

Pupil premium strategy statement (primary)

1. Summary information					
School	St. John the Evangelist Catholic Academy				
Academic Year	2016/17	Total PP budget	£56,760	Date of most recent PP Review	N/A
Total number of pupils	185	Number of pupils eligible for PP	43	Date for next internal review of this strategy	February 2017

2. Current attainment		
Key Stage 1 (11 pupils)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving EXS or above in reading	55.0%	67.0%
% achieving EXS or above in writing	45.0%	53.0%
% achieving EXS or above in maths	45.0%	60.0%
Key Stage 2 (5 pupils)		
% achieving EXS or above in reading, writing and maths	%	%
% achieving EXS or above in reading	60.0%	
% achieving EXS or above in writing	60.0%	
% achieving EXS or above in maths	60.0%	

	READING			WRITING			MATHEMATICS		
	Progress Score	Average Scaled Score		Progress Score	% EXS		Progress Score	Average Scaled Score	
	School	School	Nat.	School	School	Nat.	School	School	Nat.
All	-0.41	101.7	102.6				-0.12	102.4	103.0
Boys	1.19	103.1	101.8				1.43	103.7	103.3
Girls	-2.28	100.0	103.4				-1.92	100.9	102.8
Dis	1.91	98.6	103.8				0.76	98.6	104.1
Other	-0.96	102.6	103.8				-0.33	103.3	104.1
SEN Sup	3.24	94.0	102.6				-2.11	90.0	103.0
EHC	-	-	102.6				-	-	103.0
EAL	3.18	101.0	102.6				0.95	100.0	103.0

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*)

A.	Overall, PP pupils enter school with below average skills and, as such these children have to make accelerated progress in order to meet national expectations.
B.	A number of PP pupils are either on the SEN register and/or academy's Vulnerable register.
C.	A higher percentage of Pupil Premium Pupils require support for SEMH issues that impact on their learning.

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

A.	A number of PP pupils have low attendance. And/or poor punctuality thus impacting on their opportunities for learning.
B.	A number of PP pupils' families have external agencies such as Social Services, Local Support Team involved.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	With appropriate support, PP pupils have made similar progress or better than their peers.	The rate of progress ensures that PP pupils achieve GLD by the end of EYFS.
B.	Throughout KS1 and 2 PP pupils maintain good rates of progress to ensure their attainment at least matches that of their peers.	The attainment of PP pupils, at both Expected and GDS, at least matches that of their peers.
C.	PP pupils on the academy's SEND and/or Vulnerable registers receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.	Rates of progress for PP pupils on the SEND and/or Vulnerable registers are better than that of their peers to ensure they are "catching-up" with their peers.
D.	The attendance and punctuality rates of PP pupils at least matches the school targets of 96.0% and 100.0% respectively.	The attendance and punctuality rates of PP pupils at least matches the school targets of 96.0% and 100.0% respectively.
E.	To ensure that where required, families of PP pupils access appropriate support from external agencies and that the academy completes any actions as required.	Families of PP pupils are stable and able to support their children's learning.

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

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?
With appropriate support, PP pupils in EYFS have made similar or better progress than their peers.	Raising standards of teaching and provision for children in receipt of pupil premium.	Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) are effective forms of support. Therefore PP funding will be used to deliver programmes that promote oral language skills and to ensuring staff have appropriate CPD to ensure high quality teaching and learning opportunities.	All PP pupils are identified and targets set. Raising achievement plans will ensure that appropriate intervention and provisions is in place. Half termly pupil progress meetings are used to regularly review the impact of quality first teaching and interventions.	H. Butters N. Meakin	Half-termly
Throughout KS1 and 2 PP pupils maintain good rates of progress to ensure their attainment at least matches that of their peers.	Raising standards of teaching through quality CPD and mentoring for all staff with a focus on writing, maths and use of feedback.	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The use of and impact of feedback is monitored on a regular basis. The timetable is designed to allow opportunities for pupils to respond to feedback and/or to access "catch-up" sessions. Following NFER research, the deployment of staff has been reviewed and changes made to ensure all pupils can access high quality support as appropriate.	Attainment and progress of PP pupils is tracked half-termly. PP pupils have an "access card" which states how the funding is used to support individual learning needs.	H. Butters	Half-termly

