

Pupil premium strategy statement (primary)

1. Summary information					
School	St. John the Evangelist Catholic Academy				
Academic Year	2017/18	Total PP budget	£59,400	Date of most recent PP Review	N/A
Total number of pupils	189	Number of pupils eligible for PP	42	Date for next internal review of this strategy	July 2018

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	33.0%	74.0%
% achieving EXS or above in writing	33.0%	65.0%
% achieving EXS or above in maths	33.0%	74.0%
Key Stage 2 (5 pupils)		
% achieving EXS or above in reading, writing and maths	17.0%	%
% achieving EXS or above in reading	50.0%	78.0%
% achieving EXS or above in writing	50.0%	94.0%
% achieving EXS or above in maths	33.0%	67.0%

	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	-1.89	102.3	104.1	0.71	83.0%	76.0%	-2.12	102.4	103.0
Boys	-2.78	100.2	103.4	-0.13	73.0%	70.0%	-2.51	103.7	103.3
Girls	-1.15	104.0	104.9	1.42	92.0%	83.0%	-1.80	100.9	102.8
Dis	-1.07	98.0	105.4	-0.48	50.0%	81.0%	-3.50	98.6	104.1
Other	-2.17	103.7	105.4	1.11	94.0%	81.0%	-1.66	103.3	104.1
SEN Sup	-2.00	95.2	104.1	-2.27	20.0%	76.0%	-4.78	90.0	103.0
EHC	-	N/A	104.1	N/A	N/A	76.0%	N/A	-	103.0
EAL	-	N/A	104.1	N/A	N/A	76.0%	N/A	100.0	103.0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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 for cognition and learning needs 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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
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.	
C.	Parental engagement with school, particularly attendance at information evenings is low.	
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 attain good rates of progress to ensure the gap between their attainment and national scores is closed.	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
Total budgeted cost					£43,900.00
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 NM	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.	Opportunities to "overlearn" key facts and vocabulary assist pupils to retain information thus enabling them to access the curriculum.	Half-termly monitoring of progress during Pupil Progress meetings. Interventions will be timetabled and adequate and appropriately trained staff made available to deliver programmes.	PT	Half-termly

Total budgeted cost					£9,500.00
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?
Improved attendance rates and punctuality for all PP pupils.	Implementation of regular "late gates" and attendance surgeries. Specific targeted support for identified families such as support in establishing routines.	Analysis of attendance data indicates that PP pupils are often late due to lack of effective routines at home. Some families are often dealing with on-going financial/social issues that cause stress.	Weekly analysis of attendance data will ensure that the most vulnerable families are quickly identified. Surgeries, home visits etc will enable the academy to gain an understanding of issues faced by the family and organise appropriate support.	H. Butters A. Hurst (EWO)	Half-termy
To improve rates of engagement in learning activities, workshops, meetings etc of PP pupils and families.	Provide a range of opportunities and equal access for all children and promote healthy active lifestyles. Subsidised Trips Overview: School trips and residential subsidised to ensure access for all pupils Arts/Culture Week Overview: Pupils have the opportunity to experience a wide range of new arts and cultural experiences	Many PP pupils/families often lack the confidence or financial means to engage in extra-curricular activities. Participation in such activities has been proven to increase self-esteem, improve fine motor skills, raise aspiration, motivation and engagement. improve behaviour and give pupils a purpose.	PP pupils will be identified and actively encouraged to attend extra-curricular activities. PP pupils will be consulted about the types of clubs/activities on offer.	H. Butters P. Turner N. Meakin	Half-termy
To promote a positive learning culture within school where all children are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence.	Money set aside to respond to additional needs eg providing counselling, nurturing, 1:1 tuition	Several PP pupils lack confidence and/or self-managing strategies which can become a barrier to learning.	PP pupils will be identified and appropriate support organised.	H. Butters	Half-termy
Total budgeted cost					Cost £ 6,000.00

6. Review of expenditure				
Previous Academic Year		£56, 760		
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
<p>Summary overview:</p> <p>To ensure the number of PP pupils attaining national averages matches that of non PP pupils</p>	<p>TAs were allocated to provide 1:1 and small group work. Some of these opportunities involved the use of specific programmes such as "Rapid Readers", Beat Dyslexia", whilst others were used as a pre-cuing or "catch-up" session.</p>	<p>Impact was varied and was much more positive for those pupils of middle to higher ability. Those pupils on the SEN register did not make as much progress as they were not always able to transfer newly learned skills back into the classroom.</p>	<p>Some interventions had a greater impact than others. The reading, pre-cuing and "catch-up" sessions had the greatest impact as these were more closely related to learning targets in the classroom and there were greater opportunities for pupils to apply new learning.</p>	£55,760
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
See notes above.				
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
Improve attendance rates.	<p>Surgeries led with support of EWO. Weekly texts. Interviews with parents.</p>	<p>The attendance rates of the vast majority of PP pupils improved.</p>	<p>The weekly texts had the greatest impact upon attendance figures.</p>	£1,000

