

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

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 Advent 1 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 [5 children]	60%	20%	60%	71%	58%	74%

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/
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
Almost all pupils achieve expected standard in reading. KS1 focus on all subject areas	Children are able to decode and comprehend age appropriate texts.	<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>	Single word reading tests	SH	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.		
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	Teachers working in teams to plan together – medium term plans specify cross curricular writing supported by ENG Co. Writing book looks to show progress	Supply for moderations	AG SH	Ensure staff develop a language and vocabulary rich environment.		

	and teach these.	Writing moderation in school and staff attend STACMAT moderation.				
Almost all pupils achieve expected standard in maths. KS1 focus on all subject areas		<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Use covid-19 tuition to focus on ready-to-progress criteria.</p> <p>Diagnostic tools to evaluate and analyse GAPS.</p>	Insights £500	AG LC	<p>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.</p>	
<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 SEN.</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</p>	SENCO time And intervention	PS AG	<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>	

	RWM and combined	school need. TAs will be deployed to target classes/groups/children based on need and prior learning/gaps.				
<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 previous traumatic events, parental / family issues outside of school. EEF research: Social and emotional learning +4 months)</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, including those new to the school</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>£1000 to extra capacity</p>	NR	<p>Pupil survey</p> <p>Parent survey</p>	
To increase opportunities to engage in a wider range	All children have access to a range of	Funded places on school trips, residentials, extracurricular activities	£250	AG	Tracking of attendance at sports clubs / sporting competitions –	

of sporting and cultural opportunities	after school clubs including sporting, musical and cultural activities	for children			data analysis		
To engage fully with multi agency meetings (PEPs / LAC reviews)	The full 360 view is given from school.	Ensuring enough time is given over to allow for staff professional development i.e. designated safeguarding leads; designated teachers. Ensuring time is given for these meetings in advance and during.	£1000	AG	Calendar of meetings and correspondence. Attendance.		