

# Pupil premium strategy statement (primary)

## EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2022-23) – TIERED MODEL ST JOHN FISHER CVA



### 1 Teaching

Quality First Teaching supported by evidence informed CPD for teachers and support staff.

A broad and engaging knowledge-based curriculum that focuses on vocabulary acquisition.

Basic skills in core subjects are taught / revisited across wider curriculum subjects.

Maths Mastery approach

A two year cycle approach to curriculum topics and a change to termly topics so there is more depth and room for consolidation and retention.

Effective assessment strategies and resources used to inform teaching and learning.

Development of subject leaders.

Focus on behaviour, mental health, rules, routines and basic skills to begin with.

Regular Subject Planning and Development Meetings

Quality Assurance that actively supports curriculum development

Home learning focuses on independent practice (with prompts and keywords provided) and short quizzes – all opportunities to embed concepts in the long-term memory.



### 2 Targeted academic support

Same or next day day English, Maths and Phonics interventions.

Deployment of Teaching Assistants to carry out specific interventions.

A Teaching Assistant in each class for all morning sessions.

Small group School led tuition sessions

ELSA and school counsellor provide small group and 1:1 support to assist pupils.

Mentoring sessions for specific pupils focused on self awareness, self-management, problem solving and social skills.

### 3 Wider strategies

Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

Ensure pastoral contact home for disadvantaged pupils also identifies barriers to engagement due to technology or a lack of other forms of support.

Safeguarding updates.

Pupil leadership opportunities.

Attendance tracking.

Standing order in QA : Pupil Progress meetings, book looks and pupil voice.

1. Summary information					
School	St John Fisher CVA				
Academic Year	2022-23	Total PP budget	£6995	Date of most recent PP Review	Oct 1 <sup>st</sup>
Total number of pupils	208	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Dec 15th 2022

2. Current attainment		An illustrative example of a completed primary template is available at: <a href="http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/">http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/</a>					
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)					
% achieving in reading, writing and maths	<p>Context</p> <p>Your school's data is displayed in the table below. The national average comparison is in the purple rows.</p> <p>As part of your full strategy you will also wish to <b>consider results for specific groups of pupils</b> (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3 year averages here.</p>						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupil Premium	0.0%			50.0%	100.0%	100.0%
		44.4%			41.0%	36.3%	46.5%
		44.5%			39.6%	41.1%	45.7%
	Non Pupil Premium	65.5%	79.3%	73.1%	71.0%	89.7%	83.3%
		68.9%	64.2%	68.5%	66.9%	65.9%	73.6%
		65.3%	61.5%	59.8%	60.8%	61.5%	65.9%
% making progress in reading	Pupil Premium	100.0%			88.8%	98.4%	88.8%
		58.3%			58.5%	63.8%	63.8%
	Non Pupil Premium	79.6%	75.8%	80.1%	81.1%	78.6%	84.5%
		74.6%	72.8%	74.1%	75.4%	76.1%	80.5%

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance.

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

<b>% making progress in writing</b>	Pupil Premium	0.0%			50.0%	100.0%	100.0%
		50.4%			47.8%	46.8%	54.7%
		48.8%			44.6%	47.1%	52.6%
	Non Pupil Premium	69.0%	82.8%	73.1%	71.0%	100.0%	90.0%
		71.8%	70.4%	72.9%	71.7%	72.7%	79.9%
		69.2%	65.9%	64.4%	65.1%	66.7%	71.2%
<b>% making progress in maths</b>	Pupil Premium	0.0%			100.0%	100.0%	100.0%
		58.7%			58.3%	52.4%	59.2%
		59.7%			54.6%	55.1%	59.1%
	Non Pupil Premium	79.3%	82.8%	88.5%	87.1%	89.7%	90.0%
		80.2%	78.8%	81.2%	80.6%	79.0%	81.1%
		77.4%	74.6%	73.5%	74.4%	74.9%	78.1%

### 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)

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|-----------|---|
| <b>A.</b> | 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.   |
| <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. |

#### External barriers (issues which also require action outside school, such as low attendance rates)

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| <b>D.</b> | PP pupils do not always have the opportunity to recap on the week's learning with adults |
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To Improve outcomes (attainment/progress) across in KS1 and KS2 in reading, writing and maths.	<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</p>

		progress in line with peers from starting points. All pupils achieve >6 APS using TT.
<b>B.</b>	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.
<b>C.</b>	To close the gap by improving working memory and knowledge retention	<p>TT/assessments demonstrate that progress and attainment is at least in line with cohort (half-termly).</p> <p>Interim reviews are timely. Reviews are built into topics. PP are given extra support and scaffolding when required.</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>D.</b>	To improve self esteem and confidence of PP children	<p>Increase in self-esteem and confidence evident in class. Almost all pupils making expected progress across the school. High level of engagement</p> <p>as measured using school tracking system. All pupils have access to enrichment activities – promote engagement in wider school curriculum/learning.</p>

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on the pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

