

Pupil Premium Strategy Statement (2018-2019)

1. Summary Information					
School	St John's Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£231,000		
Total Number of Pupils	386	Number of pupils eligible for PP	160 (R-Y6)	Date for next internal review of this strategy	Jan 2019

Attainment for Academic Year 2017-2018			
	<i>Disadvantaged pupils</i>	<i>All Pupils</i>	<i>Gap to national</i>
% achieving expected standard in reading, writing and maths at the end of KS2	60%	59%	-5%
% making expected standard in reading at the end of KS2	66%	66%	-9%
% making expected standard in writing at the end of KS2	91%	91%	+13%
% making expected standard in maths at the end of KS2	77%	80%	+4%
% making expected standard in reading at the end of KS1	70%	74%	-1%
% making expected standard in writing at the end of KS1	61%	65%	-5%
% making expected standard in maths at the end of KS1	61%	70%	-6%
% attaining expected standard in Phonics screening test (Year 1)	84%	90%	+8%
% attaining GLD at the end of EYFS	69%	66%	-6%

2. Progress for end of Academic year 2018 (End of KS2)		
	<i>Disadvantaged Pupils 35 Pupils</i>	<i>All pupils 44 Pupils</i>
Reading	-3.7	-3.6
Writing	+0.7	+0.9
Maths	-3.2	-2.4

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.	Poor oral language skills on entry to EYFS. Children's data on entry is well below national average.
B.	Low level of basic skills – phonics, early reading, writing, vocabulary and maths – holding pupils back from attaining and making expected progress.
C.	Writing in KS1 is below national at the expected standard.
D.	Reading at KS2 for all groups including disadvantaged.
E.	Children including those that are HA require support with the understanding and interpretation of higher level mathematical vocabulary.
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	Low attendance (2017-2018 was 95.28%) and high persistent absentee rates. If children are not in school regularly, they do not benefit from our quality teaching or other interventions offered.
G.	Increasing numbers of children and families experiencing trauma, crisis and/or emotional difficulties (some with external support or early help support depending on circumstances). This affects their learning behaviour, attitudes and attendance in school.
H.	High levels of deprivation resulting in children not coming to school equipped to learn.

4. Outcomes			
	<i>Desired outcomes</i>	<i>Success Criteria</i>	<i>How it will be measured</i>
A.	Improved oral skills and outcomes for GLD at the end of EYFS.	Increased percentage of pupils eligible for PP achieve GLD.	Ongoing observations and half-termly assessments. PP impact meetings (half termly) discussing progress and impact of focused interventions for PP children.

B.	To continue to improve basic skills with an emphasis on enriching children's vocabulary.	<p>Improve progress in communication and language across the school. Children will begin to include a wider range of vocabulary in their conversations which will impact their writing with more children reaching expected by the end of KS1.</p> <p>There will be more emphasis on the teaching of vocabulary in KS2 resulting in children being able to access higher order questioning in reading comprehension tasks.</p>	Ongoing lesson observations and book scrutiny by SLT.
C.	Continue to improve the outcomes at expected in writing across the school and to increase the percentage of children working at expected and above.	<p>KS1 writing – gap with national will continue to close for KS1.</p> <p>KS2 writing – to extend the good practice from year 6 across year 3-5 and maintain outstanding attainment from 2018.</p>	Ongoing lesson observations and book scrutiny by SLT.
D.	Improved outcomes for reading in KS2 to increase the percentage of children working at expected and greater depth across all groups.	More disadvantaged pupils achieving expected and greater depth at the end of KS2.	<p>Ongoing teacher assessment and targeted support (small group teaching).</p> <p>PP impact meetings (progress meetings focused on PP children).</p>
E.	Improved outcomes in maths at the end of KS1.	More disadvantaged pupils in KS1	Ongoing teacher assessment and

	Increased percentage of children working at expected and greater depth across all groups.	to achieve expected and greater depth in Maths.	targeted support (small group teaching). PP impact meetings (progress meetings focused on PP children).
F.	Improve the attendance and persistent absence rates for all groups especially disadvantaged.	Reduce the numbers of persistent absentees of disadvantaged children to 10% or below. Attendance target for whole school 2018-2019: 98%	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.
G.	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 will benefit from access to programmes targeted at supporting their self-esteem and well-being. These programmes show a positive impact and enable children to contribute and take part in the day-to-day school life.	SENCO to monitor programmes such as Lego Therapy, Brighter Horizons Counselling and Seedlings and feedback to SLT.
H.	Subsidising breakfast club to ensure disadvantaged children have a good start to the day and are ready for learning.	Increased numbers of disadvantaged children access a good breakfast to ensure readiness to learn and high levels of punctuality.	Learning mentor and Deputy Head to monitor this provision.
I.	High adult to 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.	PP impact meetings to take place every half term.
J	Children have access to high quality resources	All disadvantaged children have	Online resources such as Reading

	both in school and online to enrich the broad and balanced curriculum.	access to a broad and balanced curriculum. Children will be exposed to high quality materials that will support their learning across the curriculum.	Plus to continue to be monitored by curriculum manager. Book scrutiny by SLT and middle leaders (ongoing).
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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.

