



# St John Fisher Catholic Primary School

"Growing through God, we learn, laugh and love"

## Pupil premium strategy statement

1. Summary information					
School	St John Fisher Catholic Primary School				
Academic Year	2017/2018	Total PP budget	84,580	Date of most recent PP Review	Sep 2017
Total number of pupils	205	Number of pupils eligible for PP	61	Date for next internal review of this strategy	April 2018 Sep 2018

2. Current attainment			
Attainment /Progress for:2016-2017	Pupils eligible for PP SJF	Pupils not eligible for PP	All
% achieving in reading, writing and maths	79%	72%	73%
% making progress in reading	86%	68%	74%
% making progress in writing	86%	80%	82%
% making progress in maths	79%	76%	77%

End of KS2 Progress	Reading	Writing	Maths
Progress score for disadvantaged pupils	+1.96	+0.10	+0.62
National Average for disadvantaged pupils	+0.33	+0.17	+0.28

### 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)

<b>A.</b>	Lower initial starting points and difficulties with language, Phonics and mathematical development – 46% are low attainers with low starting points
<b>B.</b>	Oral language skills in Reception are low, limited access to language and poor literacy levels alongside lower starting points Communication problems difficulty in expressing themselves or understanding what others are saying.
<b>C.</b>	Higher attaining PP children have extrinsic barriers to achieving aspirations. There are a number of pupils whose parents have not attended FE or University and a number of parents not in regular employment.

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

<b>D.</b>	Gaps in learning due to poor attendance or persistent lateness Attendance rates for pupils eligible for PP are 94.6 % (below the target for all children of 96.92% for academic year 2016/2017)
<b>E.</b>	Circumstances in the home have an impact on the pupils emotional wellbeing in school which prevents accessing the curriculum CN Icart, CAF, bereavement/loss, parental health challenges,
<b>F.</b>	Narrow experiences outside of school

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All children eligible for pupil premium make good progress towards end of year and end of key stage expectations.	Children make at least as much progress as those children not eligible for pupil premium, achieving year end expectations for the end of the year in reading, writing and maths
<b>B.</b>	Oral skills improve in turn impacting on literacy skills which will then result in Higher rates of progress across KS1 and K21 for all PP children.  Pupil premium children make expected/better than expected progress by the end of KS1.	Pupil premium children have needs identified on entry and support packages / interventions are available to boost language, listening and attention to maximise future learning opportunities.  Support early intervention to improve language, listening and attention skills
<b>C.</b>	For high achieving PP to achieve their maximum potential and to have high aspirations for themselves.	Upper KS2 to have access to 'Professor Fluffy' workshop. Children made aware of previous pupils life achievements and chosen careers.
<b>D.</b>	Reduce the number of persistent absentees. Improve overall attendance of all pupils including pupil premium children. Overall attendance rates increase to 96.5% and children are on-time and ready to learn.	In the line on time class award. Termly attendance and punctuality celebration and prize giving. Pastoral lead to work with persistent absentees and those that arrive late to find out difficulties and overcome barriers. (see individual case studies.)

<b>E.</b>	Family Support Worker to support the pastoral and learning needs of vulnerable pupils so they enter the classroom ready to learn feeling valued, safe and encouraged. Accessible and sympathetic contact for all pupils, issues are addressed ensuring that they do not become barriers to learning. Effective links with parents/carers and outside agencies.	Pastoral lead dedicates time to ensuring that children's home lives have minimal detriment to their learning. Support and advice is given to struggling families and those that need it on a range of issues for example, bereavement, parental separation, illness and financial struggle. Pastoral lead will continue to receive training on any issues that arise with PP children to ensure that she is fully equipped to support all families.
<b>F.</b>	PP children to have opportunities to access a wide range of experiences Children's participation will increase and they will be more motivated and committed to attend. PP pupils have enriched experiences in school, attend extra-curricular clubs and Forest School.	Pupil Premium pupils are individually targeted for extracurricular clubs. SMT monitor engagement and select particular pupils for different clubs. Gain pupil voice to find out what these specific children would like and find a way of providing these clubs.

