

## Pupil premium strategy statement St.John Fisher Catholic Voluntary Academy

### REVIEW



The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

#### Contextual Information

- **Why we spend the money the way we do?**  
Outcomes for disadvantaged pupils at St.John Fisher have consistently demonstrated that high quality teaching is having a significant impact on outcomes. The funding is spent to provide extra-curricular opportunities and emotional and social support for pupils
- **Our Governor monitoring/discussions last year showed that:**  
The spending strategy continues to have a significant impact on pupil outcomes. PP numbers continue to be relatively low, particularly in key stage one. The value of quality first teaching continues to be seen, with additional funding .
- **Our discussions/feedback from parents suggests:**  
Parental feedback through parent forum and surveys demonstrates the benefit of the extra-curricular opportunities which would not otherwise be accessed.
- **Factors which affect the achievement of our disadvantaged children [and other vulnerable learners] -**  
Limited participation in extra-curricular activities  
Social issues relating to parental separation  
Anxiety related issues  
Independence when completing tasks

Summary Information about the School					
<b>School</b>	St.John Fisher CV Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£7,240	<b>Date of most recent Governor review meeting</b>	Jan 2019
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for PP/Ever 6</b>	4	<b>Date for next internal review of this strategy</b>	December 2019

**Our aim is to close the attainment gap between those children who receive PPF and those who do not**

<b>Current attainment at the end of July 2019</b>						
	<i>Pupils eligible for PPF</i>			<i>Pupils not eligible for PPF</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<b>% achieving expected or above in reading, writing and maths at KS1&amp; KS2 [4 children]</b>	50%	50%	50%	64%	68%	79%

This data shows ...

<b>Barriers to Future Attainment (for pupils eligible for PP) 2019-20</b>	
<b>A.</b>	PP pupils are not secure in achieving progress towards age-related expectations – KS2 some PP/SEN pupils can make less progress than peers in RWM
<b>B.</b>	PP pupils with Special Educational Needs may not be equipped emotionally (and dependent on their specific learning difficulty) to make accelerated progress in their learning.
<b>C.</b>	Limited opportunity for PP pupils to apply/bring contextual experiences to their learning – to develop and apply their language and communication skills to enable greater comprehension and inference in reading, and organisation and composition in writing.
<b>D.</b>	
<b>External Barriers</b>	
<b>E.</b>	PP pupils do not always have the opportunity to recap on the week's learning with adults
<b>F.</b>	Limited opportunity for PP pupils to develop their experiences, aspirations and talents in-line with peers.
<b>G.</b>	

## Desired Outcomes

		<b>Success criteria</b>
<b>A.</b>	<p>Improve outcomes (attainment/progress) across in KS1 (focus all subjects) KS2 (GDS) in reading and maths; and maintain high achievement in writing. Our mastery teaching approach with scaffolded support ensures all children access, and are supported towards achieving, age-related learning expectations. And/or continue to make accelerated progress to narrow attainment gap. Small group focused intervention for subject pupils. Improved understanding of feedback and the impact it has on progress across school. Target Tracker assessment system will be used to measure progress.</p>	<p>TT/assessments demonstrate that progress and attainment is at least in line with cohort (half-termly).</p> <p>Almost all pupils achieve their age-related expected standard – and/or progress in line with peers from starting points. All pupils achieve &gt;6 APS using TT.</p>
<b>B.</b>	<p>PP/SEN pupils can demonstrate improved fluency, recall and reasoning responses. ELSA support sessions to develop emotional resilience to support learning. Planning for deliberate use of overlearning strategies to support the improvement of working memory. Provision Maps track progress, linked to TT assessments.</p>	<p>Progress in line with cohort – working at expected and above. Pupils achieve the age-related expected level in RWM combined in line with peers. All pupils achieve &gt;6 APS using TT. Pupils emotional resilience improves as measured by Leuven scales.</p>
<b>C.</b>	<p>Through focused teaching/feedback (in writing) pupils can select ambitious vocabulary and grammatical structures that reflect the genre of writing. Pupils can use a wider range of vocabulary to accurately explain their thinking. Provision Maps track progress, linked to TT assessments.</p>	<p>Pupils can apply the age-related features of their learning as described in TT and/or the Teacher Assessment Frameworks (TAF). All pupils achieve &gt;6 APS using TT.</p>
<b>D.</b>	<p>As above, QFT and use of feedback/regular reviews of learning (learning conferences) will increase retention of concepts, boost in self- confidence and resilience to challenge.</p>	<p>Increase in self-esteem and confidence evident in class. Almost all pupils making expected progress across the school. High level of engagement as measured using school tracking system.</p>
<b>E.</b>	<p>Increase opportunities (and range) for pupils to attend enrichment activities to further aspirations. High take up and pupil survey.</p>	<p>All pupils have access to enrichment activities – promote engagement in wider school curriculum/learning.</p>

**Actions to be taken Sept 2019- July 2020 to close the attainment gap**

**The overall aim is to close the attainment gap between national non PP and PP children in our school and to accelerate the progress of the disadvantaged group.**

