



Pupil Premium 2019 - 2020

The Pupil Premium Grant is an additional amount of funding given to schools to support the learning and progress of those pupils identified as fulfilling particular criteria. It is allocated according to a precise formula. For detailed information about this please go to the DfE website:

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pupil-premiumwhat-you-need-to-know>

The total amount of Pupil Premium Grant allocated to St John Fisher for 2019 - 2020 is **£40,920.00**

The school Governors, the Head teacher decide how best to deploy the Pupil Premium Grant following the annual "needs analysis" which identifies priority groups and individuals requiring support and/or intervention in order to narrow attainment gaps and/or extend challenge.

At our school the grant is used to fund a range of help/resources to facilitate the learning of pupils for whom the Pupil Premium provides support. These include:

- Additional Staff
- Small group work
- 1-1 tuition support
- Additional teaching and learning opportunities provided through trained professionals
- Classroom equipment
- Help with uniform
- Help with cost of School Trips
- Help with costs of After School Club
- Help with After School Events
- ICT resources - use of I Pads etc.
- Play Therapy
- SJF TV - TV PODS
- Booster classes
- Reading Interventions
- Writing Interventions
- Maths Interventions

Along with other resources targeted and strategic use of the Pupil Premium Grant enables us to improve the progress and attainment of the identified children in the subject areas of reading, writing and mathematics so that most of them achieve at least in line with their peers and meet expected rates of progress at ages throughout the school.

Teacher Assessments and SATs at the end of year 6 2019 showed how well all pupils' achieved, including those for whom the Pupil Premium Grant provides additional support. (See impact of Pupil Premium Report)

Additional Staff

Across the school additional support is high every class.

Reception 2 TA's full time

Year 1 1 TA full time

Year 2 1 TA's full time

Year 3 1 TA am - pm interventions

Year 4 1 TA am - pm interventions

Year 5 1 TA am - pm interventions

Year 6 2 TA am - pm interventions

SEN Support teacher works with Years 2, 3, 4, 5 and 6 on a needs basis

SENCO works with Year 1, 2, 4 and 6 - for SEN and for emotional support

Small group work

In KS1 and in KS2 the SEN and disadvantaged children work in small group supported activities this is for both academic and social needs. The interventions are about filling gaps deepening understanding and the other support groups are about pre-teaching SEN children to ensure they are able to access the curriculum.

1-1 tuition support

This is undertaken at the Head teachers' discretion. It is to support children who have potential but come from families who struggle with funding for tutors. This support differs from booster classes as it is undertaken on a 1:1 basis before the school day starts.

Classroom equipment

In every classroom equipment for school is provided by the school. No child brings equipment to school so this eliminates the pressure of not having the latest pens or pencils.

If a child does not have equipment at home they need to complete homework set then school equipment is 'lent' out on a trust system. This can range from pens/pencils to information books and ICT equipment.

Help with uniform

Every child is expected to wear correct uniform and if parents are struggling with cost then uniform is supplied so every child is equal.

Help with cost of school trips/clubs/events

No child is excluded from a trip because of financial reasons. Parents are encouraged to speak to the school office if there is a problem and the SMT use their discretion when discussing money issues and support to be given.

PP/FSM/LAC children do not have to pay for the residential school journey or clubs organised by the school.

ICT resources - use of I Pads etc.

In year 6 in agreement with parents children may borrow ICT equipment to help support their learning at home. The I-Pads are set so no unauthorised apps can be downloaded and are used at the discretion of the head and the year 6 teacher.

Play Therapy

We use play therapy to support our vulnerable children with their emotions and feelings. This work is designed to allow children to talk freely about sensitive issues in an environment built on trust. The aim of the therapy is to support children and their mental well-being in becoming more confident members of society. We have 3 trained Play Therapist in school.

Additional teaching and learning opportunities provided through trained professionals

In SJF we use a range of professionals to support S&L, PE, MFL and Music. We do this as a means to engage the pupils with a wide set of interests and give them opportunities to express and develop a range of life skills.

SJF TV - TV Pods

In line with being a healthy school and using Sports premium we have purchased two TV pods where the children are given the opportunity to film and record a range of media to share with the school community.

TV pods installed on both KS1 and KS2 Playgrounds so all children have the opportunity to be stars and to celebrate with their peers.

Children to take ownership for creating film clips involving exercise and sports clips to be shared at break times.

Children able to link ICT- PE- English in the developing and filming of routines.

Celebrations of dance and movement whole school - sharing talents with parents and visitors

Children who do not want to be on the shows can direct and be the film camera people - an opportunity for all to excel.

Booster Classes

Children in Years 5 and 6 have weekly booster sessions that focus on applying skills taught and addressing misconceptions

Interventions - Reading Writing Maths

Used to help children keep up with their peers - groups are very fluid - the support given is in direct discussion with class teachers, SENCO and teaching assistants to ensure rapid progress and good attainment is maintained

Whilst the Pupil Premium Funding is for disadvantaged pupils at St John Fisher we have a high number of children who are disadvantaged but are not entitled to Pupil Premium Funding as they live in families that have 'No Recourse to Public Funds'.

The support above is in part funded by the PP funding but is subsidized by the school budget as we have a duty of care to meet the needs of all of our pupils.

PUPIL PREMIUM SERVICES	COSTINGS APPROX. COSTINGS MAY INCREASE OR DECREASE AS NEEDS OF CHILDREN DEVELOP
Additional Staff	£10,500.00
Small group work 1-1 tuition support	KS2 - £12,500.00 KS1 - £6250.00
Booster Classes	£2,100.00
Additional teaching and learning opportunities provided through trained professionals	£7,000.00
Classroom equipment	EACH CLASS £1,000.00 Total £7,000.00
Help with uniform	£1000.00
Help with cost of school trips	£2000.00
Help with cost of After School Sports Clubs	£2000.00
Help with cost of After School Events	£1000.00
ICT resources - use of I Pads etc.	£1,000.00
Play Therapy - dependent on need	£ dependent on release time
TV Pods - Per year cost £10,450.00 - money to come from Pupil Premium - Curriculum and Sports Funding over a 3 year period	£10,450.00
	<u>Total -£62,800.00</u>

Information to date - September 2019

Children receiving FSM = 6.6% - 14 children

Children receiving Pupil Premium Funding = 14.7% - 31 children

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St John Fisher Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£40,920.00	Date of most recent PP Review	Sept 19
Total number of pupils	208	Number of pupils eligible for PP	31	Date for next internal review of this strategy	March 20

2. Current attainment - 2019 KS2 Data (SUMMER)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard or above in reading, writing & maths	100% 6\6 CHILDREN	92% 22/24 CHILDREN
% making at least expected progress in reading (or equivalent)	100% 6\6 CHILDREN	96% 23/24 CHILDREN
% making at least expected progress in writing (or equivalent)	100% 6\6 CHILDREN	92% 22/24 CHILDREN
% making at least expected progress in maths (or equivalent)	100% 6\6 CHILDREN	96% 23/24 CHILDREN

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	In Year Admissions/leavers (leavers due to housing issues - children joining mid-year from other settings)
B.	SEN/Speech and language - number of children arriving at school with limited or no language
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
C.	Low parental support/understanding of needs of children especially those with additional needs
D.	Emotional Well-Being of children

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Ensure any data from previous setting is accurate -Record of assessment on entry to be inputted in Target Tracker/School System in order to provide accurate tracking. Use of statements to provide formative assessment of these children - provide support to close gaps in learning/ensure challenge for MA children	All PP 'In Year' admissions to reach the expected standard or greater. Evidence in Data drops that interventions are having the desired impact

<p>B.</p>	<p>In EYFS, Yr1 and Yr2 to continue with Maths Mastery as this Maths based scheme supports a rich language curriculum</p> <p>Spoken language - class provision/ training and workshops for parents to support English as an Additional Language -</p> <p>Reading workshops for parents - Writing workshops for parents - ICT workshops for parents (as requested)</p> <p>SENCO to support most vulnerable families with meeting the needs of their children</p> <p>Staff trained with a focus on monitoring/observing/working with SEND children supported by SENCO - staff ensure that the range of learning abilities are supported through specific and direct interventions for all when needed</p>	<p>All PP, EAL children to reach the expected standard and widen their vocabulary/understanding.</p> <p>Reduce the number of PP children working with language support teacher and speech therapist.</p> <p>Ensure children are making progress from their individual starting point and address any concerns swiftly</p> <p>PP and SEND children make expected or greater progress from their individual starting points</p>
<p>C.</p>	<p>Subject specific workshops to support parents in supporting their children and their learning (Low parental support/understanding of needs -of children especially those with additional needs)</p> <p>Parent support evenings - each term 2 support evenings to help the parents with supporting their child on their learning journey</p>	<p>All children to make expected or greater than expected standard progress from their individual starting point</p> <p>Increased parental support for the children - greater understanding of how and what the children are learning in school</p>
<p>D.</p>	<p>Ensure support for Emotional Well-Being of children is swift and robust - Time taken to seek outside support for children is often too little to late - engage parents in the process of supporting well-being - Help build resilience, confidence and self-discipline within each child - show them their self-worth</p>	<p>3 members of school staff trained in Play Therapy - Draw and Talk Therapy -</p> <p>Not letting paperwork timeframes hold back support when needed</p> <p>Families fully engaging with support offered</p>

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality teaching, developing the child as a whole.	Specialist subject teachers.	Staff CPD to ensure high quality teaching across the school - using peer teaching and support to develop all staff Previous employment of Sports specialist led to higher outcomes in physical health; thus specialist teachers continue to be employed - linking with creative approach to learning across the school. Looking to develop sports and level of skill at competition level.	Monitoring and appraisal.	Miss Griffin Mrs Jackson Miss McLaughlin	Annually.
EYFS children to access our curriculum.	Support staff within Reception.	Due to deprivation within the local area children enter the school needing more support than other catchment areas. Additional adult support required to give adequate flow to the development of children in EYFS. Targeted families supported with basic school equipment (reading books for fun, pencils , paper etc.) to ensure learning continues at home	Monitoring and appraisal.	Mrs Jackson	Annually.
Total budgeted cost		£17,500.00			

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To have ambitious targets to work towards taken from individual starting points	Pupil premium meetings Parents Meetings Pupil Meetings	All feedback from children indicates that they find the discussions and target setting helpful. SLT also benefit from developing personal relationships with the PP children. Regular update meetings with parents to ensure they are aware at what stage their child is on their learning journey	Half termly, SEN intervention meetings - staff meetings	Miss Griffin SENCO SLT	Half termly.
To move children from beginning to within and within to secure.	Interventions - Maths, Reading Writing, SPaG and Phonics	Research shows that daily interventions help to develop children's understanding. Interventions are fluid and children move in and out depending on need.	Monitoring - data and sessions. SLT data analysis meetings. Discussions with class teachers, intervention leaders and data team.	Miss Griffin Mrs Jackson KS1 Miss McLaughlin KS2 SENCO	Half termly.
Specific actions and targeted support are put into place quickly.	Data analysis meetings	In SLT meetings we have discussed the benefit of analysing data and supporting vulnerable groups. Intervention groups are fluid and all teachers know if a group has struggled with a concept they can ask the intervention team to work with a group so support is instant as required.	Data - are those children discussed improving? Leaders look at books and lessons of particular groups as part of whole school monitoring.	Miss Griffin Mrs Jackson KS1 Miss McLaughlin KS2 SENCO	Half termly.

Specific actions and targeted support are put into place quickly.	Booster Classes Year 6, 5 and Most Able Yr4	Previous sessions have shown to make an impact in KS2 SATS. Children are taught revision/test skills to support them their approach to formal testing.	Review of the targets children need to reach. Discussions with class teacher about the focus for each session.	Miss McLaughlin Mrs Keto- Edwards	
Support for Emotional Well-Being of children	All Children	Children show resilience, confidence and self-discipline in their approach to learning - show they understand their self-worth	Reduce the number of children needing Play Therapy or Draw and Talk Therapy	SLT Mrs Jackson SENCO Mrs Taylor	
Total budgeted cost		£39,300.00 + £17,500.00 <u>Total: £56,800.00</u>			
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?
Extra-curricular activities	To allow PP child(ren) to join an extra- curricular sports club - additional tutoring for PP children during lunch times (as required)	We want all children to be able to excel in other areas not just academic.	Monitored every half term, updated clubs each term. PP children get first choice of any club they would like to join.	Miss McLaughlin	Termly

Develop social skills.	Fund residential trips Subsidise class trips - whole school trips	We do not want children to be unable to participate in residential trips due to finance. Residential trips are powerful tools to develop independence, team work and social skills. Creative learning is a key focus for the school where we develop the children's interests beyond work in books - class trips linked to subject areas are developed. Children are given wider opportunities for learning - Enterprise Day - No pen Day etc.	Governor finance meetings. Subject leaders are responsible for subject supporting trips	Miss Griffin Subject leaders	Annually prior to governor finance meetings.
Total budgeted cost		<p><u>Total: £6,000.00</u></p> <p>Total spending - £56,800.00+ £6,000.00 = £62,800.00</p> <p>Additional expenditure - Play Therapy - dependent on need and number of children</p> <p><u>£62,800.00 - money to be used</u></p> <p><i>(Any extra funds needed, will be taken from main budget and sports premium - costs rise and fall depending on need of families and the number of children whose families have no recourse to public funds.)</i></p>			

6. Review of expenditure				
Previous Academic Year		<u>REVIEW SUMMER 2019</u>		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To have ambitious targets to work towards. PP children made or exceeded progress expected PP children and non-PP pupils achieve equally	Pupil premium conferencing	<p>1 All feedback from children indicates that they find the discussions and target setting helpful <i>Children took ownership of learning and set personal targets as well as school targets - evidenced in outstanding results Summer 2018</i></p> <p>2 SLT also benefit from developing personal relationships with the PP children. <i>Children who present no outward signs of additional needs are monitored and every child has a deeper sense of self-worth - they know someone will discuss with them their progress and next steps so no child is left behind.</i></p> <p><i>Evidence of attainment in PP Impact report 2019</i></p>	<p>1 Approach to continue with children taking more active role in target setting and understanding how to meet targets set - data from across school saw 85%+ children made expected or greater than expected progress.</p> <p>2 Relationships between staff and pupils are strong and the PP conferencing has strengthened these relationships where children are articulate in speaking about their personal learning journey. The ambitious targets set are reflected through the data returns for EYFS, Phonics, KS1 SATs and KS2 SATs in 2019.</p> <p><u>TO CONTINUE INTO 2019 2020</u></p>	£47,150.00
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Extra-curricular activities Develop social skills.	To allow PP child(ren) to join an extra-curricular sports club - additional tutoring for PP children during lunch times (as required) Fund residential trips Subsidise class trips - whole school trips	<p>1 We want all children to be able to excel in other areas not just academic. <i>Children now have the opportunity to stay for After School Sports Clubs on a Wednesday - children from REC to Yr6. Sports Club is designed to strengthen the skills taught by Specialist Sports Teachers - equipping the children with the sporting skills to participate in local Inter School Competitions.</i></p> <p>2 We do not want children to be unable to participate in residential trips due to finance. Residential trips are powerful tools to develop independence, team work and social skills. <i>No family is excluded from a trip due to financial reasons - all class trips are subsidized and no parent is asked to contribute more than £5.00 per trip.</i></p>	<p>1 - Uptake of Sports Clubs is 152 out of 210 children. From the 34 PP children 29 participate in Clubs. - For Booster classes 100% of PP children participate.</p> <p>2 - PP children are never excluded from class trips, school trips or residential trips due to financial implications - the school covers these costs. Children experience the wider world in line with non-disadvantaged peers.</p> <p><u>TO CONTINUE INTO 2019 2020</u></p>	£14,100.00 <small>Approx.</small>

7. Additional detail

St John Fisher Catholic Primary School received £39,600.00 in pupil premium funding in 2018-2019 and spent £61,250.00 leaving a shortfall of £21,650.00 that had to come from the main school budget.

For 2019 - 2020 £40,920.00 pupil premium funding has been allocated.

Expenditure for 2019 - 2020 £62,800.00 leaving a shortfall of £21,880.00 which will be taken from the main school budget.

Currently there are 31 children classified as pupil premium, which represents 14.7% of the school population.

This figure does change as children become eligible for free school meals or join/leave the school.

It is important to remember that this measure does not show the true levels of deprivation, because it does not take into account the vast number of families who have no recourse to public funding.

The school uses the funding to close the gap in attainment and progress between pupil premium children and all other children, which is a nationally identified issue.