



# ST JOHN'S CATHOLIC INFANT SCHOOL

## Pupil Premium Strategy Statement

### 2021-2023



This statement details our school's use of **pupil premium** and **recovery premium** for the 2021 to 2023 academic years (refer also to more detailed separate recovery premium action plan) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium and recovery premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Metric	Data
School name	St John's Catholic Infant School
Pupils in school	181
Proportion of disadvantaged pupils	17% (31 children)
Academic year or years covered by statement	2021-2023
Publish date	July 2021
Review date	July 2022
Statement authorised by	Mrs Mary S Bulmer
Pupil premium lead	Mrs Mary S Bulmer
Governor lead	Mrs Joanne Kaloumenos

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,660
Recovery premium funding allocation this academic year	£5,000 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,660

## Part A: Pupil premium strategy plan

### Statement of intent

This strategy will play an important part in the educational development of the individual children who are entitled to the Pupil Premium. We will ensure that these children are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled children. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Attainment on entry of F2 PP children is below expectation, particularly in oral language skills
2	Current baseline of PP show 2021 Year 2 are below Non PP/other children in all areas
3	Attendance for PP children (93.67%) is lower than the school (96.7%)
4	Children having multiple characteristics e.g. Pupil Premium, SEND, LAC
5	Social, emotional and communication needs of these children
6	Reduced resilience and independence, compared with peers
7	Engagement with learning at home
8	Staffs confidence in providing high quality teaching/quality first teaching
9	Ensuring staff use evidence-based whole-class teaching interventions
10	Improving attendance and readiness to learn for the most disadvantaged children

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome (Pupil Premium)	Success criteria
To close the gap between PP and other children in Reading, Writing, Maths and Phonics across all year groups, particularly in current Year 2 (lowest attainment in Year 1 2021)	<b><i>For the percentage gap between PP and other children to close.</i></b> <i>PP children across the school to have additional support for Reading, Writing, Maths and Phonics throughout the year to enable them to make effective progress and achieve well. Year 1 data from 2021 shows Pupil Premium attainment and progress to be lower than other year groups – as a result more support will be required across Year 2.</i>

	<p><i>Curriculum training focused CPD for all staff to improve outcomes for all children but particularly PP and focus on key areas for improvement e.g. writing</i></p> <p><i>To create a rich and varied curriculum with amazing first hand experiences that will improve outcomes for all children and particularly our most vulnerable</i></p> <p><i>Continued support for early identification of Speech and Language through employment of Private S&amp;L therapist</i></p>
<p>Increased outcomes and oral language skills for PP children in Fs2 and Preschool</p>	<p><b><i>Children eligible for PP in FS make rapid progress by the end of the year so that children eligible for PP meet age related expectations</i></b></p> <p><i>PP children to be given opportunities to access activities that will enhance S&amp;L development</i></p> <p><i>Provide in school speech and language therapy to support children and their families with language and communication difficulties</i></p> <p><i>Good level of staffing ensures all children are supported appropriately especially on entry. TA's to provide Welcomm/ Time to Talk/ NELI interventions across F2</i></p>
<p>Increased attendance rates for children eligible for PP</p>	<p><b><i>Overall attendance improves for PP children to 96% in line with non PP children (93% in 2021)</i></b></p> <p><i>Attendance Strategy introduced from September 2016 to actively promote good attendance which includes:</i></p> <ul style="list-style-type: none"> <li><i>• Improved information to parents with regard to their child's attendance</i></li> <li><i>• Increased weekly/termly class rewards</i></li> </ul> <p><i>After a successful introduction of the strategy, it will remain a key strategy for the school for this year.</i></p>
<p><b>Intended outcome (Recovery Funding)</b></p>	<p><b>Success criteria</b></p>
<p>To ensure that all children's mental health and wellbeing is at the forefront of everything that we do</p>	<p><i>Children will be happy and settled in school</i></p> <p><i>Behaviour strategies will be in place to support any children requiring extra help</i></p> <p><i>Curriculum and other activities will support the mental health and well-being of children</i></p> <p><i>Timetables have a clear identified time for a Jigsaw and new RSE lessons and children feel supported</i></p>

