

Pupil Premium Strategy Statement

1. Summary Information

School	St John's Catholic Primary School				
Academic Year	2017/2018	Total PP budget	£248,160		
Total Number of Pupils (R-Y6)	370	Number of pupils eligible for PP	189	Date for next internal review of this strategy	Jan 2018

2. Current Attainment 2017

	<i>Disadvantaged pupils</i>	<i>All Pupils</i>
% achieving expected standard in reading, writing and maths	57%	64%
% making expected standard in reading	61%	69%
% making expected standard in writing	65%	74%
% making expected standard in maths	78%	86%

3. Current progress 2017

	<i>Disadvantaged Pupils 22 Pupils</i>	<i>All Pupils</i>
% making expected/ expected+ progress in reading	55%	61%
% making expected/ expected+ in writing	67%	71%
% making expected/ expected+ in maths	86%	78%

4. 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.	Poor oral language skills on entry to EYFS. Children’s data on entry is well below national average.
B.	Closing the gap in Phonics at end of Yr1 for disadvantaged
C.	Writing across the school in KS1 and KS2 is below national at expected and at greater depth.
D.	Reading at KS2 for all groups including disadvantaged.

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

E.	Low attendance and high persistent absentee rates.
F.	Increasing numbers of families with external support or early help support due to family circumstances.
G.	High levels of deprivation – Double national figures.

5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Improved oral skills and outcomes for GLD at the end of EYFS.	Increased percentage of pupils eligible for PP achieve GLD
B.	To continue to close the gap in phonics in Yr1 for disadvantaged pupils.	Gap between school and national is narrowed in year 1 and year 2 and the gap for groups and disadvantaged. 82% of disadvantaged in Year 1 phonics compared to 81% National (provisional).
C.	Improved outcomes at expected in writing across the school and to increase the percentage of children working at expected and above.	KS1 and KS2 writing – Gap with national will close for both by KS1 and 2.
D.	<ul style="list-style-type: none"> Improved outcomes for reading in KS2 to increase the percentage of children working at expected and greater depth across all groups. 	To close the gap at KS2 reading for disadvantaged pupils.

	<ul style="list-style-type: none"> Improved outcomes in maths at the end of ks1. Increased percentage of children working at expected and greater depth across all groups. 	Gap at KS1 for maths disadvantaged pupils will close
E.	Improved attendance and persistent absence rates for all groups especially disadvantaged.	Reduce the numbers of persistent absentees of disadvantaged children to 10% or below.
F.	Disadvantaged children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	Children who access self-esteem/ play therapy programmes show positive impact from the programme from school data, pupil voice and adult/ parental feedback.
G.	Subsidising breakfast club to ensure disadvantaged children have a good start to the day and are ready for learning.	<p>Increased numbers of disadvantaged children access a good breakfast to ensure readiness to learn and high levels of punctuality.</p> <p>Disadvantaged children are tracked to ensure that they have access to a broad and balanced curriculum. Pupil voice is collected to measure impact.</p>
H.	High adult/ pupil ratio will enable specific needs of disadvantaged pupils to be targeted.	Accelerated progress for disadvantaged pupils so that the gap between disadvantaged and all other pupils closes.
I.	Learning Mentor and Deputy Headteacher to monitor patterns of attendance in disadvantaged children and to work closely with EWO and families to provide early help and establish good patterns of attendance.	Targeted support.
J	Children have access to high quality reading and resources to encourage the development of lifelong readers.	All disadvantaged children access fully a broad and balanced curriculum. Children have access to high quality reading material.

6. 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

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 we review the implementation
To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving GLD.	Additional teacher across EYFS to target early language and communication. Consistent approaches to behaviour management and positive learning behaviours.	Baseline and data on entry shows that the children enter well below age related expectation. Increasing numbers of disadvantaged children are entering school with external support or early help assigned to the family. This can impact upon behaviour and their readiness to learn.	Termly monitoring of progress of children through development matters. Termly SLT pupil progress meetings.	J Keelan J Taylor A Nicol J Bond	Dec 17 March 18 June 18
To increase parental engagement in reading and to increase attainment and progress in KS2 reading.	Implement reading initiative across school to engage families with home reading and to raise the profile of reading across the school	End of KS2 data for reading evidenced that disadvantaged pupils were not making satisfactory progress and attainment.	Termly monitoring of impact of reading action plan. Report to governors on impact of whole school initiative on reading. Tracking of class standards in reading across KS2 for reading in SLT progress meetings. Collecting pupil voice about their experiences of reading in school.	C Hyland A Nicol	Dec 17 Mar 18 June 18 Dec 17