PP pupils on the academy's SEND and/or Vulnerable registers receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.	Raising standards of teaching through quality CPD and mentoring for all staff with a focus on use of feedback and setting of appropriately challenging learning tasks.	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The use of and impact of feedback is monitored on a regular basis. The timetable is designed to allow opportunities for pupils to respond to feedback and/or to access "catch-up" sessions. Following NFER research, the deployment of staff has been reviewed and changes made to ensure all pupils can access high quality support as appropriate. The intervention programme is reviewed half-termly to ensure effective support is in place for identified pupils.	Attainment and progress of PP pupils is tracked half-termly. PP pupils have either a "Passport" or "Access Card" which states how the funding is used to support individual learning needs.	H. Butters	Half-termly
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Total budgeted cost

ii. Targeted support

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?
With appropriate support, PP pupils have made similar progress or better than their peers.	Provide 1:1 targeted support that includes development of oral language and reading skills as well as fine motor skills.	A number of pupils enter Reception with skills below national expectations. Targeted interventions to support the development of language skills and fine motor skills will enable pupils to access the learning activities more effectively.	Half-termly monitoring of progress during Pupil Progress meetings. Interventions will be timetabled and adequate and appropriately trained staff made available to deliver programmes.	HB NM	Half-termly.
Throughout KS1 and 2 PP pupils maintain good rates of progress to ensure their attainment in reading at least matches that of their peers.	Targeted small group and 1:1 support for identified pupils.	The provision of regular "catch-up" sessions and extra phonic sessions has proven to enable pupils to attain better rates of progress.	Half-termly monitoring of progress during Pupil Progress meetings. Interventions will be timetabled and adequate and appropriately trained staff made available to deliver programmes.	HB DJ DS	Half-termly
PP pupils on the academy's SEND and/or Vulnerable registers receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.	Targeted small group and 1:1 support for identified pupils.				

Total budgeted cost					
iii. Other approaches					
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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
With appropriate support, PP pupils in EYFS have made similar or better progress than their peers.	Raising standards of teaching and provision for children in receipt of pupil premium.	60.0% of PP pupils attained a GLD. Whilst all pupils made progress, the two PP pupils who are on the SEN register made less progress.	Review type and frequency of interventions for pupils on the SEN register. Whilst the literacy and numeracy 1:1 sessions have a positive impact, more interventions are required to develop working memory and listening skills.	£1, 500.
Throughout KS1 and 2 PP pupils maintain good rates of progress to ensure their attainment at least matches that of their peers.	Raising standards of teaching through quality CPD and mentoring for all staff with a focus on writing, maths and use of feedback.	Whilst pupils continue to make progress throughout the key stages, that made by PP on the SEN register is less. A review of their learning showed their skills of retention were poorer and a barrier to learning.	To establish "pre-cuing" sessions for pupils on a regular basis.	£2,000
PP pupils on the academy's SEND and/or Vulnerable registers receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.	Raising standards of teaching through quality CPD and mentoring for all staff with a focus on use of feedback and setting of appropriately challenging learning tasks.	A review of interventions indicated that some were more successful than others. Pupils made most progress when the content was the same as that covered in the main lesson. Pre-cuing sessions were successful in allowing pupils to access the initial lessons of topics.	To develop those interventions that allow for repetition of basic skills, and/or provide pupils with opportunity to learn/practice key facts before a new lesson.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

With appropriate support, PP pupils have made similar progress or better than their peers.	Provide 1:1 targeted support that includes development of oral language and reading skills as well as fine motor skills.	See notes above.	See notes above.	
Throughout KS1 and 2 PP pupils maintain good rates of progress to ensure their attainment in reading at least matches that of their peers.	Targeted small group and 1:1 support for identified pupils.			
PP pupils on the academy's SEND and/or Vulnerable registers receive appropriate interventions to enable them to develop strategies that allow them to overcome their barriers to learning.	Targeted small group and 1:1 support for identified pupils.			

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