## 5. Planned expenditure

**Academic year**

**2017/2018**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
85% of pupils attaining Age Related Expectations in reading, writing and mathematics. Pupil Premium pupils make accelerated progress from their starting points.	<i>Phonics is streamed across KS1 and within lower key stage 2. In upper key stage two any gaps in knowledge are filled using Fresh Start and the one to one programme.</i>	Quality First Teaching is fundamental to success. Small group tuition: A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Pupils are grouped according to current levels of attainment or specific needs. Additional support targeted at specific pupils who are making slower progress in learning	Learning Walks Lesson Observations half termly Data analysis of PP pupils Pupil Progress meetings.	<b>SLT</b>	Dec 2017 Mar 2018 June 2017

All children eligible for pupil premium make good progress towards end of year and end of Key Stage expectations	Ensure that all teaching throughout the school is at least good or better.  Ensure all children have clear and accurate targets in place, monitored through termly pupil progress meetings and analysis of tracking data.	The national curriculum follows the philosophy of 'teaching to the top' so all children can access year group expectations. Pre-teach and implement intervention where necessary and quickly to support learning. Vast majority of children should have their needs met through Quality First Teaching approaches, with only those with additional learning needs receiving Enhanced Quality First approaches or Pupil Plans to provide additional support	Through monitoring and evaluation of classroom practice. Evidence through learning walks, classroom displays, books, discussions with children and meetings with staff / evaluation of individual pupil data.	Head teacher Deputy SENCO Class teachers	End of each term following Pupil Progress meetings with all teachers
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<b>Total budgeted cost</b>					36,000
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Premium pupils with SEND make the same or more progress than non PP and non-SEND pupils	PP Lead and SENCo to deliver targeted interventions and coordinate and monitor teaching Assistants and interventions Sendco to attend pupil progress meetings with DH	SENCo most effective when leading a specific intervention programme or when they work closely with the class teacher 1:1 work and small group focus has proven to be effective in helping learners to catch up Short periods of intensive sessions tend to have the most impact	Caps  SEND case studies  Progress Data	ND JMc	Dec 17 April 18 July 18
TA's effectively support PP children with gaps in learning.	Additional targeted, bespoke interventions to ensure we close the gaps for pupil premium children. TAs to support groups throughout the day in all year groups to deliver proven and new interventions in basic skills.	Extra intervention and support targeted to maintain children's progress and improve prospect of achieving at least national expectations by the end of KS2. Bespoke interventions with measurable outcomes in basic skills to improve phonics, spelling, reading age, basic maths skills with the aim of ensuring children keep up with the new curriculum in appropriate year-groups.	Directed time to monitor interventions, delivery outcomes. Children tracked through school to ensure target setting leads to at least in-line with national expectations by the end of KS2.	English Leader Maths Leader SENCO	Half termly

**Total budgeted cost** £48,000

**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?
Pupil Premium pupils have enriched experiences in school, attend extra-curricular clubs and improve aspirations	<p>PP pupils targeted for extracurricular clubs</p> <p>Additional adults provide extracurricular opportunities. Pupils from disadvantaged backgrounds targeted for some of the clubs</p> <p>KS2 Peripatetic Music tuition Guitar lessons Recorder</p>	<p>Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school. A wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation. Approaches to learning can have impact on confidence.</p> <p>Provide equality of opportunity and a form of expression. Refined patience and self-discipline practice required to master playing of an instrument, fosters self-esteem responsibility and sense of responsibility.</p>	% of PP pupil attending extra-curricular clubs.	ND KS FC	ongoing
Vulnerable children and their families are supported.	<p>Family support worker to work with individual children and their families to provide a range of pastoral care. This helps to promote the welfare of all pupils but particularly those that are considered vulnerable. Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning. Effective links with parents/carers. Strong links with community agencies</p>	<p>Pupils happier at school and at home are more able to access learning. Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy safe environment.</p>	Pastoral lead will keep records of and monitor the support of vulnerable families.	CS	Dec 17 July 18
Increased attendance and improve punctuality	Free places for those in most need to attend Breakfast club and after school care.	Breakfast and/or afterschool care will be given to those most in need to overcome barriers to poor attendance.	Specific children targeted and their attendance and punctuality monitored.	SMT	ongoing
To support children with attachment difficulties.	Art therapy – therapist will provide weekly sessions to develop children’s emotional literacy and address any underlying issues that children have with regards to attachment.	Children who have experienced emotional trauma will work alongside an art therapist addressing this through the medium of art which is easily accessible for all children at different ages and stages.	Art therapist completes a report at the end of each child’s allocated sessions.	Jmc	Dec 17

