

Pupil premium strategy statement

School overview

Metric	Data
School name	St John the Evangelist Catholic Academy
Pupils in school	188 (172 excluding Nursery)
Proportion of disadvantaged pupils	33% (excluding Nursery)
Pupil premium allocation this academic year	£51,420
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Dianne Mason
Pupil premium lead	Natalie Meakin
Governor lead	Glen Hassell

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	<u>Upper KS2</u> Combined 75% Reading – 75% Writing – 75% Maths – 75%.
Achieving high standard at KS2	Maths – 12.5% Writing – 12.5% Reading – 12.5% Combined – 12.5%

Strategy aims for disadvantaged pupils

Measure	Activity
<p>Effective high quality teaching in place and embedded in the EYFS. Evidenced through monitoring to have an impact on the progress and attainment of disadvantaged children.</p>	<p>Introduce the Nuffield Language Programme. Ensuring High quality leadership and teaching across the EYFS where there is only one teacher across the whole of the EYFS. Relevant staff training for identified staff. Effective deployment of support staff. One to one support and same day in-class interventions. Review of the curriculum to ensure that it is coherently planned and sequenced. Sharp focus on children securing a knowledge of phonics by the end of Reception.</p>
<p>Effective high quality teaching of phonics across the EYFS and Key Stage 1 ensures disadvantaged children achieve well.</p>	<p>Twice daily interventions to allow disadvantaged children to catch up. Effective deployment of teaching assistants. Same day in-class interventions and one to one support. Sessions explicitly linked to daily teaching. Relevant staff training. Linking with support school to further improve the teaching of phonics.</p>
<p>PP children who also have SEND achieve the best possible outcomes.</p>	<p>Correct identification of SEND children. Pupil passports reviewed regularly. Combined PP and SEND passport. Link with parents. Reporting to Governors. Effective deployment of teaching assistants. Same day in-class interventions and one to one support. Sessions explicitly linked to daily teaching.</p>
<p>Effective high quality teaching is firmly embedded throughout the school in reading, writing, maths and the foundation subjects for disadvantaged children.</p>	<p>Review of the curriculum that is ambitious and designed to give all pupils particularly disadvantaged pupils what they need to succeed in life. EEF guide to support school planning for effective teaching for all/Senior leaders to implement across the school. EEF COVID-19 guide identifies proven actions is used. Broader range of teaching strategies used. Combined with subject knowledge and knowledge of the pupils these impact positively on learning. Monitor effective teaching such as explicit teaching, scaffolding, flexible grouping and cognitive and mega-cognitive strategies. Evidence informs CPD for support staff is identified and delivered.</p>

	Staff training to deliver effective online streaming of teaching where necessary.
Targeted academic support to be embedded across the school and to be part of effective teaching. Effectively addresses any learning that has been lost and closing gaps is identified.	Use of EEF evidence base including research strategies such as same day in-class interventions, structured interventions such as small group or one to one support, daily reading, effective deployment of teaching assistants, teacher led targeted group teaching for identified PP children.
Wider strategies are in place across the school to address any barriers to ensure PP children succeed in such as SEL, attendance and attendance at extra-curricular activities.	EEF guidance report from SEL learning is implemented. SEL is embedded throughout the school removing barriers and impacting on pupils' outcomes. Use of EWO and rigorous attendance structures to ensure the attendance of PP children is line with national. A wide selection of extra-curricular activities to engage PP children is developed and in place.
Barriers to learning these priorities address	Covid restrictions. Space and staff to deliver small group interventions may be effected. Disruptions to teaching due to absences of staff due to Covid. Disruptions to learning due to absence related to Covid testing. Appropriate staff training. Impact on disadvantaged children of any ineffective teaching.
Projected spending	£43,483

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Teaching priorities for the current academic year

Aim	Target	Target date
EYFS: Improve progress in language development in the EYFS and to ensure high quality, consistent leadership and teaching in EYFS for the whole academic year resulting in improved attainment at GLD for disadvantaged children.	Embed new oral language programme in EYFS. Attainment in CLL end of EYFS will improve Most disadvantaged children achieve in line with or closer to the national benchmark for GLD at the end of EYFS, particularly in Mathematics and Literacy	July 2021