To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue with 'catching up and recovery' with any lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability	<p><i>Assessments across the year show that the children are on track to achieve the appropriate end of term expectations</i></p> <p><i>All areas of the curriculum are being covered effectively to provide a broad and balanced curriculum.</i></p> <p><i>Effective deployment of staff in year groups with well-planned and structured interventions that ensure accelerated progress for identified children</i></p>
To ensure that our school continues to work closely with external organisations such as speech and language therapists, after school providers and family support services so that all of our children and families are supported in every way possible	<p><i>School will continue to get effective support from different services as and when required on how to support identified children and this has a positive impact on their learning</i></p>

Aim	Target	Target date
Reading	Achieve age related expectations for the end of KS1	July 22
Writing	Achieve age related expectations for the end of KS1	July 22
Mathematics	Achieve age related expectations for the end of KS1	July 22
Phonics	Achieve national average expected standard in phonics screening check	July 22
Other	Continue focus on attendance of disadvantaged pupils to ensure meeting whole school target of 97%.	July 22

### Activity in this academic year

This details how we intend to spend our pupil premium and recovery premium funding strategy **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme of support developed through analysis of 2021 data, requirements of new EIF and identifying key areas for improvement e.g. writing, to continue to improve outcomes for children across the school</p> <p>To create a rich and varied curriculum with amazing first hand experiences</p>	<p>CPD programme of support developed through analysis of 2019 data, requirements of new EIF and identifying key areas for improvement e.g. writing, to continue to improve outcomes for children across the school</p> <p>Ofsted framework outlines the need for a purposeful and meaningful curriculum</p>	1, 2, 4, 7, 8, 9, 10

<p>that will improve outcomes for all children and particularly our most vulnerable.</p> <p>PP children to be given opportunities to access activities that will enhance S&amp;L development</p> <p>Maintain staffing ratios across the school to support PP</p> <p>Children will be provided with opportunities to build successful friendships, become familiar with their surroundings and develop the confidence needed to be successful independent learners. When and where appropriate, we will support our children and families. Jigsaw PSHE lessons will be taught weekly across the school and teachers will access additional covid 19 resources if needed.</p> <p>DH to attend CPD on Learning Behaviours (EEF) and deliver training to staff</p> <p>Further improving pastoral support offered by school to most vulnerable pupils.</p> <p>Providing a safe space for children when they most need it.</p> <p>Enriching the curriculum and providing new 'life' experiences</p>	<p>that engages all children to improve their learning.</p> <p>Highly experienced S&amp; L therapist employed to ensure monthly support is place and early identification. Training for staff to be included across the year</p> <p>Good level of staffing ensures all children are supported appropriately especially on entry but across all year groups. Deputy Headteacher released from class to support teaching &amp; learning across all year groups</p> <p>Our new RSE scheme of work is being introduced from September 2021 which will focus on healthy relationships and meet the government's statutory requirements</p> <p><b>EEF Evidence:</b>  <a href="#">Teaching &amp; Learning Toolkit Evidence Reviews</a></p> <p>Other Evidence:  <a href="#">Mary Myatt Long term Learning &amp; curriculum</a></p>	
<p>Implement research driven interventions (NELI, Time for Talk, Wellcomm, S&amp;L programmes) and provide effective CPD to ensure that all teachers/ TA's are confident in the deployment of new pedagogies.</p> <p>Ensure that staff are supported and policies updated to bring about sustained improvements</p> <p>Provide in school speech and language therapy to support children and their families with language and communication difficulties</p>	<p>The school has employed a private Speech &amp; Language package to provide 1 full day session once a month. Children across the school, with particular focus on Early Years and PP, have been screened and S&amp;L programmes have been provided for those children needing additional support., such as Welcomm/ Time to Talk/ NELI interventions across F2</p> <p>Over the year, children will be supported on a regular basis to enhance their speech and language skills, which will support the NHS provision.</p> <p><b>EEF Evidence :</b>  <a href="#">Early Years Toolkit</a>  <a href="#">Teaching &amp; Learning Toolkit Evidence Reviews</a></p>	<p>1, 2, 4, 5, 9</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children across the school to have additional support for Reading, Writing, Maths and Phonics throughout the year to enable them to make effective progress and achieve well. Support continues to be in place for individual/small group interventions provided by TA's in each year group and our HLTA and DH where need is identified</p>	<p>Year 1 data from 2021 shows Pupil Premium attainment to be lower than other year groups – as a result more targeted support will be required across Year 2</p> <p>Experienced Deputy Head released from class to provide high quality teaching support across the school</p> <p><b>EEF Evidence:</b>  <a href="#">Phonics Teaching &amp; Learning Toolkit Evidence Reviews</a></p>	1, 2, 4, 8, 9
<p>Provide in school speech and language therapy to support children and their families with language and communication difficulties            Children across the school, with particular focus on Early Years and PP, have been screened and S&amp;L programmes have been provided for those children needing additional support.            Over the year, children will be supported on a regular basis to enhance their speech and language skills, which will support the NHS provision.</p>	<p>The school has employed a private Speech &amp; Language package to provide 1 full day session once a month. Children across the school, with particular focus on Early Years and PP, have been screened and S&amp;L programmes have been provided for those children needing additional support. Over the year children will be supported on a regular basis to enhance their speech and language skills, which will support the NHS provision</p> <p>EEF Evidence: <a href="#">Early Language Evidence Review</a></p>	1, 2, 4, 5, 9

