

Pupil premium strategy statement: St John Vianney Catholic Primary School



1. Summary information					
School	St John Vianney Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£60,666 (based on 43 PP pupils)	Date of most recent PP Review	Oct 2019
Total number of pupils	198	Number of pupils currently eligible for PP	34	Date for next internal review of this strategy	Sept 2020

Current attainment		
Key Stage 2 (end of Key Stage 2 - 2018)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	33.3% (up 13% on 2018)	57.1%
% making progress in reading	44.4% (down 5.6% on 2018)	66.7%
% making progress in writing	44.4%(up 4% on 2018)	71.4%
% making progress in maths	33.3%(down 6.7% on 2018)	66.7%

Current attainment			
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% Expected Standard in Reading from Y1-Y6 on entry: Overall: 25.2% (2018)	Current Year Group	2019	EYFS National Non-Pupil Premium 2018 (Reading): 79% KS1 National Non-Pupil Premium 2018 (Reading): 79% KS2 National Non-Pupil Premium 2018(Reading): 80%
	Year 1	0%	
	Year 2	0%	
	Year 3	25%	
	Year 4	50 %	
	Year 5	16 %	
	Year 6	66.7%	
	Current Year Group	2019	

% Expected Standard in Writing from Y1-Y6 on entry	Year 1	0%	EYFS National Non-Pupil Premium 2018 (Writing): 76% KS1 National Non-Pupil Premium 2018 (Writing): 74% KS2 National Non-Pupil Premium 2018 (Writing): 83%
	Year 2	0%	
	Year 3	25%	
	Year 4	50%	
	Year 5	0%	
	Year 6	33%	
% Expected Standard in Maths from Y1-Y6 on entry	Current Year Group	2019	EYFS National Non-Pupil Premium 2018 (Number): 82% KS1 National Non-Pupil Premium 2018 (Maths): 80% KS2 National Non-Pupil Premium 2018 (Maths): 81%
	Year 1	0%	
	Year 2	33%	
	Year 3	50%	
	Year 4	50%	
	Year 5	0%	
	Year 6	33%	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Overall in reading, writing and maths progress and attainment is low in most year groups for PP children	
B.	Gap between Pupil Premium and non - Pupil Premium EYFS/KS1/KS2 children	
C.	Current Year 6 cohort, eligible for PP, are below the expected standards As follows: Writing 33% ARE Maths 33% ARE (Standards higher than Y6 2018 at this point in academic year)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Persistent absenteeism is higher in pupil premium children - lower attendance rate than non-pupil premium children overall.	
E.	64% of pupil premium children are also on the SEND register (In addition, there are a number of highly vulnerable PP children with absence or safeguarding issues)	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP eligible pupils will achieve levels of attainment in-line or above those of pupils locally and nationally. Pupils will make above average progress in reading, writing and mathematics. Monitoring particularly the higher achievers in all areas. To be measured by close, regular monitoring and review of progress and attainment data against starting points. Tracking to include pupil progress and half termly data analysis.	PP children will achieve levels of attainment in line with non- PP pupils at St John Vianney which diminishes the difference. PP pupils will achieve above average levels of progress against other pupils locally and nationally. Pupils will access appropriate levels of a broad and balanced curriculum

B.	Narrow the gap in attainment in EYFS between PP children and non-PP children from baseline through close monitoring of EYFS data. This will include half termly pupil progress meetings.	Will achieve levels of attainment in line with non-PP pupils, so that difference diminishes.
C.	Higher levels of attainment for those pupils who are eligible for PP in Reading, Writing and Mathematics in Year 6 reducing the gap between pp and non-pp pupils of year group (including combined scores)	Improvement of pp pupils' attainment so that the significant gap in Reading Writing and Maths decreases by half.
D.	Attendance rates for Pupil Premium children to increase and persistent absenteeism to be reduced through close collaboration with the Educational Welfare Service.	Persistent absenteeism to be reduced and attendance rates to improve for Pupil Premium children towards National.
E.	SENCO/Pastoral leader /Safeguarding Lead to support Pupil Premium children with overcoming barriers to learning.	Pupil Premium children to have their SEND needs met and other barriers to learning addressed.

3. Planned expenditure

Academic year **2019-2020**

Total Premium Funding £60,666	
Staffing to support and deliver interventions	£15,116
OTrack assessment tracking system	£1,500
Track-it Lights Behaviour tracking system	£2000
NFER, RockStars, SPAG.com subscriptions	£1,600
Reading Plus software/apps	£3,000
Jigsaw PHSE scheme	£1200
Booster sessions Y6 (additional teacher)	£2,800
Cost of SLA for EWO	£3,950
Pastoral Manager time	£25,000
Extra-Curricular Clubs (on-site)	£750
Extra-Curricular Clubs (CLA)	£250
Commando Joe - Self-esteem and confidence building to reach potential	£2,500
Reading resources	£1000