<p>Phonics: To ensure high-quality leadership and focussed high-quality teaching of Phonics in EYFS and KS1.</p>	<p>By the end of Reception, children use their knowledge of Phonics to read with increasing accuracy and speed.</p> <p>Disadvantaged pupils to achieve in line or above in the phonics screening (Yr1) in June, Yr 2 in November and the current Yr3 pupils who didn't pass in Yr2.</p>	<p>June- July 2021.</p>
<p>To ensure that high-quality, focussed teaching results in attainment and progress in Reading being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p>	<p>Most disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, in reading</p> <p>Disadvantaged children achieve national average progress scores or above in Reading (at least 0)</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p>	<p>July 2021</p>
<p>To ensure that high-quality, focussed teaching results in attainment and progress in Writing being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p>	<p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth in writing</p> <p>Most disadvantaged children achieve national average progress scores or above in Writing</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p>	<p>July 2011</p>
<p>To ensure that high-quality, focussed teaching of maths mastery results in attainment and progress in Mathematics being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p>	<p>To implement Maths mastery across the school</p> <p>Most disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards</p> <p>Disadvantaged children achieve national average progress scores or above in Mathematics</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p>	<p>July 2021</p>

To embed the reviewed curriculum across the school	To make sure it's implemented ready to be embedded in the 2 nd year. Pupils develop detailed knowledge and skills across the curriculum as a result, achieve well ensuring disadvantaged children make at least average progress.	July 2021
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Measure	Activity
<p>Monitoring of teaching shows that it is never less than good across the whole of EYFS resulting in improved attainment especially in CLL. Raise achievement in CLL at the end of EYFS</p>	<p>Staffing is timetabled so that the correct level of staffing is in place in EYFS to effectively implement and deliver the curriculum.</p> <p>Redesigned curriculum is effectively implemented and is monitored showing that meets the children's needs and promotes learning.</p> <p>New language programmes are implemented and the teaching of these is consistent across EYFS and their impact is monitored.</p> <p>Relevant staff training is place across EYFS.</p> <p>Link with a support school to further develop practice in EYFS with a focus on disadvantaged children.</p> <p>Progress is tracked carefully and any gaps identified for disadvantaged children are addressed.</p>
<p>The teaching of Phonics in never less than good in EYFS and KS1.</p> <p>Effective teacher-led targeted group teaching is in place for identified disadvantaged.</p> <p>Improvement of attainment in disadvantaged pupils in phonics at the end of EYFS, Year 1 and KS2 so that the disadvantaged children achieve in line with national.</p> <p>Improved the teaching of early reading through systematic, synthetic use of phonics</p>	<p>Relevant staff training to deliver the phonics effectively.</p> <p>A cycle of monitoring of Phonics is developed and implemented.</p> <p>Support staff are deployed effectively to aid the delivery of Phonics.</p> <p>Teacher- led targeted group teaching of Phonics for disadvantaged children in place.</p> <p>Two phonics sessions a day planned and deliver to support catch up.</p> <p>Reading books match closely to the phonics the children are being taught and these are checked regularly by teachers and support staff.</p>

<p>Disadvantaged pupils read widely and often.</p> <p>Disadvantaged children achieve in line with national at both standards.</p> <p>Disadvantaged children achieve progress scores of at least 0 at the end of KS2.</p>	<p>Reading books connect closely to children's Phonics ability.</p> <p>Embed a rigorous and sequential approach to reading.</p> <p>Home reading is to be carefully monitored and concerns addressed quickly.</p> <p>Frequent home reading is rewarded.</p> <p>Reading attainment is assessed and gaps addressed effectively and quickly at all stages.</p> <p>Children are given time to read for pleasure to encourage the love of reading across the school.</p> <p>New library installed at KS2.</p> <p>New books in place across the school.</p> <p>Move from guided reading to evidence based whole class reading.</p>
<p>Quality first effective teaching of Writing, is in place and used by all teachers to aid the development of writing and support pupil progress</p> <p>Disadvantaged children achieve in line with national at both standards</p> <p>Disadvantaged children achieve progress scores of at least 0 at the end of KS2</p>	<p>Monitoring of writing to ensure effective and consistent teaching across the school specifically the modelling and scaffolding for disadvantaged children.</p> <p>Regular formative assessment of writing including No More Marking to ensure gaps are addressed quickly and effectively.</p> <p>A whole-school focus on the application of the acquired vocabulary.</p> <p>Relevant staff training to develop the teaching of vocabulary and writing.</p>
<p>Teaching in Mathematics in both KS1 and KS2 is never less than Good and Maths Mastery is embedded across the school with consistent teaching.</p> <p>Disadvantaged pupils apply Mathematical concepts and procedures appropriate to their age.</p> <p>Disadvantaged children achieve progress scores of at least 0 at the end of KS2.</p> <p>Consistencies in teaching of Maths leading to improved attainment of disadvantaged pupils.</p>	<p>Engagement with the Maths Hub to embed the teaching for Mastery across all year groups</p> <p>Relevant staff training for all staff for the delivery of Maths Mastery</p> <p>A regular cycle of monitoring the consistency in the teaching of Maths Mastery and impact on raising standards</p> <p>Audit of concrete resources to support the teaching and learning of Maths Mastery</p> <p>Purchase of additional resources where gaps in resources are identified</p>

