

ST JOHN'S CATHOLIC INFANT SCHOOL: Pupil Premium Strategy and Review 2019/2020

Summary information					
School	St John's Catholic Infant School				
Academic Year	2019/2020	Total PP budget	£43,250		
Total number of pupils	182	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2020

Performance of disadvantaged pupils Y2 (pupils eligible for free school meals or in local authority care for at least six months)										
		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
External barriers <i>(Issues which also require action outside school)</i>	
C.	Attendance for PP children (93.67%) is lower than the school (96.7%)

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	2019-2020
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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 & 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>DH</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.			
	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	SENCO	
Total budgeted cost					£13,000
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	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. 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>C. 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 & 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>
Total budgeted cost					£18,250
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?
<p>D. 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"> Improved information to parents with regard to their child's attendance Increased weekly/termly class rewards <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 First day response provision in place. Parent/carer engagement Progress Reports to Governors Parents' Evenings</p>	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 (Outcomes: A,B & C)	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>
“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)	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	The club allows focused time for specific children to build upon their self-esteem in a range of fun and creative activities.	Monitoring of data for children involved in the club	SMSC Lead	July 2020
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 2020
Total budgeted spend					£1,000
Total yearly budget					£48,840

4. .Additional detail

Additional Pupil Premium Performance data for 2018/19

YEAR 2:

Y2 PROGRESS (10)						
	% PP children making expected or more progress from on entry to school			% PP children reaching target set by end of Y2		
	2019	2018	2017	2019	2018	2017
READING	70%	87%	90%	70%	93%	85%
WRITING	70%	80 %	90%	70%	80%	100%
MATHS	60%	87 %	87%	70%	100%	100%

YEAR 1:

Performance of disadvantaged pupils Y1 (14)

(pupils eligible for free school meals or in local authority care for at least six months)

ATTAINMENT

		2019 (14)			2018 (9)			2017 (13)		
		Year Group	PP	Non PP	Year Group	PP	Non PP	Year Group	PP	Non PP
READING	Y1 Secure +	82%	64%	87%	85%	45%	92%	86%	85%	87%
WRITING	Y1 Secure +	82%	64%	87%	80%	44%	86%	83%	69%	87%
MATHS	Y1 Secure +	83%	64%	89%	83%	44%	90%	78%	69%	80%

YEAR 1 PROGRESS

	% PP children making expected or more progress across the year		
	2019	2018	2017
READING	93%	67%	92%
WRITING	86%	67%	92%
MATHS	79%	56%	92%

FOUNDATION STAGE 2:

Performance of FS2 disadvantaged pupils (6)

(pupils eligible for free school meals or in local authority care for at least six months)

ATTAINMENT

		2019 (6)			2018 (14)			2017 (9)		
		Year Group	PP	Non PP	Year Group	PP	Non PP	Year Group	PP	Non PP
READING	ELG 2+	82%	67%	84%	82%	64%	89%	83%	44%	90%
WRITING	ELG 2+	82%	67%	84%	82%	64%	87%	83%	44%	90%
MATHS	ELG 2+	82%	67%	84%	83%	64%	87%	88%	56%	94%
GLD		81%	67%	82%	82%	64%	87%	83%	44%	90%

FS2	% PP children making expected or more progress from on entry to school		
	2019	2018	2017
READING	100%	79%	78%
WRITING	100%	79%	78%
MATHS	83%	79%	78%

4. Review of expenditure

Academic Year | 2019-2020

2020 Pupil Premium Achievement Data – **End of Spring Term (due to school closures)**

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%	70%	83%	%	80%	71%	77%	%	67%	67%	70%	74%
All (GDS)	33%	13%	27%	%	28%	21%	23%	%	16%	16%	16%	13%
Disadvantaged (EXS+)	62%	57%	69%	%	83%	67%	83%	%	60%	60%	60%	60%
Disadvantaged (GDS)	36%	14%	14%	%	17%	0%	13%	%	20%	20%	20%	20%
Phonics												
	Year 2 (ALL)		Y2 (DISAD)	Year 1 (ALL)		Y1 (DISAD)						
	98%		86%	-		-						
GLD												
	ALL:		DISAD:									
	82%		64%									

