

# Pupil premium strategy statement

1. Summary information					
School	St. John the Evangelist Catholic Academy				
Academic Year	2018/19	Total PP budget	£63650		
Total number of pupils	184	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Jan 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Significantly low attainment on entry to Nursery. This slows progress in subsequent years.
B.	PP pupils who achieved expected attainment at the end of Key Stage 1 need to sustain the achievement through Key Stage 2.
C.	High ability pupils who are eligible for PP are making less progress than other high ability particularly in reading.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance and Punctuality rates for pupils eligible for PP. This reduces their school hours and causes them to fall behind.
E.	Low aspirations and expectations of what pupils could achieve

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception	Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that all pupils eligible for PP achieve GLD
B.	Higher rates of progress across KS2 for expected attaining PP pupils.	Pupils eligible for PP identified as expected ability pupils make as much progress as other pupils identified as expected ability. Measured by Y3 – 6 assessments in R W M (moderated across the MAC)
C.	Higher rates of progress across KS1 for high attaining pupils for PP.	Pupils eligible for PP identified as high ability pupils make as much progress as other pupils identified as HA. Measured by Y1 – 2 assessments in R W M (moderated across the MAC)
D.	Increased punctuality rates for pupils eligible for PP.	Reduce the number of persistent lates among pupils eligible for PP.

<b>E.</b>	Increased PP family engagement with learning	Parental feedback data Family learning programmes – attendance Attendance at curriculum events / parents evenings/ PP meetings/workshops Levels of after school activity involvement
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#### 4. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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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

<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>Review</b>
A. Improved oral language skills in Nursery and Reception.	Stories for talking Small group targeted speech and language support Additional adult support.	Invest PP funding into longer term change which will help all pupils. Evidence in EEF teaching and learning toolkit suggests early years intervention (+5) and oral language intervention (+5) will enable our pupils to make accelerated progress. Guided by the research from NFER cited in Ofsted 2014 report on PP progress we firmly believe we have high aspirations for all our pupils where all receive high quality teaching and support.	Continue to use TH progression in language scheme in all classrooms		
B. Higher rates of progress across KS2 for expected attaining PP pupils.	Raising standards of teaching through coaching with a focus on reading and 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. Teachers already use data well to address underperformance quickly. We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NFER research)	External support to coach staff to improve teaching of reading. Targeted additional adult support in every classroom Implement new tracking PP system. Staff training to be given to ensure the different PP ability groups are closing tracked.		
Higher rates of progress across KS1 for high attaining pupils for PP.	Raising standards of teaching through coaching with a focus on reading and 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. Teachers already use data well to address underperformance quickly. We have a PP champion who ensures PP pupils are tracked and appropriate interventions are put in place. Staff are deployed effectively (NFER research)	External support to coach staff to improve teaching of reading. Targeted additional adult support in every classroom Implement new tracking PP system. Staff training to be given to ensure the different PP ability groups are closing tracked.		

**Total budgeted cost** £25,100

**ii. Targeted support**

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improved oral language skills in reception	5 minute box – training for all TAs Stories for talking – ensure all classes are using this approach and provide training update for new staff Member of staff trained in REAL project to deliver in early years	Some pupils need targeted support to catch up. Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively)	Target groups timetabled for afternoons (Autumn term 2016) BB 5 minute box for group of target pupils daily (TAs) Stories for talking update new staff (CH) REAL project target group (BB)		
B. Improved progress for pupil premium pupils and expected attaining pupils	Track expected attaining PP pupils as a unique group Offer additional before school provision for expected group in reading. Rapid Phonics Embed effective feedback across all year groups.	We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff fits with the EEF and NFER research. Holding all staff to account through not accepting low or variable performance.	Daily before school club for expected pupils in reading.  Designated TA to take identified PP children to rapid phonics.  Embed effective feedback across all year groups.		
C. Higher rates of progress across KS2 for high attaining pupils for PP.	Track expected attaining PP pupils as a unique group Offer additional before school provision for high ability group in reading and after school for Maths Y6. Embed effective feedback across all year groups	We want to continually raise aspirations for all our pupils – some small intervention group interventions by highly trained staff fits with the EEF and NFER research. Holding all staff to account through not accepting low or variable performance.	Catch up maths intervention Y6 and Y5. Embed effective feedback across all year groups.		
<b>Total budgeted cost</b>					£30, 540

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Action</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>Review</b>
D . Increased attendance and punctuality rates for pupils eligible for PP.	Monitor punctuality and Office to follow up quickly on absences. Home school link worker to support identified children. Identified children invited to morning reading club.	NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.	PP champion well briefed on target group . TA will run morning reading clubs. Meet and greet at Nursery and main gate.	HoS	
E. Increased PP family engagement with learning and extra- curricular provision	Termly family learning programme Parent workshops run by teachers.	EEF Teaching and learning tool kit shows social and emotional learning (+4) NFER research (Ofsted 2014 PP report) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families	Parent workshops to be organised. Food bank available for families in need Signposting to available support Family learning programme Ongoing feedback from parents Comprehensive out of school activity programme Variety of educational visits – subsidised for PP pupils	HoS	
<b>Total budgeted cost</b>					£8,960

<b>5. Additional detail</b>