Curriculum is consistently embedded across the school which is broad and balanced and evidence that all disadvantaged children are accessing it.	<p>Subject leaders are developed and are able to support and monitor the embedding of the curriculum.</p> <p>Regular cycle of planned book scans of disadvantaged children's work and progress in all areas of the curriculum.</p>
Barriers to learning - Addressing priorities	<p>Staff using evidence based whole class teaching interventions.</p> <p>Parental engagement and communication in the support of reading.</p> <p>Different starting points of children within cohorts due to lockdown.</p> <p>Disruption to teaching due to absences related to Covid-19.</p> <p>Remote online learning is a barrier should the school require this in COVID outbreak.</p> <p>31% of disadvantaged children in the school are also identified as SEND.</p> <p>Some families provide less opportunities for home learning due to home circumstances.</p>
Projected spending	£50,896

Targeted academic support for current academic year

Measure	Activity
Nuffield early language evidence based intervention is implemented and embedded across EYFS	<p>Communication screening tool to identify children needing intervention and support.</p> <p>SENCo to identify those needing support in KS1 and KS2.</p> <p>One to one provision of Nuffield intervention.</p> <p>Early talk boost/Talk boost.</p> <p>Reading wise vocabulary pilot in KS1 and KS2.</p>
Consistent and effective interventions are in place and maintained over a sustained period for progress in phonics and there is evidence of their impact on attainment and progress	<p>Establish a timetabled programme of small group interventions for disadvantaged pupils falling behind in phonics in Year 1 and Year 2.</p> <p>Effective deployment of teaching assistants to meet needs of identified children.</p> <p>Monitor interventions such as twice daily phonics lessons to analyse impact.</p> <p>CPD for identified staff who are delivering phonics interventions.</p> <p>Establish a catch-up timetable including using physical resources to address gaps that have been identified in phonics during lockdown.</p>

<p>Consistent and effective interventions are in place and maintained over a sustained period for progress in reading, writing and maths and there is evidence of their impact on attainment and progress</p>	<p>Establish a timetabled programme of small group interventions for disadvantaged pupils falling behind expectations in English and Maths. 1:1 support in place. Effective deployment of teaching assistants to meet the needs of identified children. Use of small groups to increase reading for pleasure. Monitor interventions. CPD for identified staff who are delivering interventions. Establish a catch-up timetable including using physical resources to address gaps that have been identified during lockdown Learning support staff and teacher are responsible for support and one to one interventions across the school.</p>
<p>School data highlights where PP who are also SEND need to make accelerated progress</p>	<p>Interventions – wave 3 – precision teaching, pre-cueing all used consistently for identified children. Same day in-class interventions are used in all cohorts with sessions explicitly linked to daily lessons. Teacher-led interventions are delivered to identified children specifically PP and PP children with SEND. Develop staff confidence to address gaps in learning is developed. Effective feedback further developed to ensure consistency and progress of disadvantaged pupils</p>
<p>Targeted academic support interventions used across the school are evidence based and progress measured.</p>	<p>Use EEF guidance Covid-19 support guide for schools to support the implementation of a recovery programme in school. Use guidance to support and inform decisions about how to use catch up funding, especially for disadvantaged pupils to catch up.</p>
<p>Barriers to learning these priorities address</p>	<p>Staff knowledge and skills to deliver interventions. Staff training. Restrictions due to Covid-19 and disruption to teaching due to staff and pupil absence. Timetabling of in-class support to ensure that this does not impact on curriculum time. Lack of parental support for before and after tutoring. Resources to deliver interventions.</p>
<p>Projected spending</p>	<p>£51,469</p>

