# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St John Fisher CVA LE18 3QL |
| Number of pupils in school  | 207 |
| Proportion (%) of pupil premium eligible pupils |  3% (5/207) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | Anthony Gallagher (Head) |
| Pupil premium lead | Anthony Gallagher |
| Governor / Trustee lead | Helen Ladkin ( Chair of governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £5,380 |
| Recovery premium funding allocation this academic year | £ 580 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 5, 960 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:** *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your strategy plan?*
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge  |
| 1 | PP pupils are not secure in achieving progress towards age-related expectations – Progress made towards end of year age related expectations but not always achieved or secure. |
| 2 | 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. |
| 3 | 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. |
| 4 | PP pupils do not always have the opportunity to recap on the week’s learning with adults |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| To Improve outcomes (attainment/progress) across in KS1 and KS2 in reading, writing and maths.  | TT/assessments demonstrate that progress and attainment is at least in line with cohort (half-termly). 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. |
| To close the gap by improving poor language skills and vocabulary  | Pupils can apply the age-related features of their learning as described in TT and/or the Teacher Assessment Frameworks. Children are able to articulate themselves well in pupil voice. They are part of the school pupil leadership teams where communication is a valuable skill. |
| To close the gap by improving working memory and knowledge retention  | TT/assessments demonstrate that progress and attainment is at least in line with cohort (half-termly).Interim reviews are timely. Reviews are built into topics. PP are given extra support and scaffolding when required.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. |
| To improve self esteem and confidence of PP children | 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. All pupils have access to enrichment activities – promote engagement in wider school curriculum/learning. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *2000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning walks and feedback to develop strategies and ensure any new approaches are being embedded across the school.Coaching of NQT by an experience mentor and excellent practitioner | High quality first teaching is shown to be the most effective in promoting higher achievement so thatplaying catch up is not needed. The training delivered will encourage teachers and TA’s to use strategies to ensure this is available for the children to access during lessons (TA’s in the mornings) to prevent any gaps getting biggerEEF reports that using metacognition and self regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals.Focus for NQT on behaviour, pedagogy, checking for understanding, ensuring good standards for all pupils. | 1,2,3 |
| A Curriculum plan in plan that ensures we develop experiences within the local community and beyond and equipped to become global citizens | Many children from disadvantaged backgrounds do not have experiences beyond their community | 1,2,3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *3000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Children are quickly identified for intervention and make rapid progress to ensure mastery.Maintain % of pupils working at or above expected standard in RWM and combined | Where intervention classes or individual tuition were used successfully they: were carefully targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics | 4 |
| To target poor language skills and vocabulary acquisition in EYFS/KS1 with a speech and language intervention (NELI –Nuffield Early Language Intervention). | EEF identifies that disadvantaged children benefit from good quality programs delivered by well trained staff.Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale. | 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Identifying PP children and equivalence to SEN level of monitoring | To create a maintain a central Pupil Premium register detailing individual children’s barriers, opportunities and academic outcomes | 2,3 |
| Residential payment for PP children ( Year 6) | Allowing them to take part in a life changing experience they might otherwise not be to take part – a sense of belonging and self worth. Evidence such as improved confidence and concentration after such residentials. |  |

**Total budgeted cost: £** *5600*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Education Welfare (Attendance) | Children's Attendance Welfare Services Ltd  |
| Catch-up tuition ( 2 tutors) | Trust provided |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*[*Click on pupil premium webpage for more details.*](https://www.stjohnfisher-wigston.leics.sch.uk/our-school/pupil-premium) |