

---

## **St John the Baptist RC School Pupil premium strategy statement 2017-18**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”  
(A.P.J. Abdul Khan, 11<sup>th</sup> 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					
<b>Academic Year</b>	17-18	<b>Total PP budget</b>	17,040	<b>Date of most recent PP Review</b>	Sept 17
<b>Total number of pupils</b>	76	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	Jan 18

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
7		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		1		1	
Year 5		1			
Year 4				1	
Year 3		1			1
Year 2				1	
Year 1		1			
Reception		3			1
<b>Total</b>		<b>7</b>		<b>3</b>	<b>2</b>

<b>2. Current achievement</b>			
<b>End of KS1 &amp; 2 Attainment for: 2016-2017</b>	<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	<b>50</b>	<b>77%</b>	<b>71%</b>
% achieving expected standard or above in reading	<b>100</b>	<b>77%</b>	<b>71%</b>
% achieving expected standard or above in writing	<b>100</b>	<b>92%</b>	<b>76%</b>
% achieving expected standard or above in maths	<b>50</b>	<b>92%</b>	<b>75%</b>
Progress score in Reading	<b>0</b>		
Progress score in Mathematics	<b>-0.2</b>		
Progress score in Writing	<b>2.2</b>		
% achieving expected standard or above in reading at KS1	<b>100</b>	<b>100</b>	
% achieving expected standard or above in writing at KS1	<b>100</b>	<b>100</b>	
% achieving expected standard or above in maths at KS1	<b>100</b>	<b>88</b>	

### 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*)

- |           |                                     |
|-----------|-------------------------------------|
| <b>A.</b> | Poor oral language skills           |
| <b>B.</b> | Limited social and emotional skills |

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

- |           |                                  |
|-----------|----------------------------------|
| <b>C.</b> | Attendance for specific children |
| <b>D.</b> | Social and emotional resilience  |

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children who have speech and language needs have improved communication and access to the curriculum.	Improvements in expressive and receptive language levels.
<b>B.</b>	School counselling Social and emotional support	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.
<b>C.</b>	12 pupil premium pupils make at least expected progress from their starting points. Baseline data Pira and Puma tests	Pupils make at least expected or better than expected progress from their starting points
<b>D.</b>	More able pupil premium	More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas.

<b>5. Planned expenditure</b>				
<b>Academic year</b>		<b>2017/18</b>		
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.				
<b>a. Additional Teaching Staff</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
2 year 6 Pupil premium children reach expected levels across all 3 areas. 1 more able pupil premium year 6 reaches greater depth across all 3 areas.	Small group tuition for the Spring term/summer term 2 afternoons(4 hrs per week)	Targeted support based on asses information. Quality feedback provided. Use of peer learning utilised (Sutton Trust, Endowment Foundation)	Senior leadership involved in delivering/monitoring intervention.	Head teacher + 1 other teacher  £3600
Support staff to work daily in maths/ English	Daily support to access curriculum for 12 pp children across the school. Pre/post teaching interventions	Attainment and progress of pupil strength in the school(Ofsted Mar	Blink observations by senior leadership monitoring impact	Head teacher Literacy lead Maths lead  £7366
<b>Outcomes of Mid-Year Review:</b>				
<b>Expenditure:</b>			<b>Total Planned</b>	<b>10,966</b>
<b>b. 1-1 Intervention - Academic</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>

Small steps of progress are made with expressive and receptive language	Speech link intervention. Children are assessed using speech and language link and individual/ group intervention are put into place 4 hours per week	-intervention recommended by speech therapist	Baseline and end assessments in place Monitored by senior leadership team	Head teacher SENDCO Teaching assistant  £3000
---	---	---	--	---

**Outcomes of Mid-Year Review:**

**Total Planned Expenditure: £3000**

**c. 1-1 Intervention - Social**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Children are happy and their emotional needs are met.	1:1 sessions with the school counsellor x 3 pupils	Quality counselling for individual pupils who have complex social and emotional needs.	<ul style="list-style-type: none"> <li>• Head teacher to monitor</li> <li>• Annual impact report shared with school governors</li> </ul>	Anne Manning School counsellor

**Outcomes of Mid-Year Review:**

**Total Planned Expenditure: £3780**

**d. Group Intervention - Academic**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Less able, upper ks2 Pupil premium pupils reach end	5 hrs a week – 1 hour daily. Small group intervention – pre	Class teacher who knows the children delivering the	<ul style="list-style-type: none"> <li>• Weekly planning time with 2 teachers involved</li> </ul>	Head teacher

of year age expectations  More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas	and post teaching with teacher  5 hrs a week – 1 hour daily. Small group intervention – pre and post teaching with teacher	intervention	<ul style="list-style-type: none"> <li>Intervention based upon most current formative assessment</li> </ul>	Class teacher
---	---	--------------	---	---------------

**Outcomes of Mid-Year Review:**

**Total Planned Expenditure: £5400**

**g. Staff Training**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
12 pupil premium pupils make at least expected or better than expected progress in reading and writing	-Primary writing project Quality training for senior leadership on the teaching of writing. Training days for all staff. -non contact time for staff to attend training and lead project in the school		Termly feedback to Governors Monitoring by head teacher and Literacy lead. Blink observations on pp children	Head teacher Literacy lead

**Outcomes of Mid-Year Review:**

**Total Planned Expenditure: £4000**

**h. Enrichment/Raising Aspirations**



<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Develop good social and independence skills. Develop confidence and sense of well being Take part in wider curriculum.	Additional support to enable pp funding to enable pp pupils to access residential, assistance with music tuition	Increased self esteem and feeling of well being will impact positively on progress and attainment.	Head teacher to monitor.	Head teacher
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£500</b>
<b>i. Home Support (e.g. breakfast club, EWO etc.)</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
Attendance of pupil premium pupils remains about 93%	-Attendance of pupil premium pupils that falls below 93% is referred to the EWO who visits the school half termly. -Strategies put into place to improve attendance of these pupils	Children who have good attendance will make expected or better progress.	Monitored half termly by governors. Governors aware of all attendance below 93% and the action that the school is taking.	Head teacher Senior administrator
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£300</b>
<b>j. Other, not captured by any of the above</b>				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £24,346</b>

## 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.