Improve behaviour, respect, teamwork and encourage positive relationships.	Military school – children are supported by ex –military personnel to develop a team ethos and understanding of British values.	Children are able to work together as a team	Regular feedback with class teacher. Feedback from parents. Discussions with children.	Jmc	July 18
<b>Total budgeted cost</b>					32,000

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Increased progress in reading writing and maths. A greater number of pupils at or above age related expectations.	Phonics is streamed across KS1 and within lower key stage 2. In upper key stage two any gaps in knowledge are filled using Fresh Start and the one to one programme. IDL Toe by Toe, Booster groups	Children were identified early Outcomes improved across the school	School recognises the need to further improve the impact of interventions  In addition the school needs to ensure that the needs of the pupils are well matched to the interventions they access	£42000

#### ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Vulnerable children and their families are supported.	Family support worker To work with individual children and their families to provide a range of pastoral care. This helps to promote the welfare of all pupils but particularly those that are considered vulnerable Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning. Effective links with parents/carers. Strong links with community agencies	Pupils are happier at school and at home. They are more able to access learning. Pupils feel valued as individuals and are encouraged in their learning. Children develop socially in a healthy safe environment.  Pastoral lead has supported children were staff would previously have had to take the time to deal with.	The impact of having a pastoral lead has been invaluable to staff, parents and children. We will continue to develop the role of the pastoral lead.	£26,000
Increased attendance and improve punctuality	As a school we bought in to the Halton SLA to support us with attendance and punctuality.	Unfortunately impact was minimal due to staff absence.	We will no longer be using this service and the pastoral lead has already taken up this role with success. Going forward the pastoral lead will continue with this role.	

#### iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
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Enrich life experiences for disadvantaged pupils through the use of external providers	Subsidised peripatetic music tuition for pupils from disadvantaged backgrounds. Samba Drumming, recorder and guitar for all pupils	Provided equality of opportunity and a form of expression. Refined patience and self-discipline, practice required to master playing of instrument. Fostered self-esteem, responsibility and sense of achievement. Promoted interaction, communication, teamwork as children collaborated when playing in ensemble. Parent noticed an improvement in child's memory and co-ordination	Continue to offer tuition increase number of PP children taking up offer Continue to Keep records of participation and performances.	£ 9000
Enrich life experiences for disadvantaged pupils through the use of external providers	Military School	Wider benefits on attitudes to learning and wellbeing have also consistently been reported from the pupils involved.	To continue with one year group for one term only.	£3000
Providing equal opportunities for disadvantaged pupils	Subsidised visits to enable children to participate	Experiential learning linked to the curriculum. Stimulated, inspired and improved motivation. Activities provided direct and relevant experiences that deepened and enriched learning. Developed Key life skills, built confidence, personal, social, emotional development and enjoyment of school. Enabled children to learn	To continue next year	£1500
To improve attainment and progress of vulnerable pupils	Achievement for all	To train and support SEND and pastoral lead to improve the tracking and reporting of impact on pupils.  Train staff in use of structured conversations to encourage higher levels of parental involvement	Training was successful Measures have been put in place	£2000

## 7. Additional detail

Pupil premium expenditure has been effectively allocated throughout the year and impacted positively on the eligible children's overall pastoral care and academic education.

All of the children received a high quality, broad and balanced curriculum, they accessed a wide variety of extracurricular activities, attended residential visits and participated in a range of high quality enrichment activities.

The employment of a pastoral lead proved extremely beneficial in improving school attendance, building positive relationships with parents and reducing the number of behaviour incidents that were previously referred to the SLT. School initiatives in Maths and English by teachers and support staff ensured accelerated progress for our identified pupils.

A wide variety of strategies are employed to tackle 'the opportunity gap' in education and to raise attainment for the children from disadvantaged backgrounds.

For example: • rigorous monitoring and use of data; • deploying staff and resources effectively; • employing intervention programmes; • raising pupil aspirations using engagement/aspiration programmes; • focussing on pupils' attitude to learning; • engaging parents/carers; • providing family learning; • developing social and emotional competencies; • supporting school transitions;