

## ST JOHN'S CATHOLIC INFANT SCHOOL: Pupil Premium Strategy Statement 2020/2021

Summary information					
School	St John's Catholic Infant School				
Academic Year	2020/2021	Total PP budget	£41,315		
Total number of pupils	183	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July 2021

Performance of disadvantaged pupils Y2 (pupils eligible for free school meals or in local authority care for at least six months)										
<i>2019 data has been carried over due to school closures from the Covid 19 pandemic, following Government Guidance and H&amp;S requirements.</i>										
		2019 (10)			2018 (14)			2017 (13)		
Reading		School	PP	Non PP	School	PP	Non PP	School	PP	Non PP
	EXPECTED+	82%	50%	88%	87%	86%	87%	87%	62%	94%
	GREATER DEPTH	38%	10%	42%	33%	0%	44%	32%	0%	40%
Writing										
	EXPECTED+	78%	50%	84%	77%	64%	80%	77%	54%	83%
	GREATER DEPTH	20%	10%	22%	22%	0%	28%	17%	0%	21%
Maths										
	EXPECTED+	78%	50%	84%	83%	93%	80%	80%	69%	83%
	GREATER DEPTH	22%	10%	24%	28%	7%	35%	23%	0%	30%

1. Barriers to future attainment (for pupils eligible for PP)	
In school barriers <i>(issues to be addressed in school)</i>	
A.	Attainment on entry of F2 PP children is below expectation, particularly in oral language skills
B.	Current baseline of PP show they are below Non PP/other children in all areas
C.	Disadvantaged children missed education during Covid 19 pandemic for a period of up to 5 months
External barriers <i>(Issues which also require action outside school)</i>	
D.	Attendance for PP children (93.67%) is lower than the school (96.7%) <b>2019 data</b>

2. Desired outcomes		
	<i>Desired outcomes and how they will be met</i>	<i>Success Criteria</i>
A.	Increased GLD and oral language skills for children eligible for PP in FS	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
B.	To close the gap between PP and other children in Reading, Writing and Maths in all year groups	For the percentage gap between PP and other children to close.
C.	Increased attendance rates for children eligible for PP	Overall attendance improves for PP children to 96% in line with non PP children

### 3. Planned expenditure

Academic Year	2020-2021
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#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Increased GLD and oral language skills for children eligible for PP in FS2</p> <p>B. To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups (Link to SDP 2 &amp; 3)</p> <p>C. Provide a curriculum with clear Intent, Implementation and Impact for all pupils particularly the PP children to thrive.</p>	<p>Maintain staffing ratios across the school to support PP and SEND.</p> <p>Curriculum training focused CPD for all staff to improve outcomes for all children but particularly PP.</p>	<p>Good level of staffing ensures all children are supported appropriately especially on entry but across all year groups</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>SLT to monitor deployment of staff</p> <p>Termly data analysis Half termly trackers/ Provision maps Lesson Observations and moderation to show impact of training Cluster group working</p>	<p>SLT</p> <p>SLT Subject leaders</p>	<p>Termly (refer to SDP 2 termly progress reports)</p>

	To create a rich and varied curriculum with amazing first hand experiences that will improve outcomes for all children and particularly our most vulnerable	Ofsted framework outlines the need for a purposeful and meaningful curriculum that engages all children to improve their learning.	PP children to be given opportunities to access activities that will enhance S&L development	All staff	
	Continued support for early identification of Speech and Language through employment of Private S&L therapist (See Targeted Support A below)	Highly experienced S& L therapist employed to ensure monthly support is place and early identification. Training for staff to be included across the year.	SENCO to monitor children and work of S&L therapist  TA's to provide Welcomm/ Time to Talk interventions across F2 and KS1	SENCO, TA's	
<b>Total budgeted cost</b>					£18,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b> Increased GLD and oral language skills for children eligible for PP in FS2 & Pre School	Provide in school speech and language therapy to support children and their families with language and communication difficulties	The school has employed a private 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. Over the year children will be supported on a regular basis to enhance their speech and language skills, which	SENCO to liaise with S&L therapist Regular reports from S&L therapist to ensure up to date programmes are in place Termly report to SLT/Govs. Pupil Progress Meetings Provision Maps Termly Data analysis  Data analysis for Pre-school /FS2	Senco DH	Termly Data reports (Refer to F2/PS Termly Standards of Achievement Reports)

