



St John Fisher Catholic Primary School

Through Christ, we live, love and learn in our caring community

Pupil Premium Strategy Statement 2019 – 2020

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.

| 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 | £102,432 - 82 pupils |
| 2019 - 2020 | £106,920 - 81 pupils |

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|--------------------------|--------------------------|-----------------|-----------------|-----------------|
| Percentage of FSM pupils | 22% | 18% | 19% | 20% | 20% |
| Number of FSM pupils eligible for Pupil Premium | 92 x £1320 = £121,440 | 77 x £1320 = £101,640 | 72 x £1320 = | 79 x £1320 | 81 x £1320 |
| Number of post LAC (adopted) pupils eligible for Pupil Premium | 0 | 0 | 0 | 0 | 0 |
| Number of Service pupils eligible for Pupil Premium | 5 | 4 | 2 | 2 | 1 |
| Number of Looked After pupil eligible for Pupil Premium | 1 | 1 | 0 | 0 | 1 |
| Total | £122,940 | £102,840 | £101,687 | £102,432 | £106,920 |

Strategy outline for Pupil Premium spend 2019 – 2020

| PRESENTING ISSUES MAIN BARRIERS | APPROXIMATE COST | ACTION | PROJECTED IMPACT HOW MEASURED | ACTUAL IMPACT REVIEW SUMMER 2020 |
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| Lack of family engagement with learning | £300 | Teachers to complete Barriers to Learning proforma for each pupil and highlight areas of concern. Teaching staff to run workshops for parents to support reading at home. Staff to provide parents with interactive resources. The focus should be on Reception and Year 1. | All members of staff are clear on the barriers to learning for all Disadvantaged pupils and make social and learning adjustments as required. | |
| | £800 | Vice Principal to identify families who do not attend parent consultation meetings. Invite them into school and share their child's progress and attainment. Discuss how parents can support at home. | 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. | |
| Low aspirations effecting engagement, confidence and learning outcomes. | £1500 (resources) | Re-design Thematic Curriculum to ensure high levels of curiosity and engagement. Provide the relevant CPD for staff to be able to deliver curriculum to a high standard. | All learners to have a love of learning whilst developing knowledge and skills in the Thematic Curriculum. | |
| | £1000 | Make effective use of Educational Visits and Visitors to the school to enhance the Thematic Curriculum. | Pupils to demonstrate a love of learning. | |

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| | <p>£500</p> <p>£375</p> <p>£470</p> | <p>Provide Vocations Week where all pupils can take part in a range of workshops and listen to guest speakers from a range of backgrounds.</p> <p>Year 4 pupils to attend Pupil Premium Camp at Cardinal Wiseman so they can engage in outdoor learning and team building activities.</p> <p>Pupils identified to take part in after school activities.</p> <p>Pupils encouraged to play active role on School Council, GIFT Team and Playground Pals.</p> | <p>Pupils will have a greater understanding of the world of work and purpose of education. Pupils will begin to realise God given talents.</p> <p>Aspirations of participating pupils are raised.</p> <p>Increased levels of confidence and self-esteem.</p> <p>Increased participation in extra-curricular activities for disadvantaged pupils.</p> | |
| <p>Attendance and Punctuality:</p> <p>Specific groups of pupils who persistently late and attendance falling below 96%.</p> | <p>£15000</p> | <p>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.</p> <p>Analyse data on a daily/weekly basis and ensure a plan is in place to support.</p> <p>Parents to be invited into school to discuss barriers and support to be put in place. Early Support from the Hub</p> | <p>Increase rate of attendance and narrow the gap between Disadvantaged and Non-Disadvantaged.</p> <p>Disadvantaged pupil target to be 96% and above.</p> <p>Improve rates of punctuality for Disadvantaged groups of pupils, particularly</p> | |

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| | £4,000 external coaches to support | <p>will be in place where deemed necessary.</p> <p>Identify pupils across KS2 who are persistently late and fail to attend school on a regular basis who will benefit from Breakfast Club.</p> | those who are persistently late for school. | |
| Vulnerable families and pupils with emotional, social and behavioural needs, which directly impact of learning and attitudes. | <p>£10000</p> <p>£750</p> <p>£650</p> | <p>Pastoral Lead to support vulnerable families through Early Help meetings and liaising with external agencies.</p> <p>Pastoral Lead to work with identified pupils on a 1 to 1 or small group basis offering emotional support and mentoring.</p> <p>Continue to develop the Thrive approach across the school by: Ensuring all Thrive practitioners are up to date with annual training and renewal.</p> <p>All Class Teachers screen whole class 2 x per year and follow series of actions provided.</p> <p>Develop Thrive Spaces in each classroom along with resources.</p> | <p>Pupils' well-being is improved having a direct impact on attitudes to learning and progress.</p> <p>Pupils feel well supported and are able to articulate their feelings and manage emotions.</p> | |

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| Percentage of Disadvantaged pupils achieving ARE in Reading, Writing and Mathematics not in line with all other pupils | £3600 | to make effective use of PIXL Question Analysis to identify gaps in learning and plan appropriate interventions/therapies. Teaching Assistants to provide targeted support for those identified pupils falling below, guided by the Teachers | Teachers have an effective assessment system which highlights gaps in learning. As a result, appropriate and timely interventions/therapies are in place. |
| | £4500 | Phase Leaders to quality assure interventions/therapies for individual groups and coach their team on a weekly basis. | Analysis of assessments ensure that high quality intervention are in place and the gap between Disadvantaged and Non Disadvantaged narrows by at least 20%. |
| | £2000 | Phase Leaders to receive a package of bespoke training by external consultant in how to support their team. | |
| | £20000 | Reading Recovery Teacher to ensure high quality training for staff and provide 1 to 1 support for disadvantaged pupils in Year 1 and 2. | Reading Assessments show accelerated progress in reading age. |
| | £12000 | Teaching Assistants to be trained in Boosting Reading Potential (BRP) and deliver 1 to 1 sessions 3 x per week. | Pupils' comprehension levels show accelerated progress. |
| £1200 | Reading Eggs online programme to be provided for all pupils in order to support reading and comprehension in school and at home. | | |

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| | <p>£3500</p> <p>£10000</p> | <p>Purchase SATs revision guides for all Year 6 pupils so all pupils have access.</p> <p>Trial use of 1 to 1 portable devices in Year 5 to increase participation and motivation in lessons.</p> <p>Additional Teacher in Year 6 to support learning of pupils in danger of falling behind.</p> | <p>Attainment gap narrows between those who are disadvantaged and those who are not.</p> | |
| <p>Financial Issues:</p> <p>Narrow range of opportunities outside of home and school sometimes due to financial constraints.</p> | <p>£2,500</p> <p>£180</p> | <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: Ensure identified pupils/families take up offer for 7 pupils to experience a weekend residential at Alton Castle. (Autumn 2 and Spring 1) Teacher to accompany pupils.</p> | <p>Increase confidence and self-esteem. Improvement in social skills. Cultural and spiritual development improved</p> | |
| <p>Disadvantaged Pupils with Additional Needs:</p> <p>SEND preventing some disadvantaged pupils reaching Age Related Expectations.</p> | <p>£7,000</p> | <p>Purchase additional hours from SEMHL, CIASS 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>Autism support teacher to support half a day weekly.</p> | <p>All vulnerable pupils will receive the support they need and good progress will be made from their starting points.</p> <p>IEP targets successfully achieved.</p> | |

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| Speech and language difficulties are impeding children's learning | £4,500 | All Reception pupils to be screened TA to be trained by SALT 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 Good Level of Development. Parents feel well supported. | |
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