

National Teaching School
designated by



National College for
Teaching & Leadership

1. Summary information					
School	St John the Evangelist Catholic Academy				
Academic Year	2019-2020	Total PP budget	£36,960	Date of most recent PP Review	
Total number of pupils	188	Number of pupils eligible for PP	28	Date for next PP Strategy Review	9 th October 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths (or equivalent)	45.5%	52%
% achieving Expected or above in reading.	60%	62%
% achieving Expected or above in writing.	80%	82%
% achieving Expected or above in maths	70%	75%
Progress in Reading		-2.83
Progress in writing		0.21
Progress in maths		-1.6

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oracy and self-help skills upon entry.
B.	Pupil Premium attainment at the end of EYFS and at Upper KS2 to ensure that PP children meet the National Expected Standard.
C.	Pupil Premium attainment at Greater Depth across the school.

D.	Further development a curriculum to ensure that it is ambitious and designed to give disadvantaged pupils the knowledge and cultural capital that they need to succeed in life.
E.	New Senior Leadership team and teaching staff who require further CPD, including NQT's
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance and punctuality rates for children eligible for Pupil Premium Funding.
G.	Parental engagement, including low aspirations.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language by excellent teaching for pupils eligible for PP in Nursery and Reception. Improve the teaching of early reading through systematic, synthetic use of phonics; encouraging a love of reading in Early Years.	Children develop their vocabulary and use it across the EYFS Curriculum. Most PP children achieve the GLD, particularly in Literacy. By the end of Reception, PP children use their knowledge of phonics to read accurately and with increasing speed and fluency.
B.	Pupil Premium attainment at the end of EYFS and at Upper KS2 to ensure that PP children meet the National Expected Standard.	Pupils in line or above National outcomes for EYFS & KS2 in Reading, Writing and Maths for disadvantaged children at the expected standard.
C.	Pupil Premium attainment at Greater Depth across the school.	Pupils are given additional support throughout KS1 & KS2 so that gaps identified can be caught up and pupils can make the same amount of progress as their non-disadvantaged peers.

D.	Further development of a curriculum to ensure that it is ambitious and designed to give disadvantaged pupils the knowledge and cultural capital that they need to succeed in life.	Pupils will partake in the development of a wide and broadly balanced ambitious curriculum. The curriculum will ensure that the disadvantaged have the access to a wide range of planned opportunities to strengthen their cultural capital. Key Stage data will reflect the bespoke curriculum, giving quality first teaching to all.
E.	New Senior Leadership team and teaching staff who require further CPD, including NQT's	CPD is prioritised for the new SLT members and PP Lead. Support from advisor sort for initial support and a review organised for Autumn Term. SMT to work collaboratively with PP and SIP advisor to complete CPD. NQT's fully supported through weekly meetings and supportive planning sessions. NQT's development supported by Collegiate specialist teachers to promote greater subject knowledge and improve first quality teaching.

F.	Increased punctuality and attendance rates for pupils eligible for PP	Monitor attendance and punctuality. Home school link worker and EWO to support identified families. Early help set up as required. Links with GRT families who are PP and have low attendance continue to be strengthened through open door policy. Implementation of late gate and termly attendance cards sent home. Daily phone calls if children are not in school.
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5. Planned expenditure

Academic year

2019-2020

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?
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<p>A.i Improve oral language by excellent teaching for pupils eligible for PP in Nursery and Reception.</p>	<p>Robust formative assessment in place. Targeted teaching to close gaps is in place. Appropriate resources in place to meet the learning of disadvantaged pupils. School is a member of the English Hub and partaking in the Early Years Reading Project.</p>	<p>Attainment of pupil premium children in reading has historically been below that of national expectations. Communication and Language +6months (EEF). Early Literacy approaches + 4months (EEF). Play based learning +5 months (EEF) And Self-regulation + 5 months (EEF)</p>	<p>Early Communication Screening is in place to identify children that need extra support.</p> <p>Children will be assessed throughout the year against the identified areas of language development.</p> <p>A staff audit to be completed so that CPD needs can be identified.</p> <p>Language teaching throughout the year is mapped and all staff aware. Language being taught is clearly identified on planning.</p> <p>Planning and lessons will be scrutinised.</p> <p>SLT monitor to ensure quality first teaching of early language.</p>	<p>RM, CS, HR</p>	<p>End of Spring Term 2020</p>
<p>A.ii Improve the teaching of early reading through systematic, synthetic use of phonics; encouraging a love of reading in Early Years.</p>	<p>Storytelling and group reading. Activities to develop the knowledge of early sounds and letters. Varied approaches to writing.</p>	<p>Early literacy approaches have a positive effect on Early Learning outcomes (EEF).</p>	<p>Existing tracking to be reviewed and further training on how to use it effectively given to all EYFS staff.</p> <p>Phonics planning format developed and used by staff.</p> <p>Staff audit and training needs to be identified.</p> <p>Monitoring of quality first teaching of phonics.</p> <p>Letters and sounds training to be completed throughout the year.</p>	<p>RM, CS, HR</p>	<p>End of Autumn Term initial review of format. End of Spring 2 End of Summer 1</p>