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%	80%	95%	%	84%	75%	82%	%	97%	93%	97%	90%
All (GDS)	3%	3%	2%	%	13%	7%	10%	%	10%	8%	5%	3%
Disadvantaged (EXS+)	79%	70%	79%	%	100%	83%	100%	%	100%	100%	100%	100%
Disadvantaged (GDS)	0%	0%	0%	0%	33%	33%	33%	0%	0%	0%	20%	0%

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 & Preschool</p> <p>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>Increased staffing ratios across EYFS to support PP and SEND.</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. Data for this year cannot be compared to previous years due to school closures. We have used the end of Spring Term data to give an overview.</p> <p>B. In Y2, Although a significant gap remains between the PP children and others, the large majority were on track to make the expected progress.</p> <p>In Year 1, the PP children are achieving better in some areas than non PP and they have excellent progress with the very large majority (100% overall) making expected progress in Reading and Maths.</p> <p>In F2 60% of PP are at achieving the expected level, with 20% exc and 100% mad expected progress in all areas. GLD for PP was 64%</p>	<p>Quality training from different providers.</p> <p>Moderation across local schools and cross Authority.</p>	£11,000
ii. Targeted Support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p>A. Increased GLD and oral language skills/ Phonics for children eligible for PP in FS2 and KS1</p>	<p>Provide in school speech and language therapy to support children and their families with language and communication difficulties</p>	<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</p>	<p>The school has since bought back a private S&L Therapist</p>	£2,200

		<p>particular focus on Early Years and PP, have been screened and S&L programmes have been provided for those children needing additional support.</p> <p>Results are not comparable this year due to school closures.</p> <p>Phonics: Not completed this year due to school closures. Y2 children will take the test in the 2nd half of the Autumn Term 2020.</p>		
<p>A. Increased GLD and oral language skills for children eligible for PP in FS1</p>	<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>A. Family Works programme was delivered by an experienced and trained L3 TA. High: 79% children at the end of Spring Term in Pre-school are working securely at 30-50mths in PSED with 100% of the PP children</p>	<p>To continue this provision for next year.</p>	<p>£500 (resources)</p>
<p>B. To close the gap between PP and Non PP children in Reading, Writing and Maths in all year groups</p> <p>C. All PP children will make at least the expected progress in reading, writing and maths</p>	<p>Provide additional support and intervention for all PP children across the school</p>	<p>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.</p>	<p>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</p> <p>Vulnerable children will be monitored closely and support will be in place for those identified with SEND/PP</p>	<p>£22,840</p>

		<p>PP children in F2 and Y1 are showing higher attainment this year compared to last year whereas Y2 are lower.</p> <p>C. Progress of PP children: See Chart Above (end of Spring Term)</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 	Due to school closure in March we can only look at the end of February data Overall this was 95.77% PP was 94.7%	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	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	Continue with the Music provision across the school.	£3000

skills and cultural understanding i.e. peripatetic music teacher (Outcomes: A,B & C)		good. The spring term data showed that 97% were at the expected standard for Music in Y2 (92% PP), 98% at the expected standard in Y1 (100% PP) 69% are at the expected standard in F2 (60% PP) and were on track to meet the end of year expectations	Purchase new music scheme – Charanga to enhance the provision across the school	
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	Unfortunately due to school closure this has not taken place.	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 children for school trips, visits and after school activities	The PPG grant has 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	This has provided experiences and opportunities that the children may otherwise not be able to access.	This provision will continue into next year to ensure all children access the same provision	£1,000
Total Spend for 2016/2017				£56,340 (of which £43,520 is PP Grant)