

**Saint John Fisher Catholic Primary School**

**Pupil Premium Strategy**

**2018 - 2019**

On the following pages there are tables showing information on our Pupil Premium survey. As a school we have used this information to inform discussions between leadership and the local academy committee, and help to shape future strategic planning for the use of the Pupil Premium funding.

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| **Financial Year Amount of Pupil Premium funding** |
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| 2014-2015 £144,300 – 111 pupils |
| 2015-2016 £121,440 – 92 pupils |
| 2016-2017 £102,840 – 77 pupils |
| 2017-2018 £101,687 – 72 pupils |
| 2018-2019 £100,402- 79 pupils |

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|  | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| Percentage of FSM pupils | 26% | 22% | 18% | 19% | 17% |
| Number of FSM pupils eligible for Pupil Premium | 111 x £1300 =  £144,300 | 92 x £1320 =  £121,440 | 77 x £1320 =  £101,640 | 72 x £1320 =  £101,687 | 79 x £1320  £100,402 |
| Number of post LAC (adopted) pupils eligible for Pupil Premium | 0 | 0 | 0 | 0 | 0 |
| Number of Service pupils eligible for Pupil Premium | 0 | 5 | 4 | 2 | 2 |
| Number of Looked After pupil eligible for Pupil Premium | 2 | 1 | 1 | 0 | 0 |
| Total | £144,300 | £122,940 | £102,840 | £101,687 | £100,402 |

**Strategy outline for Pupil Premium spend 2018 – 2019**

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| **PRESENTING ISSUES MAIN BARRIERS** | **APPROXIMATE COST** | **ACTION** | **PROJECTED IMPACT HOW MEASURED** | **ACTUAL IMPACT REVIEW SUMMER 2019** |
| Attendance and Punctuality  Specific groups of pupils who persistently late and attendance falling below 96%. | £4,500  £10,000  Proportion of Pastoral lead’s salary.  £4,000 Game On coaches to support | Romero Attendance Officer to work alongside the school’s Pastoral Lead to ensure rates of attendance and punctuality increases for those pupils who are most vulnerable.  Analyse data on a daily/weekly basis and ensure a plan is in place to support.  Parents to be invited into school to discuss barriers and support to be put in place. Early Support from the Hub will be in place where deemed necessary.  Identify pupils across KS2 who are persistently late and fail to attend school on a regular basis who will benefit from Breakfast Club. | Increase rate of attendance and narrow the gap between Disadvantaged and Non-Disadvantaged.  Disadvantaged pupil target to be 96% and above.  Improve rates of punctuality for Disadvantaged groups of pupils, particularly those who are persistently late for school. |  |
| Lack of family engagement with learning | £1,000  £2,000 (supply cover)  £1,500 | Teachers to complete “Barriers to Learning” proforma identifying need.  Lunchtime club  Homework club to be used by those children who do not have access to the internet at home or struggle to complete homework at home.  Teachers to provide extra support for disadvantaged pupils to ensure they complete homework. Ensure the barrier to learning is addressed.  Contact parents – offer support/guidance on how to help their child complete homework.  Staff to run workshops for parents – how to support their children at home.  PP Lead to invite parents into school to discuss their child’s progress with their class teacher– Structured Conversations twice a year. January and July.  Identify families who do not attend parent consultation meetings. Invite them into school and share their child’s progress/attainment. Discuss how parents can support at home.  Provide Reading Eggs as an online platform to support reading development at home. | All members of staff are clear on the barriers to learning for all Disadvantaged pupils and make social and learning adjustments as required.  The school will offer regular opportunities for families to be updated and informed on how to support their child learning.  Increase rates of parent participation in school lead events for supporting children’s learning at home.  All pupils to have access to online reading support and will increase access of reading opportunities at home. |  |
| Percentage of Disadvantaged pupils achieving ARE in Reading, Writing and Mathematics not in line with all other pupils | £2,600- Pixl  £3,900  5%of TLR salary  Leadership time x 3  £12,500  Pixl therapies/interventions  TA’s support.  £6,000 | Identify pupils who are not at ARE in RW and M, by making effective use of PIXL assessment system.  Staff to make effective use of PIXL Q and A analysis to identify gaps in learning and plan appropriate interventions/therapies.  VP and Phase Leaders to ensure that Interventions/Therapies are in place for all pupils requiring intervention but particularly those who are Disadvantaged. Phase Leaders to monitor the frequency and quality of intervention.  Teaching Assistants to provide targeted support for those identified pupils falling below.  Reading Recovery Teacher to identify those pupils who are achieving below in Reception and identify targeted support in Year 1. | Teachers have an effective assessment system which highlights gaps in learning. As a result, appropriate and timely interventions/therapies are in place.  Analysis of assessments ensure that high quality intervention are in place and the gap between Disadvantaged and Non Disadvantaged narrows by at least 20%.  Disadvantaged Pupils are targeted and Reading Recovery Plans are in place to support. |  |
| Disadvantaged pupils not making as much progress in Mathematics as they are in Reading. | £ 20,000  £12,000  £1,000  £10,000 | Maths Mastery Lead to support staff in the implementation and planning of high quality lessons across the school.  Implement Maths No Problem across the school from Years 1 – 6 to ensure consistency of approach when teaching Mathematics  Purchases manipulatives/equipment to support learning.  Numbers Count Intervention to be in place for those pupils falling behind, with an emphasis on those who are Disadvantaged.  Employ part time teacher and have x3 smaller classes in Y6. | There is consistency across the school in high quality mathematics lessons. With the quality of teaching Mathematics being at 100% good. |  |
| Low aspirations of families and pupils | £250 | Aspirations week. Invite range of different visitors to showcase their jobs and careers. Hands on workshops for pupils, motivational speakers, assemblies etc to encourage children to consider what they might be called to be when they are older. | Pupils will have a greater understanding of the world of work and purpose of education. Pupils will begin to realise God given talents. |  |
| Financial issues    Narrow range of opportunities outside of home and school -sometimes due to financial constraints. | £2,500  £180 | Subsidise educational visits, residential for pupils in receipt of PP Grant and who may not be able to attend due to financial constraints.  Andrew Robinson Trust: Ensure identified pupils/families take up offer for 7 pupils to experience a weekend residential at Alton Castle. (Autumn 2 and Spring 1) at no cost. Teacher to accompany pupils. | Increase confidence and self-esteem. Improvement in social skills. Cultural and spiritual development improved |  |
| SEND – Special Educational Needs and Disabilities preventing some disadvantaged pupils reaching Age Related Expectations. | £7,000 | Purchase additional hours from LAWs, CIASS and EPS to ensure pupils are assessed in a timely manner and early intervention is in place.  SENCo to monitor impact of interventions. – IEP’s to reflect advice given in any outside agencies reports.  Autism support teacher to support half a day weekly. | All vulnerable pupils will receive the support they need and good progress will be made from their starting points.  IEP targets successfully achieved. |  |
| Speech and language difficulties are impeding children’s learning | £3,000 | All Reception pupils to be screened using WellCom assessment.  Interventions will be put in place and key pupils identified for intensive support.  TAs to be trained by Speech and Language Therapist.  ½ day per week – targeting children with difficulties with Speech and Language and supporting parents with interventions. | Improved quality of Speech and language provision across the school. Better outcomes for pupils and this will be evident in GLD.  Parents to be given quality support and guidance. |  |