		will support the NHS provision.			
<p><b>B.</b> To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups particularly in Year 2 (highest number of PP children)</p> <p><b>C.</b> All PP children will make at least the expected rate of progress in reading writing and maths</p>	Provide additional support and intervention programmes for all PP children across the school, particularly in Year 2	PP children across the school to have additional support for Reading, Writing and Maths throughout the year to enable them to make effective progress and achieve well. Year 1 data from 2019 shows Pupil Premium attainment and progress to be lower than other year groups – as a result more support will be required across Year 2.	<p>Timetabled work across Y1 &amp; 2 to support the PP children in identified areas of need.</p> <p>Staff to work with PP children in FS2 to ensure they reach a GLD</p> <p>Pupil Progress Meetings Provision Maps Termly Data analysis</p>	Support Staff Teachers HLTA	Termly <i>(refer to Termly Standards of achievement reports for year groups)</i>
<b>Total budgeted cost</b>					£21,315
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>D.</b> Increased attendance rates for children eligible for PP (Link Attendance Strategy Plan)</p>	<p>Attendance Strategy introduced from September 2016 to actively promote good attendance which includes:</p> <ul style="list-style-type: none"> <li>Improved information to parents with regard to their child's attendance</li> <li>Increased weekly/termly class rewards</li> </ul> <p>As a result, attendance overall has remained at 96.7%. PP children have also improved by 1% but still lower than the others (93%)</p>	If children are not in school, we are unable to improve their attainment. After a successful introduction of the strategy, it will remain a key strategy for the school for this year.	<p>Weekly/ half termly monitoring of attendance</p> <p>Covid 19 support for all returning to school</p> <p>First day response provision in place for all children.</p> <p>Parent/carer engagement</p> <p>Progress Reports to Governors</p> <p>Parents' Evening/Reports</p>	HT	Termly <i>(refer to termly Attendance progress reports)</i>

<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. <b>(Outcomes: B &amp; C)</b></p>	<p>To be run by TA’s as an after school optional club for all children. All PP children will take part either after school or in a separate time during the school day</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>Monitoring of data for children involved in the club</p>	<p>SMSC Lead</p>	<p>July 2021</p>
<p>To ensure equality of opportunity for all children for school trips, visits and after school activities <b>(Outcomes A,B, C)</b></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 has provided experiences and opportunities that the children may otherwise not be able to access.</p>	<p>Monitoring of PP children attending activities/accessing trips</p>	<p>HT</p>	<p>July 2021</p>
<b>Total budgeted spend</b>					£2,000
<b>Total yearly budget</b>					£41,315

#### 4. Additional detail

##### Additional Pupil Premium Performance data for 2019/2020 using internal Spring 2020 data

##### YEAR 2:

Y2 PROGRESS (14)						
	% PP children making expected or more progress from on entry to school			% PP children reaching target set by end of Y2/Spring Term		
	2020	2019	2018	2020	2019	2018
<b>READING</b>	79%	70%	87%	62%	70%	93%
<b>WRITING</b>	69%	70%	80 %	57%	70%	80%
<b>MATHS</b>	79%	60%	87 %	69%	70%	100%

##### YEAR 1:

Performance of disadvantaged pupils Y1 (6)										
(pupils eligible for free school meals or in local authority care for at least six months)										
ATTAINMENT										
		2020			2019 (14)			2018 (9)		
		Year Group	PP	Non PP	Year Group	PP	Non PP	Year Group	PP	Non PP
<b>READING</b>	Y1 Secure + / Developing +	80%	83%	80%	82%	64%	87%	85%	45%	92%
<b>WRITING</b>	Y1 Secure + / Developing +	71%	67%	71%	82%	64%	87%	80%	44%	86%
<b>MATHS</b>	Y1 Secure + / Developing +	77%	83%	76%	83%	64%	89%	83%	44%	90%

  

YEAR 1 PROGRESS			
	% PP children making expected or more progress across the year		
	2020	2019	2018
<b>READING</b>	100%	93%	67%
<b>WRITING</b>	83%	86%	67%
<b>MATHS</b>	100%	79%	56%