<b>Objective / Desired outcome</b>	<b>Success criteria</b>	<b>Strategies</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Monitoring and Evaluation</b>	<b>Impact</b>	<b>Lessons learned</b>
<p>Almost all pupils achieve expected standard in reading. KS1 focus on all subject areas</p>	<p>Children are able to decode and comprehend age appropriate texts.</p>	<p>Book talk, guided reading approach and immersion in reading across school. Planning clearly links writing and reading.</p>	<p>Single word reading tests</p>	<p>SH</p>	<p>English lead will lead implementation and carry out lesson walks/drop ins to coach staff in the method. Review meeting for all staff planned in to review and refine best practice. School improvement/monitoring and review process has planned checkpoints to measure effectiveness. TT outcomes will judge impact. Single word reading tests.</p>	<p>There is a mixed picture with no PP child currently at their ARE.  However with better progress in reading than in other subjects.</p>	<p>This needs to be more of a focus in progress reviews and use of AfL – our pupil premium strategy needs to have this at its core in order for all children to leave our academy with the dignity of being literate and numerate.  We need the strategy but also individual evaluations of each child and their specific barriers. This is especially so</p>

							as we have a very small % of PP children. However those children have wide ranging and complex needs.
Outcomes writing improve at end of KS1... High outcomes in attainment and progress are maintained in KS2	Cross curricular writing which is linked to curriculum planning. Rigorous assessment and moderation of writing to identify gaps and teach these.	Teachers working in teams to plan together – medium term plans speciy cross curricular writing supported by ENG Co. Writing book looks to show progress Writing moderation in school and staff attend STACMAT moderation.	Supply for moderations	AG SH	Ensure staff develop a language and vocabulary rich environment.	In writing, progress was better than average when compared to Non PP.  Book looks showed progress and a pride in work.  Teachers working in paired year groups where able to discuss individual children from the previous year for a more bespoke approach and therefore better transition and	This needs to be more of a focus in progress reviews and use of AfL – our pupil premium strategy needs to have this at its core in order for all children to leave our academy with the dignity of being literate and numerate

						better understanding of starting points.	
<p>Timely and specific interventions in place Individual case studies for PP children to show level of support and outcome</p> <p>SENCO time (60% of PP children have SEN).</p>	<p>Children are quickly identified for intervention and make rapid progress to ensure mastery.</p> <p>Maintain % of pupils working at or above expected standard in RWM and combined</p>	<p>Previous success with EEF research: Reading comprehension strategies: +6 months</p> <p>Provision map for SEN /PP children Children make accelerated progress – target tracker Gaps are identified and taught.</p> <p>TA timetabling has been adapted to meet school need. TAs will be deployed to target classes/groups/children based on need and prior learning/gaps.</p>	<p>SENCO time</p> <p>And intervention</p>		<p>Log of intervention – children attended and content taught Pupil Interviews</p> <p>Monitored termly using TT to ensure impact is measured. Lesson walks and pupil progress meetings will review effectiveness and adapt as required.</p> <p>Pupil Progress meetings</p>	<p>SEN-interventions are recorded in target books.</p> <p>Pre-teaching has been used effectively to ensure that children are ready to progress to the next topic/lesson. This has the most impact in Maths.</p>	<p>Ensuring the timing of interventions is correct so children are not been taken out of core teaching.</p> <p>Ensuring that interventions focus knowledge retention and targets are SMART.</p>
<p>Improve the social and emotional wellbeing of the pupils within this group</p> <p>( 80% of PP children have emotional, behavioural, trauma, family issues linked</p>	<p>High attendance from those involved. Greater engagement in other clubs</p> <p>Continuation of previous programme. 6 week intervention for</p>	<p>Lego club</p> <p>Computing club</p> <p>Dedicated ELSA time.</p> <p>Targetted interventions.</p>	<p>£700 on ELSA training</p>	<p>NR</p>	<p>Pupil survey</p> <p>Parent survey</p>	<p>This is a key resources and crucial for us to be able to ensure our children are ready to learn.</p> <p>ELSA having a clear benefit.</p> <p>From a recent LAC review:</p>	<p>Ensure that this remains with a clear focus on the educational gains of having this support. Children who experience difficulty are given the support</p>

<p>to previous traumatic events, parental / family issues outside of school. EEF research: Social and emotional learning +4 months)</p>	<p>group of pupils, including those new to the school</p>					<p>CHILD is extremely well supported in school. They have a fantastic understanding of CHILD's needs. CHILD is provided with ELSA support and this has had a positive impact on her emotional wellbeing and presentation within school and supported her to develop friendships. School have a counselling service that CHILD can access, when the CAMHS work ceases. CHILD is looking forward to returning to school.</p> <p>During lockdown,</p>	<p>in order to enable them to learn rather than they have had support because they can't learn – eliminate the excuses culture</p>
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						LAC attended consistently. This has helped with transition into new academic year.	
To increase opportunities to engage in a wider range of sporting and cultural opportunities	All children have access to a range of after school clubs including sporting, musical and cultural activities	Funded places on school trips, residential, extracurricular activities for children	£250	AG	Tracking of attendance at sports clubs / sporting competitions – data analysis	Opportunities were given and paid for: Memorable experiences at the beginning of learning projects; after school clubs; summer camps; violin lessons in school. No residential due to Covid.	Ensure that the impact for educational gain is planned for with every planned activity.