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 J Bond A Nicol	Dec 18 March 19 June 19
To increase parental engagement in	Implement reading initiative across	End of KS2 data for reading evidenced that all pupils including disadvantaged pupils were not making satisfactory progress and attainment.	Termly monitoring of impact of reading action plan.		

<p>reading and to increase attainment and progress in KS2 reading.</p> <p>To increase parental involvement at the very earliest stages</p>	<p>school to engage families with home reading and to raise the profile of reading across the school</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>Report to governors on impact of whole school initiative on reading.</p> <p>Tracking of class standards in reading across KS2 for reading in SLT progress meetings.</p> <p>Collecting pupil voice about their experiences of reading in school.</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 S Newton A Nicol</p> <p>A Nicol</p>	<p>Dec 18 Mar 19 June 19</p> <p>Dec 18 Mar 19 June 19</p>
<p>To improve outcomes in reading 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 reading independently and across the curriculum.</p>	<p>KS1 disadvantaged children need to close the gap on national for greater depth.</p> <p>KS2 all pupils including disadvantaged fell below national.</p>	<p>SLT to monitor progress of disadvantaged groups in reading.</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 reading.</p>	<p>D Maudsley D Walsh C Hyland S Newton</p>	<p>Dec 18 Mar 19 June 19</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>All pupils access high quality music lessons. Children learn how to play a musical instrument.</p>	<p>Music lessons from specialist teacher including flute lessons in Yr3&4</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>Development of self-confidence and self-esteem translated to more confidence in the classroom.</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. Outcomes will be reported in subject leader report for music.</p>	<p>D Walsh</p>	<p>Dec 18 Mar 19 June 19</p>
<p>To promote and improve good attendance and punctuality of targeted pupils.</p> <p>Increase annual attendance for disadvantaged children to at least 98%.</p>	<p>Learning Mentor to continue to support improvement in parental engagement and improves attendance and reduced PA's.</p> <p>Learning Mentor to lead whole school incentives for attendance and</p>	<p>End of year data for July 2018 indicates overall attendance of all pupils 95.28%. Attendance for disadvantaged children is 94.11% compared to attendance of non- disadvantaged children at 96.31%.</p> <p>Difference between disadvantaged and non-disadvantaged is 2.2%.</p>	<p>Daily, weekly and half termly monitoring of attendance overseen by Headteacher.</p>	<p>L Wooding D Walsh D Maudsley</p>	<p>Oct 18 Dec 18 Feb 19 Apr 19 May 19 July 19</p>

	punctuality.			
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i. 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 reading (KS2) and Maths (KS1) ensuring gap to national closes.	Small group provision	End of Key Stage 1 & 2 data (2018) highlighted these as areas for development.	Greater skill in reading/maths teaching as evidenced in lesson observations, as well as evidence in books, pupil responses & formative assessment evidencing progress across the year.	R Edge C Brennan C Hyland S Newton D Maudsley	Dec 18 March 19 June 19
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.	S Melarangi	Dec 18 March 19 June 19
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.	Class Teachers	Dec 18 March 19 June 19

ii. 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
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					implementation
Disadvantaged children access curriculum enrichment opportunities such as visitors, residential and 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.	D Walsh D Maudsley	Dec 18 March 19 June 19
EAL children and families develop basic English to aid communication and integration into school and wider community.	EMPTAS specialist teacher to support children.	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. EAL Lead to track progress of group and to target support of EMPTAS teacher	S Newton S Newton	Dec 18 March 19 June 19

4. Review of expenditure:

Previous Academic Year	2017/ 2018 See pupil premium impact statement on school website
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5. Additional detail

- The school is in one of the most deprived areas in the country and in the most deprived areas of Liverpool. **41%** of our pupils (R-Y6) are classed as disadvantaged which although higher than national levels is low given what we know about our families.

- **26.6%** 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 five 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.
- **17.4%** of pupils (**67 children**) have Special Educational Needs (SEN). **33%** of these pupils have learning and cognition needs; **31%** have social, emotional and mental health problems; **18%** of our SEN pupils are diagnosed with ASD with a further 14 children currently on the ASD pathway; **13%** of our SEN pupils have speech, language and communication as their primary need.
- 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.