



# **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
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
<b>Total</b>	<b>£122,940</b>	<b>£102,840</b>	<b>£101,687</b>	<b>£102,432</b>	<b>£106,920</b>

## Strategy outline for Pupil Premium spend 2019 – 2020

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEW SUMMER 2020
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.	Staff have an excellent understanding into the barriers for learning and are able to tailor provision to meet need.  75% attendance of parents at reading workshops.
	£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.	100% of parents attended Pupil Premium catch up meetings during national lockdown.

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEW SUMMER 2020
<p>Low aspirations effecting engagement, confidence and learning outcomes.</p>	<p>£1500 (resources)</p>	<p>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.</p>	<p>All learners to have a love of learning whilst developing knowledge and skills in the Thematic Curriculum.</p>	<p>High quality thematic curriculum devised and this has been validated by external consultant.</p>
	<p>£1000</p>	<p>Make effective use of Educational Visits and Visitors to the school to enhance the Thematic Curriculum.</p>	<p>Pupils to demonstrate a love of learning.</p>	<p>Every year group has had an enrichment activity relating to their theme up until March.</p>
	<p>£500</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>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>Cancelled due to national lockdown</p>
	<p>£375</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>Aspirations of participating pupils are raised.</p>	
	<p>£470</p>	<p>Pupils identified to take part in after school activities.</p>	<p>Increased levels of confidence and self-esteem.</p>	
			<p>Pupils encouraged to play active role on School Council, GIFT Team and Playground Pals.</p>	<p>Increased participation in extra-curricular activities for disadvantaged pupils.</p>



PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEW SUMMER 2020
<p>Vulnerable families and pupils with emotional, social and behavioural needs, which directly impact of learning and attitudes.</p>	<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>	<p>Pastoral Lead was particularly supportive during lockdown and conducted weekly home visits to key families Delivered food parcels/vouchers to vulnerable families Encouraged more vulnerable pupils to attend key worker bubbles</p> <p>Class Teachers completed Thrive assessments are worked part way through Thrive action plans. This will be re-visited in September 2020.</p> <p>All Classrooms have Thrive resources to support pupils who require emotional support.</p>

PRESENTING ISSUES MAIN BARRIERS	APPROXIMATE COST	ACTION	PROJECTED IMPACT HOW MEASURED	ACTUAL IMPACT REVIEW SUMMER 2020
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.	Teachers have confidence when using PIXL question analysis and this informs planning.
	£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	Phase Leaders have ensured a series of quality therapies were in place for key pupils, with a focus on reading and mathematics. This was monitored on a weekly basis to ensure high quality provision and impact.
	£2000	Phase Leaders to receive a package of bespoke training by external consultant in how to support their team.	Disadvantaged and Non Disadvantaged narrows by at least 20%.	8 x pupils benefitted from Reading Recovery provision.
	£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.	All Teaching Assistants have been re: trained using BRP during the autumn term. 15 x pupils completed 12 week intervention.
	£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		

		<p>support reading and comprehension in school and at home. Purchase SATs revision guides for all Year 6 pupils so all pupils have access.</p>		<p>Vast majority of pupils are now using Reading Eggs for home learning and this is supporting using of vocabulary.</p>
	£3500	<p>Trial use of 1 to 1 portable devices in Year 5 to increase participation and motivation in lessons.</p>	<p>Attainment gap narrows between those who are disadvantaged and those who are not.</p>	<p>Statutory Assessments were cancelled this year due to national lockdown. Teacher Assessments for Y6: Reading: 83% Writing:73% Mathematics: 81%</p>
	£10000	<p>Additional Teacher in Year 6 to support learning of pupils in danger of falling behind.</p>		<p>Year 5 and 6 pupils have benefitted from use of 1 to 1 devices in school during the first few weeks of Spring Term. This enabled teachers to set learning and communicate with their class during national lockdown.</p>





				Speech and Language will continue to be a focus area.
--	--	--	--	---