

Pupil premium strategy statement St.John Fisher Catholic Voluntary Academy

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
 Covid-19

Summary Information about the School

School	St.John Fisher CV Academy				
Academic Year	2020-21	Total PP budget	£10,080 20-21	Date of most recent Governor review meeting	Apr 2021 (LAC review)
Total number of pupils	205	Number of pupils eligible for PP/Ever 6	6	Date for next internal review of this strategy	Apr 2021

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

Current attainment at the end of Pentecost 2 half term						
	Pupils eligible for PPF			Pupils not eligible for PPF		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving expected or above in reading, writing and maths at KS1& KS2 [6 children]	66%	33%	66%	84%	74%	83%

This data shows ...

Barriers to Future Attainment (for pupils eligible for PP) 2020-22	
A.	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.	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.
C.	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.
D.	Covid – 19 time out of school from March 2020 to July 2020 for 66% of the group/ Covid – 19 time out of school from January 2021 to March 2021 for 33% of the group
External Barriers	
E.	PP pupils do not always have the opportunity to recap on the week's learning with adults

F.	Limited opportunity for PP pupils to develop their experiences, aspirations and talents in-line with peers.	
G.	Access to online/blended learning	
Desired Outcomes		
		Success criteria
A.	<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 >6 APS using TT.</p>
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 >6 APS using TT. Pupils emotional resilience improves as measured by Leuven scales.</p>
C.	<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 >6 APS using TT.</p>
D.	<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>
E.	<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>

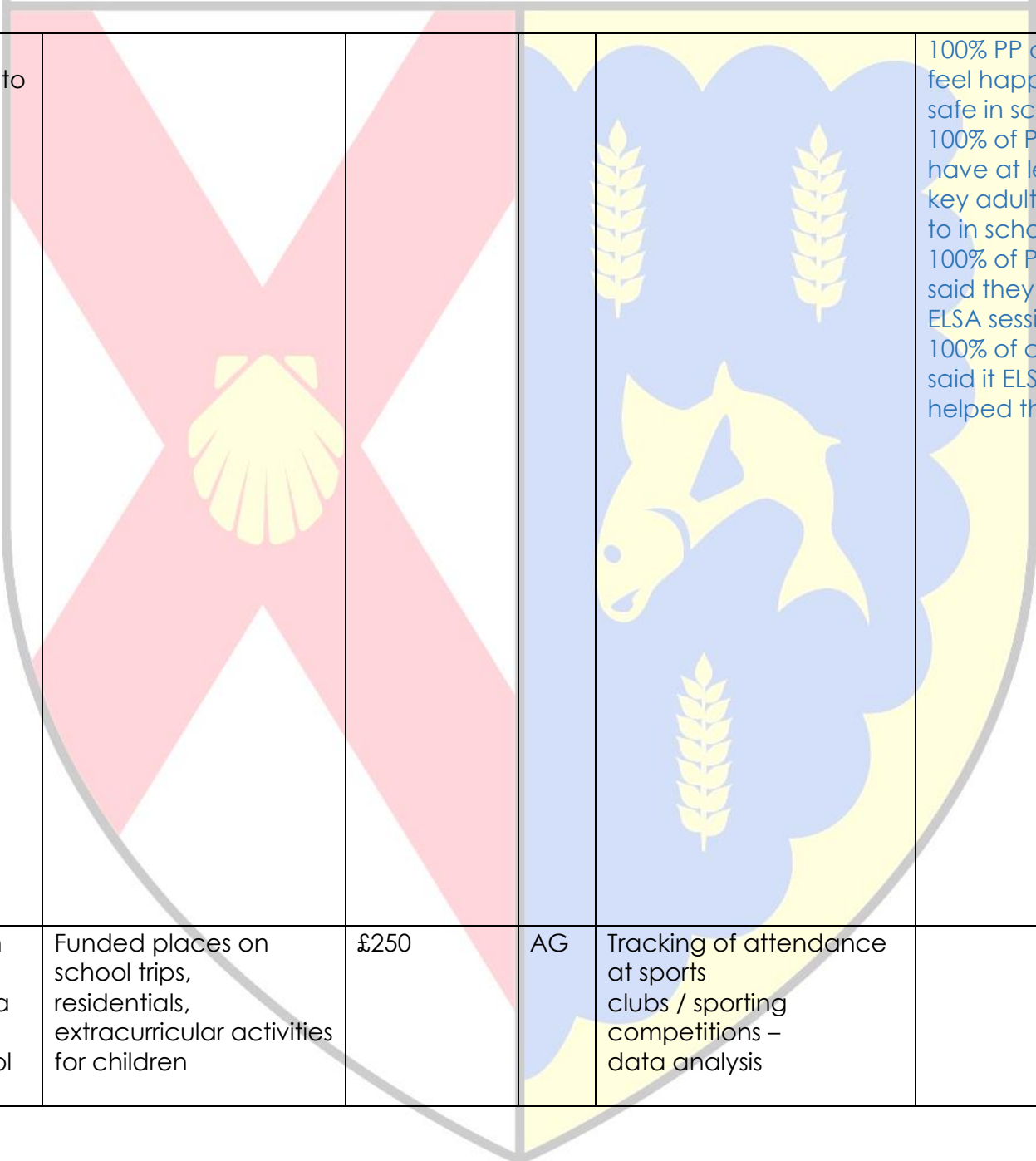
Actions to be taken Sept 2020- July 2022 to close the attainment gap

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.