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategy introduced from September 2016 to actively promote good attendance, this will be reintroduced this year which will include:</p> <ul style="list-style-type: none"> <li>Improved information to parents with regard to their child's attendance</li> </ul>	<p>If children are not in school, we are unable to improve their attainment. After a successful introduction of the strategy, due to school closure and COVID restrictions in place, attendance has not been reported on in the same as previous years.</p> <p>We have been unable to implement our normal attendance strategy this year as fully as we have done in previous years due to restrictions.</p>	3, 7, 10



<ul style="list-style-type: none"> <li>Increased weekly/termly class rewards</li> </ul> <p>Promote good attendance and provide curriculum enrichment activities through subsidising of breakfast and after-school clubs as well as offering wider opportunities</p>	<p>After a successful introduction of the strategy, it will remain a key strategy for the school for this year.</p> <p>EEF Evidence: <a href="#">Teaching &amp; Learning Toolkit Evidence Reviews</a></p>	
<p>“Relaxation Club” for children across all year groups to support development of self-esteem and PSED.</p> <p>All PP children will have the opportunity to attend the club</p>	<p>The club allows focused time for specific children to build upon their self-esteem in a range of fun and creative activities.</p> <p>EEF Evidence: <a href="#">Metacognition &amp; Self Regulation</a></p>	5, 6, 10
<p>To work with Pre School families to develop early literacy and numeracy skills and social emotional aspects of learning using in-house training based on the Family Works programme.</p>	<p>To enhance the provision of family and parenting support in order to increase self-confidence, self-esteem and improve outcomes for children.</p> <p>EEF Evidence: <a href="#">Early Language Evidence Review</a></p>	5, 6, 10
<p>To ensure equality of opportunity for all children for school trips, visits and after school activities</p> <p>Further improving pastoral support offered by school to most vulnerable pupils.</p> <p>Providing a safe space for children when they most need it.</p>	<p>The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for</p> <p>This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being</p>	4, 5, 6 10

**Total budgeted cost: £46,660**

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Maintain staffing ratios across the school to support PP</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Curriculum training focused CPD for all staff to improve outcomes for all children but particularly PP.</p> <p>Vulnerable children will be monitored closely and support will be in place for those identified</p> <p>Half termly trackers/ Provision maps</p> <p>Lesson Observations and moderation to show impact of training</p> <p>Cluster group working</p>