**FOUNDATION STAGE 2:**

<b>Performance of FS2 disadvantaged pupils (5)</b>										
(pupils eligible for free school meals or in local authority care for at least six months)										
<b>ATTAINMENT</b>										
		<b>2020</b>			<b>2019 (6)</b>			<b>2018 (14)</b>		
		<b>Year Group</b>	<b>PP</b>	<b>Non PP</b>	<b>Year Group</b>	<b>PP</b>	<b>Non PP</b>	<b>Year Group</b>	<b>PP</b>	<b>Non PP</b>
<b>READING</b>	ELG 2+ / 40-60 exp	67%	60%	68%	82%	67%	84%	82%	64%	89%
<b>WRITING</b>	ELG 2+ / 40-60 exp	67%	60%	68%	82%	67%	84%	82%	64%	87%
<b>MATHS</b>	ELG 2+ / 40-60 exp	70%	60%	71%	82%	67%	84%	83%	64%	87%
<b>GLD</b>		66%	60%	68%	81%	67%	82%	82%	64%	87%

<b>FS2</b>	<b>% PP children making expected or more progress from on entry to school</b>		
	<b>2020</b>	<b>2019</b>	<b>2018</b>
<b>READING</b>	100%	100%	79%
<b>WRITING</b>	100%	100%	79%
<b>MATHS</b>	100%	83%	79%

#### 4. Review of expenditure

Academic Year | 2020-2021

2021 Pupil Premium Achievement Data – **NO OFFICIAL DATA – Internal End of Year School 2021 Assessments used**

#### Attainment Headlines

	Yr. 2 (14)				Yr. 1 (6)				F2 (5)			
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading	Writing	Maths	UW
All (EXS+)	75%	69%	80%	93%	82%	75%	77%	77%	85%	80%	85%	87%
All (GDS)	31%	18%	25%	-	33%	10%	23%	-	29%	21%	18%	20%
Disadvantaged (EXS+)	78%	78%	89%	90%	64%	64%	64%	64%	89%	89%	89%	89%
Disadvantaged (GDS)	10%	0%	0%	-	9%	9%	0%	-	0%	0%	0%	0%
Phonics	Year 2 (ALL)			Y2 (DISAD)	Year 1 (ALL)			Y1 (DISAD)				
	85%			100%	-			-				
GLD F2	ALL:			DISAD:	GLD Pre School			ALL:	DISAD:			
	80%			89%				75%	2%			

#### Progress Headlines

	Yr 2 (14)				Yr 1 (6)				F2 (5)			
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading	Writing	Maths	UW
All (EXS+)	90%	86%	95%		95%	89%	95%		97%	98%	97%	90%
All (GDS)	12%	21%	16%		49%	30%	41%		82%	78%	77%	
Disadvantaged (EXS+)	100%	88%	89%		82%	82%	91%		100%	100%	100%	92%
Disadvantaged (GDS)	0%	20%	10%		9%	9%	0%		0%	0%	0%	0%



i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p><b>A.</b> Increased GLD and oral language skills for children eligible for PP in FS2</p> <p><b>B.</b> To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups</p> <p><b>C</b> Provide a curriculum with clear Intent, Implementation and Impact for all pupils particularly the PP children to thrive.</p>	<p>Maintain staffing ratios across the school to support PP and SEND.</p> <p>Curriculum training focused CPD for all staff to improve outcomes for all children but particularly PP.</p> <p>Provided a rich and varied curriculum with amazing first hand experiences that will improve outcomes for all children and particularly our most vulnerable</p> <p>Targeted provision map in place following school closure to accurately direct support where needed</p> <p>Continued support for early identification of Speech and Language through employment of Private S&amp;L therapist (See Targeted Support A below)</p>	<p>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.</p> <p><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%</p> <p><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.</p> <p><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>	<p>Quality training from different providers.</p> <p>Focused support for children requiring catch up after lockdown and support for those children working at home e.g. provision of high quality remote learning, welfare calls and support , IT equipment provided where needed for working at home, Attending school during lockdown for the most vulnerable</p>	<p>£18,000</p>
ii. Targeted Support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p><b>A.</b> Increased GLD and language skills for children eligible for PP in FS2 and Pre school</p>	<p>Provide in school speech and language therapy to support children and their families with</p>	<p><b>A.</b> The school has continued to buy back an additional Speech &amp; Language package to provide 1 full day session once a month.</p>	<p>The school continues to benefit from the support and training provided by our private S&amp;L Therapist</p>	<p>£21,315</p>