<p>B. Pupil Premium attainment at the end of EYFS to ensure that PP children meet the National Expected Standard.</p>	<p>Individual and small group work, balanced with guided interaction with both child led activities and direct teaching. Disadvantaged children to be offered 30 hours.</p>	<p>Pupil Premium children achieving below National in GLD, with a focus on Numeracy.(EEF) + 6 months Targeted early numeracy approaches targets PP children in catching up with their peers. (EEF) EEF toolkit shows that social and emotional learning is +4. Children's social and emotional needs need to be met before learning can take place, therefore early access to school setting will help to support this emotional wellbeing.</p>	<p>Early Communication Screening is in place to identify children that need extra support in mathematics.</p> <p>Children will be assessed throughout the year against the identified areas of maths development.</p> <p>A staff audit to be completed so that CPD needs can be identified.</p> <p>Numeracy language teaching throughout the year is mapped and all staff aware. Numeracy language is being taught is clearly identified on planning.</p> <p>Planning and lessons will be scrutinised.</p> <p>SLT monitor to ensure quality first teaching of early numeracy.</p>	<p>RM, CS, HR</p>	<p>July 2020</p>
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<p>B. Pupil Premium attainment at the end of Key Stage Two in Reading, to ensure that PP children meet the National Expected Standard.</p>	<p>Reading is prioritised for pupils to access the full curriculum. Staff training required to ensure that quality Guided and Shared reading is planned for and delivered effectively. Teachers to have good subject knowledge of the teaching of reading. Introduce a rigorous and sequential approach to the reading curriculum.</p>	<p>KS2 historical for Pupil Premium is spikey and below that of National Expectations. In addition to this current Year Five and Year Six current data indicates gaps in Pupil Premium attainment.</p>	<p>Reading attainment is assessed and gaps are addressed quickly and effectively.</p> <p>Timetable reading to ensure that pupils read widely and often, ensuring that pupils read with fluency and comprehension appropriate for their age. Guided reading planning is skill mapped and all teachers plan for guided reading from implemented planning sheet.</p> <p>A staff audit to be completed so that CPD needs can be identified.</p> <p>Planning and lessons will be scrutinised.</p> <p>SLT monitor to ensure quality first teaching of reading.</p>	<p>RM, DJ, HR, CS</p>	<p>July 2020 Half Termly data reviews</p>
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<p>B. Pupil Premium attainment at the end of Key Stage Two to ensure in Writing that PP children meet the National Expected Standard.</p>	<p>Writing is prioritised for pupils to access the full curriculum. Staff training required to ensure that quality modelled writing and GPS is planned for and delivered effectively. Teachers to have good subject knowledge of the teaching of all areas of writing, including GPS. Introduce a rigorous and sequential approach to the English curriculum. Support the planning process in writing to include the seven components:</p> <ul style="list-style-type: none"> • planning; • drafting; • sharing; • evaluating; • revising; • editing; and • Publishing. <p>The strategies are modelled before pupils practise them with feedback.</p> <p>External support sort to model writing to teachers.</p>	<p>KS2 historical for Pupil Premium is spikey and below that of National Expectations. In addition to this current Year Five and Year Six current data indicates gaps in Pupil Premium attainment. There is extensive evidence for the impact of teaching writing composition strategies from three meta-analyses. (EEF- Improving Literacy KS2)</p>	<p>Writing attainment is assessed and gaps are addressed quickly and effectively.</p> <p>Timetable reading to ensure that pupils read widely and often, ensuring that pupils read with fluency and comprehension appropriate for their age.</p> <p>English planning is skill mapped and all teachers plan for modelled writing and discrete GPS from implemented planning sheet.</p> <p>Participating in Collegiate NO More Marking initiative.</p> <p>A staff audit to be completed so that CPD needs can be identified.</p> <p>Planning and lessons will be scrutinised.</p> <p>SLT monitor to ensure quality first teaching of Writing.</p>	<p>RM, HR, CS, DJ</p>	<p>July 2020 Half Termly data reviews</p>