5. Planned expenditure					
Academic year					
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.					
i. Quality of teaching for all TIER 1					
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 you review implementation?
Almost all pupils achieve expected standard in reading. KS1 focus on all subject areas (A)(B)(C)	Book talk, Story time, guided reading approach and immersion in reading across school. Planning clearly links writing and reading.  Refresh library.	Benefits of reading for pleasure: <ul style="list-style-type: none"> <li>• There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</li> <li>• Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</li> <li>• Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</li> </ul>	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.	SH	ADVENT Change to Whole class reading. KS2  Change to Phonics setting in KS1.  After review of phonics training, it was decided to re-invest in RW/Inc training. £3550 which took place on August 2022.
Standard of teaching and learning needs to be at least good every day and overall outstanding	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	High quality first teaching is shown to be the most effective in promoting higher achievement so that playing 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	Deployment of other staff along with a carefully planned TA structure ensures that while the teacher is not in class, the standard of teaching and learning	AG MAB KW	

<p>across the school. One RQT and one NQT – training and support (A)(B)(C)</p>	<p>and excellent practitioner</p>	<p>lessons (TA's in the mornings) to prevent any gaps getting bigger EEF 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.</p> <p>Focus for NQT on behaviour, pedagogy, checking for understanding, ensuring good standards for all pupils.</p>	<p>continues to be good/outstanding and those eligible for additional support continue to receive this. The Head monitors this closely.</p>		
<p>A member of the SLT has a NPQTL (A) (C) £300</p>	<p>SH enrolled onto NPQTL programme LC enrolled onto NPQSL programme</p>	<p>A member of SLT has the latest training and up-to-date research and innovations.</p>	<p>Allow time for courses or conferences. Monitor programme of study. Cascade information to staff.</p>	<p>SH</p>	<p>Termly</p>
<p>Phonics coaching</p>	<p>Run a weekly practice session for reading teachers. £</p> <p>During Practice Sessions: 1) Watch Bitesize/Practice Film from School Portal 2) Note the steps from Handbooks</p>	<p>Instructional coaching is supported by evidence from replicated randomised controlled trials, meta-analysis, A-B testing and evidence from systematic research programmes.</p>	<p>Quality assurance routines.</p>	<p>SH</p>	

	<p>3) Explain steps to partner 4) Practise. Coach partner.</p> <p>Give all staff a CPD notebook. Consider using assembly times.</p> <p>Update practice pathways for teachers to watch.</p> <p>Admin &gt; Create pathway</p> <p>Set up practice map and use to record practice sessions and lesson coaching.</p> <p>Coach in Reception and KS1 lessons weekly.</p>				
<p>A progressive and aspirational curriculum for all pupils (A)(B)(C)</p>	<p>A Curriculum plan in plan that ensures we develop experiences within the local community and beyond and equipped to become global citizens CPD cycle that reflects our school priorities.</p>	<p>Many children from disadvantaged backgrounds do not have experiences beyond their community</p>	<p>Children will be aware of significant events, people, buildings in their community, town, county, country and then beyond. Visits to significant sites and visits to significant events will take place for all</p> <p>Monitor memorable experiences.</p>	<p>AG</p>	

Total budgeted cost £3500

ii. Targeted support TIER 2

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 you review implementation?
<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>(A) (D)</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>Shortfall from school led tuition (£648) to made up from PP grant.</p>	<p>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.</p> <p>Pupils in Covid recovery tuition made rapid progress.</p>	<p>Through data analysis with a close focus on vulnerable groups we identify gaps in attainment and progress and an intervention may be put in place in addition to quality first teaching.</p> <p>EEF – Teaching &amp; Learning toolkit identifies that disadvantaged children benefit from good quality programs delivered by well trained staff. Certain interventions on personalised plans – SEN and EHCP. Pupils gain in confidence in their own abilities through pre teaching/post teaching.</p>	<p>SENCO SLT HT</p>	<p>Termly</p> <p>Strategising use of TAs across the school.</p> <p><b>Multiple approaches</b></p> <ul style="list-style-type: none"> <li>➤ Covid recovery KJ</li> <li>➤ In class</li> <li>➤ SLT oversight</li> <li>➤ Teacher driven</li> </ul>



<p>To improve speech and language skills.</p> <p>£300</p>	<p>To target poor language skills and vocabulary acquisition in EYFS/KS1 with a speech and language intervention (NELI – Nuffield Early Language Intervention).</p>	<p>EEF identifies that disadvantaged children benefit from good quality programs delivered by well trained staff.</p> <p>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.</p> <p>Oral language intervention EEF +6 Teaching and Learning Tool Kit</p>	<p>Records kept on initial and ongoing assessments.</p> <p>Observations of interventions.</p> <p>Pupil progress meetings.</p>	<p>EY lead SENCO</p>	
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Phonics tuition	<p>Tutor the bottom 20% of pupils or any pupils who are reading below the expectations of progress daily.</p> <p>Identify children for tutoring, each assessment week. Watch appropriate units of FTT online training.</p> <p>Online Training &gt; Fast Track Phonics Tutoring</p> <p>Set up the Individual Progress record document for each pupil (on the portal) to</p>	Keep up not catch up		SH AJ	
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<b>Total budgeted cost</b>					£2950
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**iii. Other approaches TIER 3**

<b>Desired outcome</b>	<b>Chosen action/approach</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 you review implementation?</b>
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	Minimising barriers to learning and achievement 8 Where schools had successfully begun to narrow the gaps in achievement between pupils who are eligible for the Pupil Premium and their peers they had often thought carefully about what barriers to learning pupils were	Monitored by SENCO	P.Saxton	

		experiencing, and how to remove or at least minimise them.			
<b>Total budgeted cost</b>					£200

## Part B: Review of the previous academic year 2022-23

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was similar to their peers in 2021/22.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic.