

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil 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

Detail	Data
School name	St John's Catholic Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Finula Farr
Pupil premium lead	Rachel Clough
Governor / Trustee lead	Lorraine Vinall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£2,900 (not yet received)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£959
<b>Total budget for this academic year</b>	<b>£23,824</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our aims:

At St John's we pride ourselves on our welcoming Christian ethos, founded on the teachings of Jesus.

Our aim is to instill in our children a sense of Christian values and to nurture their knowledge and understanding of their faith.

We are a multi-cultural school and our children's diversity is celebrated within the strong sense of belonging and community we have here. Our children come from a wide range of backgrounds and beliefs that we nurture and care for.

The role that we play in developing and nurturing our young people to become responsible, confident and resilient citizens is so important.

The targeted, strategic and considered use of pupil premium will support us in enabling every pupil to reach their full potential and support the removal of any challenges to learning they may face by

- Assuring the best possible learning experiences in the classroom across the curriculum.
- Having targeted interventions designed to accelerate progress and reduce the gaps in learning as well as supporting those with a specific needs.
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.
- Ensuring children have access to experiences that enhance and develop their cultural capital.

We want to provide improved outcomes for ALL our children including those from any form of disadvantaged background.

## Challenges

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

Challenge number	Detail of challenge
1	Internal data suggest some disadvantaged children do not make as much progress as their peers across the core subjects. Further work needed to engage these children and families in their learning especially in oral language/literacy in KS1 and reading comprehension in KS2.
2	Family circumstances limit their opportunity to participate in a broad range of activities both inside and outside of the school. This is our chance within St John's to offer more opportunities to

	our disadvantaged pupils to succeed socially as well as academically with a focus on team work, language skills and improved learning behaviours.
3	Social and emotional issues resulting in low confidence, a lack of risk taking and low self-esteem which affects behaviour for learning. Also reduces resilience in a range of situations. The impact of the pandemic has had a significant impact on the emotional well-being of our pupils. This has certainly increased the need for more pastoral support for our children and parents across the school.
4	Attendance: analysis of our disadvantaged children show that 20% of these children are at risk of being persistently absent. Increase our contact and communication with our families. Engage our parents in their children's learning through parental workshops and Improve opportunities for parents to support their children at home. To provide opportunities for our pupils to foster aspirations to achieve their potential.

## 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	Success criteria
<p>Progress in <b>reading, writing and maths</b>. Targeted pupils to achieve at least in line with National Averages in all year groups, with an increase in the proportion of children achieving greater depth</p>	<ul style="list-style-type: none"> <li>• Teachers in all year groups have identified the gaps in learning and planned to close them.</li> <li>• The gap is reduced if not closed.</li> <li>• Analysis of data termly has accurately identified pupils that need additional support in reading, writing and maths.</li> <li>• Interventions in place to support those children who need it.</li> <li>• The support provided has improved their progress from their individual starting points in September.</li> </ul>
<p><b>EYFS</b> Increase the number of targeted children achieving GLD to meet or exceed national standards particularly in communication, language and literacy.</p>	<ul style="list-style-type: none"> <li>• A greater number of children achieve GLD compared with previous years.</li> <li>• Use of baseline data in EYFS to indicate those children who need to be targeted</li> <li>• Focus on school start intervention to support early language difficulties</li> <li>• New phonics scheme to enhance early letter/sound recognition</li> </ul>
<p><b>Phonics</b> Targeted pupils to pass Phonics Screening and achieve ARE in Year 1 and Year 2. To reduce the gap between non pupil premium and pupil premium pupils attainment.</p>	<ul style="list-style-type: none"> <li>• A greater number of children pass the phonics screening test.</li> <li>• Effective implementation of the new Bug Club phonics scheme</li> <li>• Data will show more disadvantaged pupils achieving ARE across KS1.</li> </ul>
<p>Improving whole school <b>attendance</b> including disadvantaged pupils. Ensuring a high level of parental engagement with their child's learning.</p>	<ul style="list-style-type: none"> <li>• The attendance of targeted pupils is at least in line with national average.</li> <li>• Families are more actively engaged with the school.</li> <li>• If attendance challenges</li> </ul>

	<p>exist, identify the needs and support those families to improve the attendance for their child/children.</p> <ul style="list-style-type: none"> <li>• Parental workshops to engage those families whose own school experiences have not been positive. Change the expectation for their children moving forward.</li> </ul>
<p>Targeted children have increased opportunities to access and engage in a wide range of wider curricular activities.</p> <p>Opportunities are created for targeted children to access individualised therapies pertinent to identified needs.</p>	<ul style="list-style-type: none"> <li>• Tracking data and pupil voice evidences increased participation and access</li> <li>• All disadvantaged children are offered priority booking for clubs</li> <li>• Sports coaches provide extra- curricular clubs that are well attended by disadvantaged children</li> <li>• Targeted children demonstrate increased confidence and resilience as evidenced by surveys.</li> </ul>

## Activity in this academic year

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

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

EEF approach that underpins our evidence:

To mitigate the negative impact of covid19 pandemic, our focus mirrors that of the EEF research, focusing upon the strategies that have rapid impact upon disadvantaged pupils. This will also naturally impact positively upon the catch-up of all pupils. The strategy, as set out in the July 2020 by the EEF, is:

The approach is focused upon three key strands:

- Quality First Teaching at the heart
- Targeted support
- Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
To access expert skills to enhance curriculum development particularly in reading and writing.	<ul style="list-style-type: none"> <li>• OLST curriculum led support feedback</li> <li>• Internal monitoring evidence</li> <li>• Governor visit with subject leaders</li> <li>• National College research</li> <li>• <b>EEF- Improving literacy in KS1 and KS2</b></li> </ul>	1,3
Purchase of new approved phonics programme with clear planning, progression and assessment structures. Ensure all relevant staff have received training to deliver phonics scheme effectively.	<ul style="list-style-type: none"> <li>• The DFE Reading Review 2021</li> <li>• The reading framework: teaching the foundations of literacy</li> <li>• EEF toolkit-phonics</li> <li>• Bug Club phonics</li> <li>• <b>EEF- Develop children's Early language and reading</b></li> </ul>	1,4
To provide whole school quality first teaching, learning expectations. To work with parents to support their children's learning.	<ul style="list-style-type: none"> <li>• EEF toolkit.</li> <li>• CPD schedule</li> <li>• Staff CPD feedback</li> <li>• Monitoring evidence</li> <li>• Governor visits</li> <li>• <b>EEF- Working with parents</b></li> </ul>	1,2

	<p>to support children's learning</p> <ul style="list-style-type: none"> <li>• <b>EEF- Effective professional development</b></li> </ul>	
<p>To provide support for those children (ELSA) who are in need of extra social and emotional support due to lack of self-confidence which affects their attitude to learning. This will support and encourage their attendance in school.</p>	<ul style="list-style-type: none"> <li>• EEF toolkit.</li> <li>• Bug Club DfE accredited SOW research and training.</li> <li>• The DfE Reading Review 2021</li> <li>• <b>EEF- Social and Emotional learning</b></li> <li>• <b>EEF- Best use of support staff.</b></li> </ul>	3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilising the National Tutoring Programme for targeted pupils. A large% of the children who receive this tutoring will be disadvantaged and those most impacted by the pandemic.</p>	<p>EEF Tool Kit. EEF Guide to Pupil Premium <b>EEF- One to One tuition</b> <b>EEF- small group tuition</b></p>	1,2,3
<p>To provide specialist tutoring and support for pupils with EAL. These sessions will be led by our cultural capital lead.</p>	<p>EEF Tool Kit.  EEF Guide to Pupil Premium <b>EEF- small group tuition</b></p>	1, 3
<p>Subsidise enrichment activities for those children who are disadvantaged.</p>	<p>EEF Tool Kit. EEF Guide to Pupil Premium All children, including those who are disadvantaged, to take part in enrichment activities in during and after school to enhance their emotional and personal well-being and development. <b>EEF- Social and emotional well-</b></p>	2

	<b>being</b>	
Targeted specialist support in small groups by the SENCo.	<p>EEF Tool Kit</p> <p>EEF Guide to Pupil Premium</p> <p><b>EEF- Working with parent's to support their children's learning</b></p> <p>We can work together to reduce the causes of disadvantage between our children, supporting our parents to assist their children's learning.</p> <p><b>EEF- Improving Maths in KS1 and KS2</b></p> <p><b>EEF- Improving outcomes in KS1 and KS2</b></p>	3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all children access co-curricular enrichment activities and trips including residential opportunities in order to boost social development, improve learning skills, foster team working, build life skills and encourage creativity.	EEF Tool Kit EEF Guide to Pupil Premium <b>EEF- Social and Emotional learning</b>	2,3,4
Health and Well-being mentor targets those children requiring	EEF Tool Kit <b>EEF- Social and Emotional learning</b>	2,3,4

<p>support with developing social skills, self-esteem and positive behavior choices.</p> <p>Children access targeted therapies including ELSA support, Art and Lego therapy.</p>	EEF Guide to Pupil Premium	
Investment in 3B attendance tool	Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures	1,3,4
Provision for extra-curricular musical instrument lessons	EEF Tool Kit. EEF Guide to Pupil Premium <b>EEF- Social and Emotional learning</b> <b>EEF- one to one tuition</b>	2,3
Provision for school uniform to be provided	EEF Tool kit Pupil voice survey	2,3
Provision of after school clubs to promote physical activity opportunities, raise self-esteem and encourage peer on peer relationships.	EEF Tool kit Pupil voice survey	2,3

**Total budgeted cost: £22,831.53**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

### 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
Sports enhancement	Tiny Tekkers
Tuition –Catch up	NTP

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school did not have any pupils that attracted this funding.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy.*

The following activities are also subsidised from Pupil Premium budget.

- £1360 spent supporting children to access other areas of the curriculum and for school trips and visits to ensure equal access was given to all pupils.