

St. John Fisher Catholic Primary School

Pupil Premium Strategy

2017 – 2018



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

Financial year	Amount of Pupil Premium funding			
2014-15	£144,300 – 111 children			
2015-16	£121,440 – 92 children			
2016-17	£102,840 – 77 children			
2017 -18	£101,687 – 72 children			

	2014-15	2015-16	2016-17	2017-18
Percentage of FSM pupils	26%	22%	18%	19%
Number of FSM pupils eligible for the Pupil Premium	111 x @ £1300 = £144,300	92 x @ £1320 = £121,440	77 x @ £1320= £101,640	72
Number of Post LAC (adopted) pupils eligible for the Pupil Premium	0 x @ £1300 =£0	0 @ £1900 = £0	0 @ £1900 =£0	0
Number of service children eligible for the Pupil Premium	0 x @ £350 = £0	5 x @ £300 = £1500	4 @ £300 = £1200	2
Number of Looked after pupils	2 x @ £1500 = £3000	1 @ £1500 = £1500	1 @ £1500	0
Total	£144,300	£122.940	£102.840	£101, 687

Strategy outline for Pupil Premium spend (2017/18)

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS Autumn 2018
<p>Identify main barriers to learning for individual children</p> <p>Lack of family engagement with learning</p>	<p>£150</p> <p>£2000</p>	<p>Teachers to complete “Barriers to Learning” proforma identifying each pupil’s barrier to learning. PF to analyse.</p> <p>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.</p> <p>Teachers to provide extra support for disadvantaged pupils to ensure they complete homework. Ensure the barrier to learning is addressed.</p> <p>Contact parents – offer support/guidance on how to help their child complete homework.</p> <p>Run workshops for parents.</p> <p>PF to invite parents into school to discuss their child’s progress with their class teacher– Structured Conversations twice a year. January and July.</p>	<p>Individual pupil’s barriers to learning are identified accurately.</p> <p>Outcome – Greater involvement of the family in their child’s education. Homework is completed by all PP pupils and support is given in school if necessary to ensure learning is accelerated.</p> <p>Greater engagement with families</p>	<p>All staff are aware of individual barriers and have adapted the curriculum accordingly to meet the needs of all learners</p> <p>95% of homework tasks were completed by Disadvantaged pupils. 100% of Year 4 parents attended IT workshop and were equipped to support their children’s learning in the home environment.</p> <p>Identifying key pupils for support improved relationships between school and home. Strong progress in Reading for Disadvantaged pupils at the end of KS2</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS Autumn 2018
	£1500	<p>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.</p> <p>Purchase 16 tablets to support home learning.</p> <p>Send text messages to inform parents when their child has achieved well in school. – Praise texts.</p> <p>Send text messages reminding parents of key meetings, homework requirements.</p>	<p>Families will have a greater understanding of how they can support home learning.</p> <p>Trial with Year 4 pupils – ease of access to learning apps</p>	<p>All Disadvantaged pupils in Year 4 used tablets to support home learning. Particular impact was seen in pupil performance when using rockstars, athletics and reading eggs.</p>
Low aspirations	£1 000	<p>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.</p>	<p>Disadvantaged children now aspire to be successful in the world of work when they are older.</p> <p>Increased aspirations</p>	<p>Pupils more aware of the range of different careers they can aspire to.</p>
<p>Financial issues</p> <p>Narrow range of opportunities outside of home and school - sometimes due to financial constraints.</p>	£3500	<p>Subsidise educational visits, residential for pupils in receipt of PP Grant and who may not be able to attend due to financial constraints.</p> <p>Andrew Robinson Trust – Take up offer for 7 pupils to experience a weekend residential at Alton Castle. (Autumn 2) at no cost. Teacher to accompany pupils.</p>	<p>Increase confidence and self-esteem. Improvement in social skills. Cultural and spiritual development improved</p>	<p>Improved confidence, self esteem and access to learning back in school.</p> <p>All pupils have accessed a range of enrichment and educational visits.</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS Autumn 2018						
SEND – Special Educational Needs and Disabilities preventing some disadvantaged pupils reaching Age Related Expectations.	£8,000	<p>Purchase additional hours from SEMH/L and EPS to ensure pupils are assessed in a timely manner and early intervention is in place.</p> <p>SENCo to monitor impact of interventions. – IEP’s to reflect advice given in any outside agencies reports.</p> <p>Complex Communication Team to support and pupils half a day weekly.</p> <p>All Teaching Assistants to complete intensive and accredited Autism practitioner’s course – Level 3</p>	<p>All vulnerable pupils will receive the support they need and good progress will be made from their starting point.</p> <p>IEP targets successfully achieved.</p> <p>All staff will utilise a range of effective strategies to manage and support pupil behaviours. Pupils with a diagnosis of Autism will make good progress across Reading, Writing and Mathematics</p>	<p>Individual difficulties have been successfully pinpointed leading to precise targets. As a result IEP outcomes have improved and pupils are making good progress from their starting points. 96% progress towards targets set.</p>						
The attainment of disadvantaged children in reading, writing and mathematics needs to be in line with their peers.	£500 £6000	<p>Teachers to plan quality first wave teaching tackling the needs of disadvantaged pupils. Include TEEP so learning is interactive.</p> <p>Learning walks, book trawls, interviews with pupils to be carried out by year group partners, phase leaders, and SLT. –(Ongoing.) Identify good practice. Share with colleagues. Monitor progress of disadvantaged pupils and act swiftly to address areas for improvement.</p> <p>Teachers to mark Disadvantaged pupil’s books first and ensure next steps in learning are identified and acted upon swiftly. Tailor support.</p>	<p>Quality First Wave Teaching for all disadvantaged pupil leading to accelerated progress.</p> <p>Tailored support is having an impact on progress for all disadvantaged pupils</p> <p>All disadvantaged pupils will be making at least Good progress.</p>	<p>100% of Teaching is consistently good leading to good data outcomes for pupils in Reading, Writing and Mathematics.</p> <p>Year 6 – PP at Expected Standard or Above</p> <table border="0"> <tr> <td>Reading</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>71%</td> </tr> <tr> <td>Mathematics</td> <td>53%</td> </tr> </table>	Reading	77%	Writing	71%	Mathematics	53%
Reading	77%									
Writing	71%									
Mathematics	53%									

