

ST JOHN'S CATHOLIC INFANT SCHOOL: Pupil Premium Strategy Statement & Review 2018-2019

Summary information					
School	St John's Catholic Infant School				
Academic Year	2018/2019	Total PP budget	£43,520		
Total number of pupils	180	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2019

Current Performance of disadvantaged pupils Y2 (pupils eligible for free school meals or in local authority care for at least six months)										
		2016 (10)			2017 (13)			2018 (14)		
Reading		School	PP	Non PP	School	PP	Non PP	School	PP	Non PP
	EXPECTED+	86.4%	100%	83.7%	87%	62%	94%	87%	86%	87%
	GREATER DEPTH	13.6%	20%	12.2%	32%	0%	40%	33%	0%	44%
Writing										
	EXPECTED+	71.2%	90%	67.3%	77%	54%	83%	77%	64%	80%
	GREATER DEPTH	0%	0%	0%	17%	0%	21%	22%	0%	28%
Maths										
	EXPECTED+	78%	90%	75.5%	80%	69%	83%	83%	93%	80%
	GREATER DEPTH	0%	0%	0%	23%	0%	30%	28%	7%	35%

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 Y1 and F2 PP show they are below Non PP children in all areas
External barriers <i>(Issues which also require action outside school)</i>	
C.	Attendance for PP children (93%) is lower than the school (96%)
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 Non PP children in Reading, Writing and Maths in all year groups	For the percentage gap between PP and non PP 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

2. Planned expenditure

Academic Year	2018-2019
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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)</p>	<p>Increased staffing ratios across EYFS to support PP and SEND.</p> <p>RWM focused CPD for all staff to improve outcomes for all children but particularly PP.</p> <p>Continued support for early identification of Speech and</p>	<p>High level of staffing within FS ensures all children are supported appropriately especially on entry but across the year.</p> <p>CPD programme of support developed through analysis of 2018 data and identifying areas for improvement e.g. writing, to continue to improve outcomes for children across the school</p> <p>Highly experienced S& L therapist employed to ensure</p>	<p>DH to monitor deployment of staff</p> <p>Termly data analysis Half termly trackers/ Provision maps Lesson Observations and moderation to show impact of training</p>	<p>DH</p> <p>SLT Maths Lead/English Lead Yr 1 Lead</p>	<p>Termly (refer to SDP 2 termly progress reports)</p>

	Language through employment of Private S&L therapist (See Targeted Support A below)	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	SENCO	
Total budgeted cost					£11,000
ii. Targeted support					
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?
A. 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 is invaluable in the light of current NHS provision.	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 <i>(Refer to F2/PS Termly Standards of Achievement Reports)</i>
B. To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups C. All PP children will make at least the expected	Provide additional support and intervention programmes for all PP children across the school	PP children across the school to have additional support for Reading, Writing and Maths from our HLTA or Level 2 Teaching Assistants throughout the year to enable them to make effective progress and achieve well. Year 1 data from 2018 shows Pupil	HLTA/ Level 2 TA's timetabled to work across Y1 & 2 to support the PP children in identified areas of need.	AH HLTA DH L2 TA	Termly <i>(refer to Termly Standards of achievement reports for year groups)</i>

rate of progress in reading writing and maths		Premium attainment and progress to be lower than other year groups – as a result more support will be placed across Year 1.	L2 TA to work with PP children in FS2 to ensure they reach a GLD Pupil Progress Meetings Provision Maps Termly Data analysis		
Total budgeted cost					£17,520
iii. Other approaches					
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?
D. Increased attendance rates for children eligible for PP (Link Attendance Strategy Plan)	Attendance Strategy introduced from September 2016 to actively promote good attendance which includes: <ul style="list-style-type: none"> Improved information to parents with regard to their child's attendance Increased weekly/termly class rewards As a result, attendance overall has remained at 96%. PP children have also improved by 1% but still lower than the others (93%)	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.	Weekly/ half termly monitoring of attendance First day response provision in place. Parent/carer engagement Progress Reports to Governors Parents' Evenings	HT	Termly <i>(refer to termly Attendance progress reports)</i>
To provide enhanced creative arts opportunities to support the development of self-confidence, team work skills and cultural understanding i.e. peripatetic music teacher	Employment of a specialist music teacher to work across the school to provide high quality singing/ musical teaching to all children	Children have the opportunity to experience high quality music lessons to support their whole development	Employment of an experienced Music teacher. Timetable planned in conjunction with DH and Music Lead teacher	DH Music Teacher	Feb/July 2019 <i>(refer to subject leader progress reports)</i>

(Outcomes: A,B & C)					
<p>To further enhance support for EYFS children through the employment of apprentice classroom assistants in order to support the development of self- confidence, resilience and a positive attitude to learning (Outcome: A)</p>	<p>Following the success of employing Apprentice teaching assistants last year (50% continue to be employed in the school) we will continue to employ Apprentice Teaching Assistants to support F5</p>	<p>Apprentices have been employed in school since 2015 to support F2 primarily. They have proved highly beneficial in supporting the year groups. One is continuing working well as part of the F2 team, supporting specific children and a wide range of activities in the Autumn term to complete her course. We are looking to employ an additional Apprentice to enable this support to continue. More support within the F5 provision ensures children have quality first teaching and focussed work. Last year 64% of the PP achieved a GLD (a 7% increase from 2017) with almost all (78%) making the expected progress across the year. With more focussed teaching, we hope to continue to improve the PP attainment.</p>	<p>Appraisal procedures carried out throughout the year by DH and National Apprenticeship Scheme Manager</p>	<p>DH F2/ Pre-school Class Teachers/ Room Leader</p>	<p>July 2019</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. (Outcomes: B & C)</p>	<p>To be run by L3 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 2019</p>

To ensure equality of opportunity for all children for school trips, visits and after school activities (Outcomes A,B, C)	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.	This has provided experiences and opportunities that the children may otherwise not be able to access.	Monitoring of PP children attending activities/accessing trips	HT	July 2019
Total budgeted spend					£15,000
Total yearly budget					£43,520

3. .Additional detail

FOUNDATION STAGE 2:

Performance of FS2 disadvantaged pupils (14)										
(pupils eligible for free school meals or in local authority care for at least six months)										
ATTAINMENT										
		2016 (12)			2017 (9)			2018 (14)		
		Year Group	PP	Non PP	Year Group	PP	Non PP	Year Group	PP	Non PP
READING	ELG 2+	84.7%	66.7%	89.4%	83%	44%	90%	82%	64%	89%
WRITING	ELG 2+	84.7%	66.7%	89.4%	83%	44%	90%	82%	64%	87%
MATHS	ELG 2+	84.7%	66.7%	89.4%	88%	56%	94%	83%	64%	87%
GLD		80%	60%	87%	83%	44%	90%	82	64%	87%

FS2	% PP children making expected or more progress from on entry to school		
	2016	2017	2018
READING	75%	78%	79%
WRITING	75%	78%	79%
MATHS	83%	78%	79%

Additional Pupil Premium Performance data for 2017/2018

YEAR 2:

Y2 PROGRESS (15)						
	% PP children making expected or more progress from on entry to school			% PP children reaching target set by end of Y2		
	2016	2017	2018	2016	2017	2018
READING	90%	90%	87%	90%	85%	93%
WRITING	80%	90%	80 %	100%	100%	80%
MATHS	70%	87%	87 %	90%	100%	100%

YEAR 1:

Performance of disadvantaged pupils Y1 (9)										
<i>(pupils eligible for free school meals or in local authority care for at least six months)</i>										
ATTAINMENT										
		2016 (9)			2017 (13)			2018 (9)		
		Year Group	PP	Non PP	Year Group	PP	Non PP	Year Group	PP	Non PP
READING	Y1 Secure +	90%	67%	94.1%	86%	85%	87%	85%	45%	92%
WRITING	Y1 Secure +	80%	44%	86.3%	83%	69%	87%	80%	44%	86%
MATHS	Y1 Secure +	83.3%	56%	88.2%	78%	69%	80%	83%	44%	90%

YEAR 1 PROGRESS			
	% PP children making expected or more progress across the year		
	2016	2017	2018
READING	89%	92%	67%
WRITING	67%	92%	67%
MATHS	67%	92%	56%

4. Review of expenditure

Academic Year | 2018-2019

2019 Pupil Premium Achievement Data

Attainment Headlines

	Yr. 2 (10)				Yr. 1 (14)				F2 (6)			
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading	Writing	Maths	UW
All (EXS+)	82%	78%	78%	92%	82%	82%	83%	87%	81%	81%	81%	82%
All (GDS)	38%	20%	22%	17%	32%	23%	28%	18%	24%	21%	24%	15%
Disadvantaged (EXS+)	50%	50%	50%	60%	64%	64%	64%	64%	60%	60%	60%	60%
Disadvantaged (GDS)	10%	10%	10%	0%	36%	21%	21%	14%	20%	20%	0%	0%
Phonics												
	Year 2 (ALL)		Y2 (DISAD)		Year 1 (ALL)		Y1 (DISAD)					
	93%		67%		97%		87%					
GLD												
	ALL:		DISAD:									
	81%		60%									

Progress Headlines

	Yr 2 (10)				Yr 1 (14)				F2 (6)			
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading	Writing	Maths	UW
All (EXS+)	87%	87%	85%	93%	93%	92%	92%	93%	97%	95%	89%	95%
All (GDS)	2%	3%	3%	12%	12%	2%	8%	5%	32%	35%	32%	35%
Disadvantaged (EXS+)	70%	70%	70%	80%	93%	86%	79%	86%	100%	100%	100%	100%
Disadvantaged (GDS)	0%	0%	0%	0%	14%	0%	7%	0%	0%	20%	20%	20%

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<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 SDP2 & 3)</p>	<p>Increased staffing ratios across EYFS to support PP and SEND.</p> <p>RWM focused CPD for all staff to improve outcomes for all children but particularly PP.</p> <p>Continued support for early identification of Speech and Language through employment of Private S&L therapist (See Targeted Support A below)</p>	<p>A. Significant increase in number of PP children achieving the expectation for C&L: 100%, a 20% increase from 2018. A large majority 67% in Reading, Writing and Maths GLD for F2 PP was 67%, 6% higher than 2018. Almost all F2 PP children made the expected progress across the year</p> <p>B. In F2 the PP children are achieving higher than all pupils in C&L and PSHE but are still lower in Maths, Reading and Writing. Excellent Progress: 100% of the PP made expected progress in Writing and Reading with 83% in Maths.</p> <p>In Y2, Although a significant gap remains between the PP children and others, the large majority made the expected progress.</p> <p>There is a gap between the PP and other children attainment in Year 1, but they have excellent progress with the very large majority (93% overall) making expected progress in</p>	<p>Quality training from different providers.</p> <p>Moderation across local schools and cross Authority.</p>	<p>£11,000</p>

		Reading, Writing and Maths.		
ii. Targeted Support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
A. Increased GLD and oral language skills/ Phonics for children eligible for PP in FS2 and KS1	Provide in school speech and language therapy to support children and their families with language and communication difficulties	<p>A. 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. F2 GLD remains high: 81% overall and 67% for PP (compared to 64% GLD for PP in 2018)</p> <p>100% (64% in 2018) PP children reached expectation in C&L and made expected progress.</p> <p>Results for all children in Reading, Writing and Maths have remained high in 2019 for all children. PP children's attainment remains lower but their progress remains good.</p> <p>Phonics: Year 1 PP is very high for all children (97%). Pp children are significantly higher than last 2 years at 86% (67% 2018, 79% 2017).</p>	The school has since bought back a private S&L Therapist	£2,200

		93% of the children however by the end of Y2 achieved the standard with 67% of the PP children		
A. Increased GLD and oral language skills for children eligible for PP in FS1	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.	A. Family Works programme was delivered by an experienced and trained L3 TA. High: 83% children at the end of Pre-school are working securely at 30-50mths in PSED with 100% of the PP children	To continue this provision for next year.	£500 (resources)
B. To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups C. All PP children will make at least the expected progress in reading, writing and maths	Provide additional support and intervention for all PP children across the school	B. PP children across the school have all received additional support for Reading, Writing and Maths from our HLTA or Level 2 Teaching Assistants throughout the year to enable them to make effective progress and achieve well. PP children in F2 and Y1 are showing higher attainment this year compared to last year whereas Y2 are lower. C. Progress of PP children: Y2 progress: R: 70% (80%:2018,58% 2017), W: 73% (53%:2018, 50% 2017), M: 70% (87%: 2018,58% 2017)	Next year we will continue to provide additional focused support for all PP children, particularly for those PP children in Y2 to ensure all reach their potential to close the gap between PP and Non PP Vulnerable children will be monitored closely and support will be in place for those identified with SEND/PP	£22,840

		<p>F2 Progress: R, W & M: 64% (79%: 2018, 78% 2017)</p> <p>Y1 Progress: R: 93% (67% 2018) & W 87% (67%: 2018) and M:79% (56% :2018, 80%)</p> <p>High quality support has been provided to improve key skills, social & communication areas and parental support with those SEND/PP children and they have made small steps of progress across the year appropriate for their ability and needs.</p>		
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iii. Other approaches

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
D. Increased attendance rates for children eligible for PP (Link to Attendance Strategy Plan)	Attendance Strategy introduced from September 2016 to actively promote good attendance which includes: <ul style="list-style-type: none"> Improved information to parents with regard to their child's attendance Increased weekly/termly class rewards 	As a result, attendance overall has improved for the 3 rd year, 96.7%. PP children have also improved by 0.37% to 93.67% (93.3%: 2018).	To continue the implementation of this successful strategy next year and improve the attendance of all vulnerable groups	£600 (resources)
To provide enhanced creative arts opportunities to support the development of self-confidence, team work skills and cultural understanding i.e.	Employment of a specialist music teacher to work across the school to provide high quality singing/ musical teaching to all children	Children have the opportunity to experience high quality music lessons to support their whole development and attainment continues to be good.	Continue with the Music provision across the school.	£3000

peripatetic music teacher (Outcomes: A,B & C)		88% are at the expected standard for Music in Y2 (60% PP), 85% at the expected standard in Y1 (71% PP) 82% are at the expected standard in F2 (67% PP)		
To further enhance induction procedures for F2 children through the employment an apprentice classroom assistant in order to support the development of self-confidence, resilience and a positive attitude to learning (Outcome: A)	Apprentice Teaching Assistants to be employed in the school to support FS2	Although we weren't able to employ any further apprentices this year, we have employed an additional TA L2 in Year 2 in order to further the support the PP and additional needs within this year group following analysis of baseline. This provided additional 1:1 support for some of our PP children who were also in other vulnerable groups e.g. SEND, Attendance, Safeguarding, Summer birthdays and boys Although the attainment for our PP children in Year 2 is low for this year, the large majority made expected progress across the year.	Existing staffing will be maintained to support the needs across all the year groups next year but particular in Year 2 who have the highest number of PP children	£12,580 (original budget) £15,200 (L2 TA)
"Relaxation" club for F2 & KS1 children to support development of self-esteem and PSED.	The Relaxation club has allowed focused time for specific children including PP children, to build upon their self-esteem in a range of fun and creative activities	It has been completed with groups of children from F2 and KS1 and staff and parents report enjoyment and improvements in confidence from children involved. All the PP children have taken part.	Nurture Sessions will continue next year to support identified children, including PP children	£1,100 (staffing costs and resources)
To ensure equality of opportunity for all	The PPG grant has been used to pay for vulnerable children and	This has provided experiences and	This provision will continue into next year to ensure all	£1,000

children for school trips, visits and after school activities	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	opportunities that the children may otherwise not be able to access.	children access the same provision	
Total Spend for 2016/2017				£55,540 (of which £43,520 is PP Grant)