Targeted support	Ensure time and finances are provided for extra interventions, where needed	Timetabled work to support the PP children in identified areas of need SENCO to monitor children and work of S&L therapist Termly data analysis Half termly trackers/ Provision maps Lesson Observations and moderation to show impact of training Cluster group working
Wider strategies	Engaging the families facing most challenges	Weekly/ half termly monitoring of attendance Work closely and draw on LA and local school resources to find support networks and make links, where needed. Monitoring of data for children involved in clubs/ attending activities/accessing trips

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Increased GLD and oral language skills for children eligible for PP in FS	The school has continued to buy back an additional Speech & Language package to provide 1 full day session once a month.  Children across the school, with particular focus on Early Years and PP, have been screened and S&L programmes have been provided for those children needing additional support.
To close the gap between PP and other children in Reading, Writing and Maths in all year groups	Official Data 2021 for this year cannot be compared to previous years due to cancellation of Assessments. We have used our own internal end of year data to give an overview.  <b>In Y2</b> , Although a significant improvement has been made between the PP children and others, with PP achieving higher than non PP Reading by 3%, Writing by 11% and Maths by 10%  <b>In Year 1</b> , the PP children are achieving significantly below the non-PP children although progress across the year is high compared to their low starting points.  <b>In F2 PP, children are achieving better than non-PP children with 89% achieving the expected level in all areas. GLD for PP was 89% (Non PP 80%)</b>



	<p><b>Phonics:</b> Not completed this year due to school closures. 100% PP (95% all) Y2 children achieved the phonics standard when they took the rescheduled test in Autumn 2020</p>
<p>Increased attendance rates for children eligible for PP</p>	<p>Due to school closure and COVID restrictions in place, attendance has not been reported on in the same as previous years.</p> <p>We have been unable to implement our normal attendance strategy this year as fully as we have done in previous years due to restrictions.</p> <p>However, school has shown excellent attendance figures despite school closures and children missing school due to COVID.</p> <p>End of year attendance was 96.76%, PP was 94.3%</p>
<p>“Relaxation Club” for children across all year groups to support development of self-esteem and PSED. All PP children will have the opportunity to attend the club.</p> <p>To ensure equality of opportunity for all children for school trips, visits and after school activities</p>	<p>Unfortunately, due to school closure this has not taken place During the year the resources were redirected to:</p> <p>Support the vulnerable children throughout lockdown via personalised learning and welfare calls.</p> <p>PP children have received additional 1;1 support</p> <p>Employ extra lunch time staff to provide additional welfare support for the children</p> <p>During lockdown, we also provide IT equipment for these children to ensure they could access the remote learning.</p> <p>We ran a Year 1 multi skills club in the summer term to support this year group (lowest PP attainment) and prioritised PP/vulnerable children take up</p>

### Disadvantaged pupil progress scores for last academic year and 2019

*Due to COVID-19, performance measures have not been published for 2020 to 2021. Below is the last official data from 2019 and our internal performance evaluations from 2021*

Measure	Score	
	2019 (10 pupils)	2021 (14 pupils)
Reading	70%	100%
Writing	70%	88%
Maths	70%	89%

## Disadvantaged pupil performance overview for last academic year and 2019

Measure	Score	
	2019 (10 pupils)	2021 (14 pupils)
Meeting expected standard at KS1	Reading 50% Writing 50% Maths 50%	Reading 78% Writing 78% Maths 89%
Achieving high standard at KS1	Reading 10% Writing 10% Maths 10%	Reading 10% Writing 0% Maths 0%
Achieving expected standard in Phonics	86%	100%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Private Speech and Language Therapist	Rachel Barton
Jigsaw PSHE Scheme of Work	Jigsaw
Life to the Full (10/10) RSE Scheme of Work	Life to the Full
Charanga Music Scheme of Work	Charanga
WelComm – Early Years Language Screening Tool	Wirral Local Authority
Family Works - family and parenting programme	Wirral

September 2021