

# Pupil Premium Strategy Statement (2019-2020)

## 1. Summary Information

School	St John's Catholic Primary School				
Academic Year	2019/2020	Total PP budget	£228,360		
Total Number of Pupils	437	Number of pupils eligible for PP	133 (N-Y6)	Date for next internal review of this strategy	Sept 2020

## Attainment for Academic Year 2019-20

	<i>Disadvantaged pupils</i>	<i>All Pupils</i>
% achieving expected standard in reading, writing and maths at the end of KS2	74%	81%
% making expected standard in reading at the end of KS2	79%	85%
% making expected standard in writing at the end of KS2	79%	85%
% making expected standard in maths at the end of KS2	73%	81%
% making expected standard in reading at the end of KS1	47%	71%
% making expected standard in writing at the end of KS1	35%	61%
% making expected standard in maths at the end of KS1	59%	71%
% attaining expected standard in Phonics screening test (Year 1)	87%	85%
% attaining GLD at the end of EYFS	50%	66%

## 2. Progress for end of Academic year 2019 (End of KS2)

	<i>Disadvantaged Pupils 34 Pupils</i>	<i>All pupils 53 Pupils</i>
Reading	<b>1.52</b>	<b>1.2</b>
Writing	<b>1.36</b>	<b>1.3</b>
Maths	<b>-0.47</b>	<b>0.1</b>

### 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>	Poor oral language skills on entry to EYFS. Children's data on entry is well below national average.
<b>B.</b>	Low level of basic skills – phonics, early reading, writing, vocabulary and maths – holding pupils back from attaining and making expected progress.
<b>C.</b>	Writing in KS1 is below national at the expected standard.
<b>D.</b>	Maths for all groups including disadvantaged.
<b>E.</b>	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*)

<b>F.</b>	Low attendance (whole school 95.91% and PP attendance 93.78%) and high persistent absentee rates. If children are not in school regularly, they do not benefit from our quality teaching or other interventions offered.
<b>G.</b>	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 n school.
<b>H.</b>	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>
<b>A.</b>	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 (termly) discussing progress and impact of focused interventions for PP children.

<p><b>B.</b></p>	<p>To continue to improve basic skills with an emphasis on enriching children’s vocabulary.</p>	<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>	<p>Ongoing lesson observations and book scrutiny by SLT.</p>
<p><b>C.</b></p>	<p>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>	<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 2019.</p>	<p>Ongoing lesson observations and book scrutiny by SLT.</p>
<p><b>D.</b></p>	<p>Improved outcomes for Maths in KS2 to increase the percentage of children working at expected and greater depth across all groups.</p>	<p>More disadvantaged pupils achieving expected and greater depth at the end of KS2.</p>	<p>Ongoing teacher assessment and targeted support (small group teaching).</p> <p>PP impact meetings (progress meetings focused on PP children).</p>

<b>E.</b>	Improved outcomes in maths at the end of KS1. Increased percentage of children working at expected and greater depth across all groups.	More disadvantaged pupils in KS1 to achieve expected and greater depth in Maths.	Ongoing teacher assessment and targeted support (small group teaching).  PP impact meetings (progress meetings focused on PP children).
<b>F.</b>	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 2019-20: 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.
<b>G.</b>	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, ADHD Foundation and Seedlings and feedback to SLT.
<b>H.</b>	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.
<b>I.</b>	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 term.

J	Children have access to high quality resources both in school and online to enrich the broad and balanced curriculum.	All disadvantaged children have access to a broad and balanced curriculum. Children will be exposed to high quality materials that will support their learning across the curriculum.	Online resources such as Reading 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 2019-20**

**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 Taylor J Bond J Keelan	Dec 19  March 20  June 20

<p>To increase parental engagement in Maths and to increase attainment and progress in KS2 Maths.</p>	<p>Implement reading initiative across school to engage families with home reading and to raise the profile of reading across the school</p>	<p>End of KS2 data for Maths evidenced that all pupils including disadvantaged pupils were not making satisfactory progress and attainment in comparison with reading and writing.</p> <p>Parents attend courses which will help them support their child's learning. Parent's more confident in strategies.</p>	<p>Termly monitoring of impact of Maths action plan.</p> <p>Report to governors on impact of whole school initiative on Maths.</p> <p>Tracking of class standards in Maths across KS2 for Maths in SLT progress meetings.</p> <p>Collecting pupil voice about their experiences of Maths in school.</p>	<p>R. Edge C. Brennan A Nicol</p>	<p>Dec 19 Mar 20 June 20</p>
<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>Impact of Maths initiative will be tracked through home Maths data and entry and exit data for Maths.</p> <p>Greater parental engagement. Increased percentage of parents attending parent courses. Positive impact upon pupil learning.</p>	<p>A Nicol</p>	<p>Dec 19 Mar 20 June 20</p>
<p>To improve outcomes in Maths 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 Maths independently</p>	<p>KS1 disadvantaged children need to close the gap on national for greater depth.</p>	<p>SLT to monitor progress of disadvantaged groups in Maths.</p> <p>Termly data collection analysed by class teachers/ SLT/ Maths Co-ordinator.</p>	<p>D Maudsley D Walsh C. Brennan R. Edge</p>	<p>Dec 19 Mar 20 June 20</p>

	and across the curriculum.		<p>SLT meetings to target progress and attainment of disadvantaged in Maths.</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>		
All pupils access high quality music lessons. Children learn how to play a musical instrument.	Music lessons from specialist teacher including flute lessons in Yr3&4	<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>	D Walsh A Nicol	Dec 19 Mar 20 June 20
To promote and improve good attendance and punctuality of targeted pupils.  Increase annual attendance for disadvantaged	<p>Learning Mentor to continue to support improvement in parental engagement and improves attendance and reduced PA's.</p> <p>Learning Mentor to lead</p>	<p>End of year data for July 2019 indicates overall attendance of all pupils 95%. Attendance for disadvantaged children is 93.78% compared to attendance of non- disadvantaged children at 95.91%.</p> <p>Difference between disadvantaged and non-disadvantaged is 2.13%.</p>	Daily, weekly and half termly monitoring of attendance overseen by Headteacher.	L Wooding D Walsh D Maudsley	Oct 19 Dec 19 Feb 20 Apr 20 May 20 July 20

children to at least 98%.	whole school incentives for attendance and punctuality.				
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<b>i. Targeted support</b>					
<b>Desired Outcome</b>	<b>Action</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 we review the implementation</b>
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 (2019) 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 19 March 20 June 20
Small group and one to one interventions provided by teaching assistants	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 A Nicol	Dec 19 March 20 June 20
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 19 March 20 June 20



<b>ii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Action</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 we review the implementation</b>
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 19 March 20 June 20
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 19 March 20 June 20

<b>4. Review of expenditure:</b>	
<b>Previous Academic Year</b>	<b>2019-20 See pupil premium impact statement on school website</b>

## 5. Additional detail

- The school is in one of the most deprived areas in the country and in the most deprived areas of Liverpool. **30%** of our pupils (N-Y6) are classed as disadvantaged.
- **25.91%** 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.
- **18%** of pupils have Special Educational Needs (SEND). **32%** of these pupils have learning and cognition as their primary need; **27%** have social, emotional and mental health problems as their primary need; **19%** of our SEN pupils are diagnosed with ASD with a further 14 children currently on the ASD pathway; **15%** 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.