<p><b>B</b> To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups particularly in Year 2 (highest number of PP children)</p> <p><b>C.</b> All PP children will make at least the expected rate of progress in reading writing and maths</p>	<p>language and communication difficulties</p> <p>Provide additional support and intervention for all PP children across the school - Additional timetabled support within each year group across the year provided by HLTA, L2 TA's and Deputy Head focusing on key skills</p>	<p>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.</p> <p><b>B &amp; C</b> PP children across the school have all received additional support for Reading, Writing and Maths from our HLTA, Level 2 Teaching Assistants and Deputy Head throughout the year to enable them to make effective progress and achieve well. Internal end of year assessments show PP children have benefited greatly from additional support put into place with improved attainment in Y2 and F2 and high progress across Y1</p> <p>Phonics: 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>In Preschool attainment is low but the PP children have all made 100% progress across the year which is due to the high level support in place</p>	<p>Increased support by the highly experienced Deputy Headteacher (released from class this year) who is also our SENCO and Phonics lead has resulted in targeted support for different groups and individuals across the year.</p> <p>Next year we will continue to provide additional focused support for all PP children, particularly for those PP children in Y1 to ensure all reach their potential to close the gap between PP and Non PP</p> <p>Vulnerable children will be monitored closely and support will be in place for those identified with SEND/PP</p>	
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		Overall, 75% of all children at the end Pre-school are working securely at 30-50mths in PSED  Progress of PP children: <b>See Chart Above (end of Year data)</b>		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>D. Increased attendance rates for children eligible for PP (Link to Attendance Strategy Plan)</b>	Attendance Strategy introduced from September 2016 to actively promote good attendance which includes: <ul style="list-style-type: none"> <li>Improved information to parents with regard to their child's attendance</li> <li>Increased weekly/termly class rewards</li> </ul> <p>Due to COVID restrictions attendance activities were curtailed somewhat – we have however continued to be very vigilant on school attendance and ensured all absences have been followed up and support put in place where required. We have used the LA attendance team to support with this – e.g. attendance phone calls</p>	Due to school closure and COVID restrictions in place, attendance has not been reported on in the same as previous years.  We have been unable to implement our normal attendance strategy this year as fully as we have done in previous years However, school has shown excellent attendance figures despite school closures and children missing school due to COVID. End of year attendance was 96.76% PP was 94.3%	To continue the implementation of our successful strategy next year and improve the attendance of all vulnerable groups	£600 (resources)
“Relaxation Club” for children across all year groups to support development of self-esteem and PSED.	The Relaxation club has not been able to take place this year due to COVID restrictions	Unfortunately, due to school closure this has not taken place During the year the resources were redirected to supporting the vulnerable children throughout lockdown via	Nurture Sessions will recommence next year to support identified children, including PP children	£800 (staffing costs and resources)

<p>All PP children will have the opportunity to attend the club. <b>(Outcomes: B &amp; C)</b></p>	<p>We redirected the money to provide additional support in each year group</p>	<p>personalised learning and welfare calls. In school the PP children have received additional 1;1 support Additional lunch time staff were employed to provide Additional welfare support for the children</p>	<p>We will be employing a new lunchtime play leader from September 2021 and we will start up the lunch time “drop in club” when it is safe to do so which will provide a time out area during the lunch time</p>	
<p>To ensure equality of opportunity for all children for school trips, visits and after school activities</p>	<p>The PPG grant has always been 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>With COVID restrictions, there have not been any offsite trips.</p> <p>A Year 1 sports club took place in the summer term and PP children were given priority</p>	<p>Due to COVID restrictions, trips and after school clubs have not been able to take place this year. We therefore directed the money to enable vulnerable children to attend the after school club if required.</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>	<p>This provision will continue into next year to ensure all children access the same provision</p>	<p>£600</p>
<b>Total Spend for 2020-2021</b>				<b>£41,315</b>