Toolkit</u> Parental involvement: +3 mths Social and emotional learning: +4 mths Meta cognition and self regulation: +8 mths Behaviour interventions: +3 mths</p>	<p>parents to discuss next steps at school and at home.</p>		
4A, 4B	<p>Support staff to receive training session on effective verbal feedback from the English coordinator.</p>	<p>Accelerated progress is made when pupils discuss their learning achievements, their future needs and next steps in development.</p> <p><u>EE Foundation Toolkit</u> Feedback: +8 mths</p>	<p>Half termly monitoring of pupil progress and termly monitoring of books.</p>	TM	
4A, 4B	<p>One member of staff to attend speech and language training (2 sessions).</p>	<p>A significant number of pupils entering EYFS have poor speech skills and are below expectations in the communication and understanding areas of the curriculum.</p> <p><u>EE Foundation Toolkit</u> Early years intervention: +5 mths Communication and language approaches(EYFS): +6 mths Oral language intervention: +5 mths</p>	<p>Therapists visit the pupils and the school's support staff working with them each term, to assess progress and update provision maps.</p>	FL	
Outcomes of Mid-Year Review:					
				Total Planned Expenditure:	£1,381

h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4E	Financial support for pupils to attend the residential camps in Yrs 4, 5 and 6.	Previously, families who have not sent their children on trips have cited the cost as the reason for not attending. <u>EE Foundation Toolkit</u> Meta cognition and self-regulation: +8 mths Outdoor adventure learning: +3 mths Sports participation: +2 mths	Teachers will ensure that all pupils are encouraged to attend these activities and that no pupil will have financial reasons for not attending.	TM, DCG, RC
4E	An additional lunchtime staff member supports the Year 6 pupils who are trained as lunchtime play leaders, to organise purposeful play, assist with friendships and plan physical activities.	Play leaders gain skills in being reliable, trustworthy, problem solving and leadership. Friendship issues are resolved quickly and pupils are physically active for at least 30 minutes each day. <u>EE Foundation Toolkit</u> Sports participation: +2 mths Behaviour interventions: +3 mths	The PE coordinator organises staff and pupil training and the purchasing of equipment.	DCG
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£4,799
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

4D	An interpreter is booked for meetings where a parent's first language is not English.	Every year group has pupils whose parents do not speak English. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths	Teachers liaise with the office staff, to book interpreters for all meetings.	SG
4D	Staff have access to a translator program for their messages to parents on Class Dojo.	Important messages and notices can be accessed by all parents. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths	Messages are regularly monitored to ensure the translator is used each time.	NT
4A, 4B, 4D	Concerns are addressed quickly with referrals to outside agencies and children's services. Meetings and therapies are held within school, to support families in attending.	A significant number of families require support with their children's needs, parenting, finance, housing and other issues that do not reach the threshold for social care. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths Social and emotional learning: +4 mths	The SENCo and DSL liaise with staff and families and hold records for all pupils causing concern.	FL, NT
4A, 4B, 4C, 4D	Staff plan termly consultation meetings to accommodate parents' abilities to attend. Additional sessions are offered for any parent who cannot make the allocated times, to ensure all parents discuss and understand their child's educational progress.	Staff have found that there is a group of parents in each class who do not attend meetings and are not involved in their child's schooling. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths	Teachers will keep a register of who has attended the sessions and make alternative arrangements for those that did not attend. Teachers will ensure that they speak to all parents each term.	NT
4A, 4B, 4C	The purchasing of the Education Welfare Service package, to support the school in lowering the persistent absence rate. Includes attendance clinics, late gates and home visits.	Overall school attendance is good, but the persistence absence rate of disadvantaged pupils is higher than the national expectation. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths Parental engagement (EYFS): +5 mths	Termly EWO reports state current attendance rates, pupils causing concern and actions taken, including home visits and formal warnings from the local authority.	NT, SG

4A, 4B, 4D	Half the cost towards the purchasing of the Educational Psychology service, to support pupils, staff and parents in addressing learning difficulties and concerns.	To ascertain the precise difficulties that a pupil is experiencing and the most effective strategies that staff can implement in school. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths Individualised instruction: +3 mths Learning styles: +2 mths Meta cognition and self-regulation: +8 mths	The SENCO assists staff in identifying and referring pupils to the psychology team. pupils are provided with a provision map, with strategies to be used in the home and at school. Actions and progress are monitored termly.	FL
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £1,687
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
4A, 4B, 4C	Additional administrator hours to take the role of attendance officer. To call parents by 9.30am if a child is absent. To track, monitor and quickly act upon concerns regarding attendance. To work with the Headteacher and EWO in raising attendance levels.	Overall attendance is good, but the absence rate of disadvantaged pupils is higher than the national expectation. <u>EE Foundation Toolkit</u> Parental involvement: +3 mths Parental engagement (EYFS): +5 mths	The Headteacher meets with the attendance officer each month, to monitor attendance. Traffic light letters, attendance clinics and medical evidence for absence are put in place.	NT, SG
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £3218

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.