
St John the Baptist RC school Pupil premium strategy statement 2018-19

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th President of India)**

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information and evaluation of previous year					
Academic Year	17-18	Total PP budget	17,300	Date of most recent PP Review	July 2018
Total number of pupils	76	Number of pupils eligible for PP	15	Date for next internal review of this strategy	

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
8	8	2	3

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	2	1	1	1	
Year 5	1	1	1		
Year 4	2	1	1	1	
Year 3	2	1	1		1
Year 2	3	0	2	1	
Year 1	1	1	1		
Reception	2	1	3		1
Total	13	6	10	3	2

1A. Evaluation of previous year 17-18

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>
A.	Children who have speech and language needs have improved communication and access to the curriculum. Access to the speech and language therapist	Improvements in expressive and receptive language levels	Two children who were FSM for the first term in reception made better than expected progress from their starting points. One achieved exceeding in one area.
B.	School counselling and Thrive support Social and emotional support Behaviour incidents reduce Behaviour care plans in place where needed and monitored regularly. Input from external professionals when needed	Children who receive counselling are in a place to access their learning and reach the expected standard for their age group by the end of the year.	-One child started the year with input from Behaviour support team. Also had Thrive support daily. Behaviour support plan in place. Effective and big reduction in behaviour incidents. He had made good progress from his starting points - One child extremely vulnerable with complex social and emotional needs saw school counsellor weekly and had Thrive support. Behaviour support plan in place and also had a reduction in behaviour incidents and was able to access the curriculum and make progress from his starting points. Two other pupil premium children saw the school counsellor and both reached expected levels for their year group.
C.	12 pupil premium pupils make at least expected progress from their starting points. Baseline data Pira and Puma tests Standards in external tests and end of Year assessments	Pupils make at least expected or better than expected progress from their starting points	92% of pupil premium made good progress from their starting points. 77% were at the expected standard for their year group.

D.	Identify and target more able pupil premium pupils to reach their potential Standards in external tests and end of Year assessments	More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas.	One more able year 2 pupil premium pupil reached greater depth in reading and writing. 100% AMA Year 6 pupils premium pupil reached greater depth across all 3 areas. One more able Foundation, pupil premium child reached exceeding in maths.

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	50	83	64
% achieving expected standard or above in reading	50	92	75
% achieving expected standard or above in writing	50	92	78
% achieving expected standard or above in maths	50	83	76
Progress score in Reading		3.3	0
Progress score in Mathematics		3.4	0
Progress score in Writing		-0.4	0

% achieving expected standard or above in reading at KS1	66	83	76
% achieving expected standard or above in writing at KS1	66	75	68
% achieving expected standard or above in maths at KS1	66	83	75

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. Social and emotional resilience including poor confidence, self esteem and social relationships

B. Closing the gap

External barriers (*issues which also require action outside school, such as low attendance rates*)

C. Parents have financial difficulties, lack of experience outside the home and outside Dartmouth

D. Support with home issues

4. Intended outcomes

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
B.	12 pupil premium pupils make at least expected progress from their starting points. Baseline data Pira and Puma tests Teacher assessment External assessments at the end of KS1 and KS2	Pupil premium pupils reach the expected standard in external tests in Foundation, Year 1, and end of key stages
B.	More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas.	More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas.
C.	Children are emotionally resilient and able to manage effectively their own emotions and relationships.	Children who receive counselling are in a place to access their learning and reach the expected standard for their age group by the end of the year
D.	Children speak confidently about their own learning, what they do well and what they need to get better at and take more ownership of managing the next steps in their learning. They receive feedback, can confidently feed back to others and respond positively and independently to the feedback.	Looking at meta cognition, feedback and marking so children have a greater awareness of their own learning, feedback is effective Children can talk confidently about their next steps using the 'language of learning.'

5. Planned expenditure				
Academic year	2018/19			
		total £18,700		
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>year 6 Pupil premium child reach expected levels across all 3 areas.</p> <p>Support staff to work daily in maths/ English</p>	<p>Small group tuition for the Spring term/summer term 2 afternoons(4 hrs per week) 5 hrs a week – 1 hour daily. Small group intervention – pre and post teaching with teacher</p> <p>Daily support to access curriculum for 13 pp children across the school. Pre/post teaching interventions</p>	<p>Targeted support based on assessment Quality feedback provided. Use of peer learning utilised (Sutton Trust, Endowment Foundation)</p> <p>Attainment and progress of pupil p strength in the school(Ofsted March</p>	<p>Senior leadership involved in delivering/monitoring intervention. Intervention based upon current work in school on meta-cognition and quality feedback.</p> <p>Blink observations by senior leadership monitoring impact Main Focus group for monitoring</p>	<p>Head teacher + 1 other teacher</p> <p>£5400+</p> <p>Head teacher Literacy lead Maths lead</p> <p>£7366</p>
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £12,766
b. 1-1 Intervention - Academic				

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
c. 1-1 Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children are happy and their emotional needs are met. Parents meet with counsellor to share advice and approaches	1:1 sessions with the school counsellor x 3 pupils Thrive sessions- as and when needed – 2hrs per week Yoga club(all KS2) and Mindfulness rolled out to class 3- Autumn Term and Tai Chi across the school- spring term.	Quality counselling for individual pupils who have complex social and emotional needs. Open dialogue with home on support strategies. counsellor £3780 Thrive £910 Raise sense of well being and self management strategies £1000	Head teacher to monitor Annual impact report shared with school governors	AM LH
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£5690
d. Group Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and	How will you ensure it is	Staff

		rationale for this choice?	implemented well?	lead	
More able Year 3 pupil at expected to be targeted for greater depth by the end of Year 4 in maths. Close the gap between her attainment in reading and writing and maths.	Pre/post teaching intervention 2-3 times a week (15-20mins) with teacher	Class teacher who knows the children delivering the intervention	<ul style="list-style-type: none"> HT blinks Puma test scores and teacher assessment Work monitoring 	DW	
Total Planned Expenditure:				£450	
e. Staff Training					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
12 pupil premium pupils make at least expected or better than expected progress in reading and writing	Lead teacher appointed to lead with mega-cognition and quality feedback Metacognition conference	Evidence that these strategies used effectively have most impact on progress(Endowment Foundation)	-2 hours non contact time weekly to drive project. Termly feedback to Governors Link governor £1050 + £500 resources+ £1000(staff training/supply cover)	CB LU EH	
Outcomes of Mid-Year Review:					
Total Planned Expenditure:				£2550	
f. Enrichment/Raising Aspirations					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Children have a range of strategies to improve their	Yoga club(all KS2) and Mindfulness rolled out to class	Proven strategies to raise sense of well being and mental health	HT blinks/pupil surveys concerning impact	LH DW	

mental health and well being	3- Autumn Term and Tai Chi across the school- spring term.			
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £22,006

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.