Wider strategies for current academic year

Measure	Activity
<p>Social and emotional learning is embedded across the school and is taught by all teachers</p>	<p>Professional development for staff. Use of EEF toolkit for social and emotional learning. Parent support groups/classes to enhance the relationship with their parents. Interventions that provide support for pupil's social and emotional needs are used. Ten:Ten schemes delivered weekly in all year groups from Reception to Year 6. Monitoring of PSHE by lead and SLT. Mental Health training for identified staff. Training for all staff on emotional and social well-being.</p>
<p>Absence of Pupil Premium children is in line with or lower than the national figure for this group of children, including for persistent absent Pupil Premium children</p>	<p>Collegiate EWO. Academy manager to promote good attendance throughout the school. Weekly monitoring of attendance embedded. Breakfast club to support punctuality of PP pupils. Improve communication with parents. First call home consistently used. Attendance clinics established and lead by the EWO and /or Principal and Academy Manager. Attendance rewards- class and individual. Red, amber, green letters home to all pupils.</p>
<p>Uptake of PP ch accessing the extra-curricular activities is high and has a positive impact on their social and emotional learning.</p>	<p>Targeting Pupil Premium children to attend extra-curricular activities. A wide variety of activities are available including non-academic subjects, ensuring that bubbles are not compromised. Monitoring of the uptake of pupil premium children engaging in extra-curricular activities.</p>
<p>Barriers to learning these priorities address</p>	<p>Improving attendance for the most disadvantaged pupils. Parental support for engagement in extra-curricular activities. Staff knowledge in identifying disadvantaged children with social and emotional issues. Resources to deliver interventions.</p>
<p>Projected spending</p>	<p>£4,343</p>

Use of Remote Learning

Measure	Mitigating Action	Impact
<p>Uptake of PP children accessing remote learning is consistent and in line with non PP children</p>	<ul style="list-style-type: none"> - PP children to have access to a laptop/tablet/Sim card if required to be able to access remote learning successfully - PP children to attend school if identified as needing this provision - Staff to monitor/complete weekly attendance sheets of children accessing the remote learning - Regular phone calls from the family support worker to ensure that the children are able to access the remote learning and coping with the teaching and learning being delivered - Appropriate provision is available for all PP children to access (Reception and Year 1 have access to a range of activities and work uploaded on Purple Mash. In addition they have a daily phonics lesson and a story time via Microsoft Teams. Year 2 has daily teaching through Microsoft Teams with an additional range of activities and work uploaded on Purple Mash. Year 3 to Year 6 have daily teaching through Microsoft Teams). - Weekly timetables to be sent to all children - Differentiated work/activities to be taught/set 	<p>PP children will have full access to all remote learning to ensure that they achieve the best possible outcomes</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring time given to allow professional development</p> <p>Staff disruption to teaching and gaps widened due to home learning.</p>	<p>Staff review – CPD requirements (training days)</p> <p>Staff performance management</p> <p>PP deep dives</p> <p>Learning walks (subject leaders, principal etc)</p> <p>Development of the use of online learning.</p>
Targeted support	<p>Time for school maths lead to support</p> <p>Identifying gaps in knowledge.</p> <p>Timetabling interventions due to restrictions.</p> <p>Time and space to teach in small groups.</p>	<p>Staff to receive relevant training – CPD opportunities (training days)</p> <p>Learning walks</p> <p>Book scans</p> <p>Formulate a timetable to specifically allocate staff and space for identified pupils.</p> <p>In class interventions where possible.</p>
Wider strategies	<p>Engaging families facing challenges.</p> <p>Training for SEL.</p> <p>Timetabling for SEL training to be delivered.</p> <p>Extra-curricular activities currently restricted due to Covid-19 and attendance affected.</p>	<p>Build up links/communication with parents.</p> <p>Parent workshops.</p> <p>Timetable SEL training for staff inset day.</p> <p>Ensure advice and support is given to parents so that the Covid test can be completed quickly and staff/children can return to school quickly.</p> <p>Regular communication with the EWO regarding absences.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>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.</p>	<p>50% of Pupil Premium children achieved GLD. 50% of PP children used phonics Improvement on the previous year where 29% of disadvantaged achieved GLD.</p>
<p>Pupil Premium attainment at the end of EYFS and at Upper KS2 to ensure that PP children meet the National Expected Standard.</p>	<p><u>EYFS</u> 50% of Pupil Premium children achieved GLD. 50% of PP children used phonics Improvement on the previous year where 29% of disadvantaged achieved GLD.</p> <p><u>Upper KS2</u> Combined 75% Reading – 75% Writing – 75% Maths – 75% Improved attainment for disadvantage reading, maths and combined. Writing – same Attainment in line with national.</p>
<p>Pupil Premium attainment at Greater Depth across the school.</p>	<p>Maths – 12.5% Writing – 12.5% Reading – 12.5% Combined – 12.5%</p>
<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>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.</p> <p>Curriculum has been developed and is ready to be implemented Sept 2020. New curriculum leads in subjects.</p>
<p>New Senior Leadership team and teaching staff who require further CPD, including NQT'</p>	<p>Some subject leaders went on curriculum training. Maths mastery</p>

	NQT training – log Put on hold due to lockdown.
Increased punctuality and attendance rates for pupils eligible for PP	<u>End of Autumn Term:</u> School – 88.93% <u>End of Spring Term:</u> School – 91.61%