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<p>B. Pupil Premium attainment at the end of Key Stage Two in Maths to ensure that PP children meet the National Expected Standard.</p>	<p>Reading is prioritised for pupils to access the full curriculum. Staff training required to ensure that quality Guided and Shared reading is planned for and delivered effectively. Teachers to have good subject knowledge of the teaching of reading. Introduce a rigorous and sequential approach to the reading curriculum is in place.</p>	<p>KS2 historical for Pupil Premium is spikey and below that of National Expectations. In addition to this current Year Five and Year Six current data indicates gaps in Pupil Premium attainment.</p>	<p>Reading attainment is assessed and gaps are addressed quickly and effectively.</p> <p>Timetable reading to ensure that pupils read widely and often, ensuring that pupils read with fluency and comprehension appropriate for their age. Guided reading planning is skill mapped and all teachers plan for guided reading from implemented planning sheet.</p> <p>A staff audit to be completed so that CPD needs can be identified.</p> <p>Planning and lessons will be scrutinised.</p> <p>SLT monitor to ensure quality first teaching of reading.</p>	<p>RM, HR, DJ, CS</p>	<p>July 2020 Half Termly data reviews</p>
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<p>Total budgeted cost Costs will be also be covered from the school budget.</p>					<p>£ 3500 + £8499 + £2500 + £ 3500 £17,999</p>
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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?
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<p>Further development of a curriculum to ensure that it is ambitious and designed to give disadvantaged pupils the knowledge and cultural capital that they need to succeed in life.</p>	<p>A full review of the curriculum provision to be completed in the Autumn Term by the new SLT. Review of the planned provision and quality of all subjects. New planning formats to be looked at focusing on the disadvantages ability to access planned lessons. Termly PP meetings to be arranged so that PP progress can be monitored closely with the new changes. New PP passports to be used to promote a greater focus on provision for all.</p>	<p>The EEF is in full support of the new Ofsted Framework, focusing on the quality of provision rather than being heavily reliant on the performance data.</p>	<p>Support from another Collegiate Head with regards to the Curriculum intent and provision.</p> <p>Whole School CPD sessions on creating a bespoke ambitious curriculum.</p> <p>Collegiate planning support given so that colleagues of the same year group are able to plan together.</p> <p>Reviews to be completed termly to assess the impact of the provision.</p> <p>Lesson visits and regular Pupil Voice to be completed to ensure that provision is consistent for all pupils.</p> <p>Termly internal data should reflect the positive and broadly balanced curriculum delivery through improved attainment and progress.</p>	<p>HR, CS, RM, SR</p>	<p>January 2020 April 2020 July 2020</p>
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New Senior Leadership team and teaching staff who require further CPD, including NQT's	CPD is prioritised for the new SLT members and PP Lead. Support from advisor sort for initial support and a review organised for Autumn Term. SMT to work collaboratively with PP and SIP advisor to complete CPD. NQT's fully supported through weekly meetings and supportive planning sessions. NQT's development supported by Collegiate specialist teachers to promote greater subject knowledge and improve first quality teaching.	EEF research into Early-Career Support shows the positive impact of mentoring and coaching of NQT's and RQT's. (Early Career Framework- DFE). Research shows that early support improves retention, skills and staff well-being. EEF (Achieve Together) research shows that Senior Leaders who work collaboratively with their peers have a greater chance of strategic success.	A consistent, fair and structured Performance Management programme will be implemented. Whole school weekly timetable to include CPD/NQT/Leadership support time. This is to be accessible for all staff. NQT's to pass the first stage of induction. Positive lesson visits, book trawls and pupil voice to show the impact of extra skills support.	HR, RM, CS, CSig	January 2020 April 2020 July 2020
Total budgeted cost					£10,000+ £6400= £16,400
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?
Increased punctuality and attendance rates for pupils eligible for PP	Monitor attendance and punctuality. Home school link worker and EWO to support identified families. Early help set up as required.	A small number of PP children have very low attendance and this has a negative effect on their progress and attainment.	Meet and greet selected children. Breakfast provided as necessary. PP Leader to monitor. Regular link with EWO .	HR, CS, RM, EWO	Autumn 2019
Total budgeted cost					£ 3000
Total budgeted cost					£37,399