<p>To increase parental involvement at the very earliest stages</p>	<p>Additional teacher will be Parental Involvement Co-ordinator and support parents, organise courses etc.</p>	<p>Parents attend courses which will help them support their child's learning. Parent's more confident in strategies.</p>	<p>Impact of reading initiative will be tracked through home reading data and entry and exit data for reading.</p> <p>Greater parental engagement. Increased percentage of parents attending parent courses. Positive impact upon pupil learning.</p>	<p>C Hyland A Nicol</p>	<p>Mar 18 June 18</p>
<p>To improve outcomes in writing and to increase the percentage of pupils working at greater depth.</p>	<p>Whole school focus on children having opportunities to apply their learning in writing independently and across the curriculum.</p>	<p>Not sufficient disadvantaged pupils compared to national other pupils achieved GDS in writing.</p>	<p>Literacy co-ordinator to monitor progress of disadvantaged groups in writing.</p> <p>Termly data collection analysed by class teachers/ SLT/ Literacy Co-ordinator.</p> <p>SLT meetings to target progress and attainment of disadvantaged in writing.</p> <p>Professional discussions in school and across network of school – what does GDS look like?</p> <p>Standardisation meetings to take place in school and across network/ LA.</p>	<p>C Hyland S Newton</p>	<p>Dec 17 Mar 18 June 18</p>
<p>All pupils access high quality music lessons. Children learn how to play a</p>	<p>Music lessons from specialist teacher including</p>	<p>Music lessons develop concentration and listening skills in children. It can also develop a love and appreciation of music which will hopefully be a skill for life.</p>	<p>Year group teachers, with the support of specialist music teachers assess knowledge of music on a termly basis. Children perform for parents regularly and at prize day in summer term.</p>	<p>D Walsh</p>	<p>Dec 17 Mar 18 June 18</p>

musical instrument.	clarinet lessons in Yr3&4	Development of self-confidence and self-esteem translated to more confidence in the classroom.	Outcomes will be reported in subject leader report for music.		
To promote and improve good attendance and punctuality of targeted pupils. Increase annual attendance for disadvantaged children to at least 98%.	Learning Mentor to continue to support improvement in parental engagement and improves attendance and reduced PA's. Learning Mentor to lead whole school incentives for attendance and punctuality.	The school has high aspirations for attendance, we aim to ultimately to close the gap between our disadvantage pupils in terms of attendance and PAs in comparison to non-disadvantage pupils nationally. We aim to target our resources at specific individual PA pupils. Attendance initiatives will be renewed to ensure maximum impact. Attendance leads will work closely with LA attendance team. End of year data for July 2017 indicates overall attendance of all pupils 95.3%. Attendance for disadvantaged children is 94.26%. Difference between disadvantaged and all pupils is 1.04% (evidence for rational).	Daily and weekly and half termly monitoring of attendance overseen by Headteacher.	L Wooding D Walsh D Maudsley	Oct 17 Dec 17 Feb 18 Apr 18 May 18 July 18

ii. Targeted support					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will we review the implementation
Accelerate progress of targeted pupils in maths ensuring in school closure of		End of Key Stage 1 & 2 as well as OFSTED priority area highlighted this as a school area for development.	Greater skill in maths teaching as evidenced in lesson observations, as well as evidence in books, pupil responses & formative assessment evidencing progress across the year.	R Boyle S Newton Headteacher	Dec 17 March 18 June 18

gap in maths is maintained.					
Small group and one to one interventions provided by teaching assistant	Targeted support from teachers and teaching assistants across all year groups.	For those children at risk of not achieving expected standard or making at least expected progress – additional teaching through targeted intervention from trained teaching assistants in small groups or one to one ensures children can reach their full potential.	All interventions are taught by trained teaching assistants. All interventions have on entry and exit data to measure impact.		Dec 17 March 18 June 18
Opportunity to read with adults regularly. Promote enjoyment and love reading resulting in at least expected progress for all pupils involved.	Adult one to one reading opportunities.	Additional time with a trained adult to support reading on a one to one basis – special time not only to further develop reading skills but to instil a lifelong love of reading, stories and books.	Attainment for targeted pupils will be monitored on a termly basis.		Dec 17 March 18 June 18

iii. Other approaches					
Desired Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will we review the implementation
Disadvantaged children have access curriculum enrichment, trips etc.	Targeted children to access extended services at subsidised cost/ no cost.	This ensures equality of opportunity offered to all children ensuring economic disadvantage will not prevent involvement in residential activity or curriculum enrichment activity.	Trips and visits Co-ordinator will monitor uptake to ensure that non-attendance is not due to financial restraints.	M Bruen	Dec 17 March 18 June 18
EAL children and families develop basic English to aid	EMPTAS specialist teacher to	School evidence shows that when families learn English together their children will make better progress in English.	Monitoring of progress of EAL children as a group by teachers and SLT in progress meetings.	K McSteen K McSteen	Dec 17 March 18 June 18

communication and integration into school and wider community.	support children.		EAL Lead to track progress of group and to target support of EMPTAS teacher		
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4. Review of expenditure:	
Previous Academic Year	See 2016-2017

5. Additional detail
<ul style="list-style-type: none"> • The school is in one of the most deprived areas in the country and in the most deprived areas of Liverpool. 53.4% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families. • 17% of our pupils are EAL, a significant number are newly arrived to the UK. There has been a significant change to our school population over the last four years. • Quite high pupil mobility. At one point, a third of pupils across the school had joined the school at a later stage. This led to school tracking a category for performance under 'mobile pupils' as it was so significant. • 16% of pupils (58 children) have SEN support, one pupil has a statement with 3 EHC assessment requests are pending, 31% of SEN pupils have social, emotional and mental health difficulties, 26% have learning and cognition needs including a number of children, who have moderate learning needs or specific literacy difficulties, including dyslexia. 19% of our SEN pupils have a diagnoses of ASD with a further 10% of pupils on the ASD pathway. • The Headteacher is a nominated pupil premium leader by the LA. • The school has appointed a TLR, EYFS teacher specifically as the two year olds link professional. She works closely with the two year olds manager to ensure that our children get the very best start at such a young age.