Objective / Desired outcome	Success criteria	Strategies	Cost	Staff lead	Monitoring and Evaluation	Impact	Lessons learned
<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>Buy and embed use of Serial Mash across all year groups to increase reading for pleasure.</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>Phonics Year 1 – 93%</p> <p>PP pupils making similar expected progress compared to non-PP peers.</p> <p>Reading Progress Average points for PP child in KS1/2 = 9.66</p> <p>Average points for non PP child in KS1/2 = 8.12</p>	<p>Children are making expected progress in most areas. The planned interventions give children confidence in their ability in the classroom. Additional time to cover basic skills and gaps in learning is beneficial as it enables children to progress at a faster pace within the classroom. Staff are aware of PP children and identify gaps / specific interventions to aid progress. Staff specifically focus on key subject area for particular chn /</p>

							groups of children. Remains a target for 2021-22? Y
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 especially 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.	Jan PP pupils making below expected progress compared to non-PP peers. July: Writing Progress Average points for PP child in KS1/2 = 8.33 Average points for non PP child in KS1/2 = 8.02	Additional time to cover basic skills and gaps in learning is beneficial as it enables children to progress at a faster pace within the classroom. Embedding the grammar skills into daily writing remains a target for most. Remains a target for 2021-22? Y
Almost all pupils achieve expected standard in maths . KS1 focus on all subject areas		Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations Use covid-19 tuition to focus on ready-to-progress criteria. Diagnostic tools to evaluate and analyse GAPS.	Insights £500	AG LC	Maths 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.	PP pupils making similar expected progress compared to non-PP peers. July: Maths Progress Average points for PP child in KS1/2 = 8.66 Average points for non PP child in KS1/2 = 7.94	Pre teach sessions and fast intervention in Maths proving the most effect strategies. This will continue next year – other interventions used for priority areas. Remains a target for 2021-22? Y

<p>Timely and specific interventions in place Individual case studies for PP children to show level of support and outcome</p> <p>SENCO time (33% 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 And intervention</p>	<p>PS AG</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>Pupil progress meetings – standing order – PP pupils</p>	<p>Individual support and intervention is expensive but showed real impact on skills and confidence of pupils when applying this in class work. Cross-over work with SENCO under the umbrella of support to be prioritised.</p> <p>Remains a target for 2021-22? Y</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 to</p>	<p>High attendance from those involved. Greater engagement in other clubs</p> <p>Continuation of previous programme. 6 week intervention for group of pupils,</p>	<p>Lego club Computing club Dedicated ELSA time. Targetted interventions.</p>	<p>£700 on ELSA training £1000 to extra capacity</p>	<p>NR</p>	<p>Pupil survey Parent survey</p>	<p>Interventions taking place. Attendance excellent. Year 2020-21 Overall attendance 97.039 % Pupil premium attendance 98.024 %</p> <p>Continual engagement with carers/parents.</p>	<p>The children find the sessions reassuring and are able to learn strategies to deal with different emotions The children are able to adapt to learning in the classroom because they have sessions to</p>

<p>previous traumatic events, parental / family issues outside of school. EEF research: Social and emotional learning +4 months)</p>	<p>including those new to the school</p>		<p>£250</p>	<p>AG</p>	<p>Tracking of attendance at sports clubs / sporting competitions – data analysis</p>	<p>100% PP children feel happy and safe in school 100% of PP children have at least one key adult to talk to in school 100% of PP children said they enjoyed ELSA sessions 100% of children said it ELSA sessions helped them</p>	<p>help them deal with emotional literacy outside. For some children this improved their attendance because they felt safe and happy in school We adapted the sessions to blocks of 6 weeks – the children then come off the programme to enable others to access. If we feel they need further support after this, they can be referred back for another block of sessions. Remains a target for 2021-22? Y</p>
<p>To increase opportunities to engage in a wider range of sporting and</p>	<p>All children have access to a range of after school clubs</p>	<p>Funded places on school trips, residential, extracurricular activities for children</p>	<p>£250</p>	<p>AG</p>	<p>Tracking of attendance at sports clubs / sporting competitions – data analysis</p>	<p></p>	<p>N/A due to covid-19. Remains a target for 2021-22? Y</p>

cultural opportunities	including sporting, musical and cultural activities						
To engage fully with multi agency meetings (PEPs / LAC reviews)	The full 360 view is given from school.	<p>Ensuring enough time is given over to allow for staff professional development i.e. designated safeguarding leads; designated teachers.</p> <p>Ensuring time is given for these meetings in advance and during.</p>	£1000	AG	<p>Calendar of meetings and correspondence.</p> <p>Attendance.</p>	<p>PEP and LAC meetings all attended usually with two school representatives: Headteacher/class teacher/SENCO</p>	<p>Attendance was regular at the meetings and there was a wide spectrum of professionals always available from SJF. This allowed for good transitions, excellent communication and discussions about overcoming barriers.</p> <p>Remains a target for 2021-22? No. With the transition of a LAC, there will be less multi-agency meetings and informal ad-hoc meet ups – part of reasonable timetabling and cover.</p>

Update: Apr 25 '21
Update: Sept 21