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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. To develop staff knowledge, skills and understanding of how to cater for disadvantaged children.</p>	<p>To continue staff training regarding levels of disadvantage and how to cater for these within the classroom</p> <p>Performance Management observations/targets set by Head teacher and reviewed at Pupil progress Meetings</p> <p>Appropriate CPD arranged by Head teacher to meet teacher training needs ie Literacy and Maths support from LA advisors</p> <p>Self-scaffolding techniques/questioning (as highlighted in TA appraisal targets</p> <p>ASD and TEACCH training</p> <p>SENCO observations of TAs</p> <p>Closer tracking of interventions</p> <p>SENCO/teachers co-produce provision maps based on Graduated Response in classrooms through quality First teaching</p> <p>SENCO planning of interventions for key pupils/staff</p>	<p>Discussions with staff and external advisors as well as teacher questionnaire.</p> <p>Perceived need following lesson observations and results analyse.</p> <p>External agencies recommendations e.g. LASC/Educational Psychologist to address over-dependence of some PP/SEN pupils on additional adults for extensive mediation to complete work.</p> <p>To monitor implementation of above training (4/6/2019 & 25/10/19) and offer feedback/provide bespoke CPD</p> <p>To analyse how often interventions are taking place and make teachers more accountable for provision.</p>	<p>Lesson observations Pupil feedback Targeted staff training</p> <p>Work closely with SLE and Network Schools (St Helens First). Staff training Lesson observations Book scrutiny, Learning Walk, Pupil Progress Meetings, Pupil interviews</p>	<p>Headteacher SENCO Pastoral Lead</p>	<p>Termly</p>

	Pastoral Leader/SENCO – Mental Health training linked to difficulties faced by some PP children.	To better support our most vulnerable PP pupils to feel safe and secure in school; feeling ready to learn.			
C. Improved monitoring of attainment in EYFS between PP children and non-PP children	<p>Robust tracking of attainment using Tapestry, Language Link and Otrack.</p> <p>Robust tracking of PP by SEN leaders and PP lead</p> <p>Robust moderation with St Helens First Network Schools.</p> <p>Moderation with St Austins EYFS department.</p> <p>Writing interventions daily</p>	Moderation helps teachers to increase the dependability of the assessment information they gather. This improves the decisions they make about pupils' learning.	<p>EYFS leader to moderate with EYFS from St Austin's school.</p> <p>Moderation to take place between St Helens First Network schools.</p>	Headteacher EYFS lead	July 2019

<p>C. Higher Level of attainment for PP pupils, with a particular focus in Year 6</p>	<p>Robust tracking of PP children, to ensure improvement of combined score</p> <p>Consolidation of Maths Mastery approach.</p> <p>Pre-lesson Booster sessions, to give PP a head start.</p> <p>Differentiated, pre-school morning booster session for Year 6 pupils.</p> <p>Small group interventions with TAs, HLTA/Pastoral Leader.</p> <p>1:1 support from Traveller Services.</p> <p>Working in partnership with the Library Service</p> <p>Use of Numicon to provide practical experiences</p> <p>Raising aspirations of Pupil Premium children e.g. Careers Week, Children's University</p>	<p>We want to provide extra support to ensure a higher attainment level for Pupil Premium children.</p> <p>Targeted support to increase reasoning skills</p> <p>Targeted support based on formative assessment</p> <p>Raising aspirations would have positive impact on PP children by enabling them to have experience of possible future career and educational paths , of which they may not otherwise have experience</p>	<p>Literacy/Numeracy /SENCO to monitor impact.</p> <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Share strategies with parents and pupils and discuss intervention groups.</p>	<p>Headteacher Year 6 teacher Maths/English Lead SENCO</p>	
Total budgeted cost					£20,583

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?
B. Improved Combined scores across the school	<p>Whole school approach to Reading and Maths</p> <p>Implementation of White Rose Maths scheme for planning</p> <p>LA Consultant time/visits for English and Maths</p>	Perceived need to narrow gaps in attainment and progress between PP and non-PP pupils	<p>Work closely with advisor and Network Schools (St Helens First). Staff training Lesson observations Book scrutiny, Learning Walk, Pupil Progress Meetings, Pupil interviews.</p>	Headteacher English/maths leads	Ongoing
Total budgeted cost					£22,000
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. Pupil premium children to have increased attendance	<p>Employment of a Pastoral leader</p> <p>Sports clubs to incentivise attendance</p> <p>Breakfast clubs and Afterschool clubs with opportunities for Mathematics and homework sessions to incentivise attendance and learning.</p>	<p>Increased attendance increases attainment. EEF toolkit identifies sports as an 'enticement' for pupils to engage.</p>	<p>Pastoral leader to monitor student attendance records. Pastoral leader/School office to contact. Celebration of improved attendance. Termly attendance reports to SLT from Pastoral leader. Parent meetings.</p>	Pastoral leader/ PE leader/SLT	July 2020
E. SEND needs including Social and emotional well-being (SEMH) of most vulnerable Pupil Premium children to be developed	More regular meetings between SENCO/Pastoral Leader/Safeguarding Lead to share information and adopt a Team around a Child approach with external agencies.	Improved social and emotional well-being improves attitudes to learning (as stated by EEF Toolkit).	<p>Pastoral leader/HLTA and TAs to provide nurture groups.</p> <p>BIT team to provide training for Nurture groups and staff training.</p>	Pastoral Leader/SLT	July 2019

	<p>Rigorous tracking of progress of Pupil Premium children, including implementation of BSquared assessment tool for those children making small, incremental steps of progress.</p> <p>Pastoral leader to lead/manage nurture groups for Pupil premium with social and emotional needs across the school N</p> <p>Improve emotional well-being through Military in Education and creation/implementation of Mental Health policy by 2020</p> <p>Funding of Educational Psychologist.</p>		<p>SLT to monitor embedded practices.</p>		
Total budgeted cost					£18083

4. Review - September 2020				
Current Academic Year				
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

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ii. Targeted support

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
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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

5. Additional detail

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