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS Autumn 2018
<p>Need for continuous CPD for teachers and teaching assistants.</p>	<p>£15,000</p>	<p>Maths Mastery Practitioner to provide quality training for all teaching staff and Teaching Assistants. Planning Surgeries and support given to each year group, in order to ensure high quality provision in Mathematics</p> <p>Pupils to receive more reasoning and problem solving opportunities within lessons.</p>	<p>100% of mathematics teaching over time to be judged at least good.</p> <p>Pupils will have grown in confidence in reasoning and problem solving.</p>	<p>100% of teaching across the school is at least good.</p> <p>Progress within all Maths books is at least good.</p>
	<p>£1000</p>	<p>Purchase a range of resources for Mathematics to enable pupils to use manipulatives to aid understanding of mathematical concepts.</p>	<p>Improved outcomes for Disadvantaged pupils at the end of KS2 in Mathematics</p>	<p>KS1 – 43% KS2 – 53%</p>
	<p>£2500</p>	<p>2 members of staff to complete Ambition Leadership Course with a particular focus on raising the attainment of disadvantaged pupils. – Focus on Year 4.</p>	<p>The gap in learning will continue to diminish between disadvantaged pupils and non-disadvantaged.</p>	<p>2 members of staff successfully completed Year 1 of Middle Leadership Course and their project has ensured Year 4 pupils are ready to learn in the classroom, confidence and resilience has increased.</p> <p>Year 4 Exp Standard Reading 75% Writing 68% Mathematics 70%</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS Autumn 2018
<p>Limited language, restricted vocabulary leading to poor outcomes in writing.</p>	<p>£680</p>	<p>Using Sorified Art, Disadvantaged pupils will be inspired to write using art as a stimulus.</p> <p>All art and writing will be displayed in frames and exhibited in the hall for parents, teachers and pupils to view. One full day and 2 half day follow up sessions for 30 disadvantaged pupils.</p>	<p>By using the Creative Arts children will be stimulated to write. Artists will use rich vocabulary throughout their workshops which pupils will learn from and include in their own writing after the workshops.</p>	<p>The vast majority of pupils are more motivated to write, which has shown an increase in productivity and use of effective vocabulary.</p> <p>Pupils showed pride in their work which has been framed and displayed in key areas across the school.</p> <p>95% of parents attended the gallery event and engaged in celebrating their children's work.</p>
<p>IT – lack of access to IT at home for learning.</p>	<p>£800</p>	<p>Chris Smith – IT advisor to run sessions for disadvantaged pupils using ipads to enhance learning in maths and English.</p> <p>4 sessions with disadvantaged pupils and one for parents.</p>	<p>Improved IT skills – life skills enhanced. Future employment opportunities.</p>	<p>Pupils motivation towards learning improved as a result of using technology.</p>

PRESENTING ISSUES MAIN BARRIERS	COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEWS Autumn 2018
<p>Low self-esteem, confidence and ability in reading, mathematics and writing which in turn can lead to lower outcomes for disadvantaged pupils</p>	<p>£10 000</p> <p>£7000</p> <p>£1000</p>	<p>Specialist Teacher to support pupils using a tailored intervention for low attaining children in Mathematics Numbers Count teacher.</p> <p>TA's to deliver tailored programmes e.g. Boosting Reading Potential and First Class@Number Interventions</p> <p>A level students from Cardinal Wiseman to support disadvantaged pupils from year 6 during after school maths club. (Monday evenings – 40 mins weekly Autumn 2 onwards)</p> <p>Travelling Treasury – Story telling caravan to visit school (Autumn 1)</p> <p>Invite pupils from OLA school to experience the storytelling caravan. Children to have the opportunity to write part of own story. Put all children's' stories in a book and display in library.</p> <p>Encourage all children to read each other's work.</p>	<p>Increase % of Disadvantaged pupils closer to being in line with ARE.</p> <p>Children feel more confident in Maths, reading and writing lessons</p> <p>Greater engagement in reading and storytelling/writing.</p> <p>Disadvantaged pupils inspired to read and write stories.</p>	<p>KS1 Maths, No of pupils ARE =75%</p> <p>KS2 Reading, No of pupils ARE = 88%</p> <p>Pupils were motivated to write for a purpose using a range of vocabulary.</p>
<p>Issues within the family– temporary or long term</p>	<p>£1,000</p>	<p>Learning mentor and SLT to support families through difficult periods by offering: CAF's; support at Core Group meetings when dealing with Social Care; emotional support for pupils; homework club; lunch club.</p> <p>1:1 meetings with parents.</p>	<p>To support families. To reduce the impact of the family issues on disadvantaged pupil outcomes by offering emotional and academic support.</p>	<p>Families experiencing difficulties were supported effectively.</p> <p>Disruption in learning was reduced as a result of individual tailored support.</p>

Written on: 20/11 2017 by: D. Williams, P. Finn
Date of next review: Autumn 2018
Shared with the Academy Committee in: December 2018