6. Review of expenditure

Previous Academic Year

2018-2019

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
A. Improved oral language skills in Nursery and Reception	Early Communication	ECS identified key areas of gaps	Quality first teaching to diminish the gaps.	
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.	Over the three years the results for all children have been static at both expected and GDS in reading. Progress for 2018 was well below average. However for Pupil Premium children the percentage increased from 38% in 2018 to 60% in 2019.	Continued support with new Assistant Head in coaching staff to improve teaching of reading, with a particular focus on Year Six. The targeted additional adult support in every classroom had a positive impact on improving the attainment of the disadvantaged. Further development of the tracking system is needed. Further staff training to be given to ensure the gap diminishing even further.	

<p>C. Higher rates of progress across KS1 for high attaining pupils for PP.</p>	<p>Raising standards of teaching through coaching with a focus on reading and feedback.</p>	<p>Over the three years the results for the children have improved for all. For Pupil Premium children the results have also increased from 33% to 80% and are now above national expectations.</p>	<p>Support had a positive impact on the teaching of reading. The targeted additional adult support in every classroom had the impact of diminishing the gap. Further development of the tracking system is needed.</p>	<p>Total cost for a, b & c: £25,100</p>
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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
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.	Training with all FS staff on Communication Screening to help to identify the children who need targeted support. Head of School, a FS specialist supported the FS Lead to develop the use of Continuous Provision.	Target groups timetabled for afternoons. Review impact of BB 5 minute box for group of target pupils. Stories for talking is beginning to have a positive impact and will continue. 40% of Pupil Premium children met GLD. Attainment of the disadvantaged children needs to be rapidly improved.	
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.	Increased attainment for Pupil Premium children at the end of both Key Stages by the end of the 2018-2019 academic year. End of academic year data for Pupil Premium children in other cohorts indicates that in Year One the gaps are diminishing in all areas at the expected standard. However 0% are at GDS in writing. In Year Two as above. Year Three the gaps between are diminishing and are above national expectations. Gaps in still exist in Year Four at the expected standard, however there are no gaps at GDS. There are gaps in Year Five at the expected standard in Maths and Reading, however non at the expected standard for writing. GDS there are gaps in Writing. For Year Six, see above.	The daily before school club for expected pupils in reading has had in impact in diminishing the gaps for disadvantaged children. The use of a designated TA to take identified PP children to rapid phonics ensured all Pupil Premium children reached the attained nationally expected standard. Effective feedback for Pupil Premium children has helped to diminish gaps.	

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.		New Assistant Head to help to support the after school interventions for reading and maths in Y6. Year 6 cohort to use team teaching to improve quality first teaching, with greater opportunities for support for the disadvantaged children. Further review the effective use of the marking policy across all year groups to ensure that marking and feedback is purposeful. Further development of the tracking system is needed.	Total for a, b & c: £30,540
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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
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	A smaller number of disadvantaged children had unauthorised absences comparative to that of their more advantaged peers. However a greater number of disadvantaged pupils had punctuality issues.	PP champion well briefed on target group. TA will run morning reading clubs. Meet and greet at Nursery and main gate.	

E. Increased PP family engagement with learning and extra-curricular provision	Termly family learning programme Parent workshops run by teachers.		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	Total cost for e & f: £8,960
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7. Additional detail

In addition to the above all our PP children will be considered for additional support either financially or educationally as needs arise. Pupil Premium Passports for each individual child will be reviewed regularly to ensure all PP children and having full access to all opportunities and are reaching their full potential.