

Pupil Premium

The pupil premium is additional funding given to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Government believes that the pupil premium is the best way to address current underlying inequalities between children eligible for free school meals (FSM) and their non FSM peers, by ensuring the funding to tackle disadvantage reaches the pupils who need it most. The government uses eligibility for free school meals as the main measure of deprivation at pupil level.

Common barriers for disadvantaged pupils can be; weak language and communication skills, lack of confidence, more frequent behavioural difficulties, attendance and punctuality issues and less support at home. There may also be complex family situations that can have an impact on children's learning and progress. The challenges are complex and varied, therefore, it is important that individual needs are identified and catered for as we are very clear that negative, outside influences are not an excuse for underachievement.

At St John's Catholic Primary School, there is a school-wide commitment to raising achievement for ALL pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

Aims

- To further develop language and communication skills
- To close the attainment gap in Reading, Writing and Mathematics
- To continue to improve confidence, independence and self-esteem
- To continue to improve the wider opportunities available for all our pupils
- To continue to improve attendance and punctuality
- To continue to develop parental engagement, support and partnership work to remove barriers to learning
- For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning

In 2018 –19 the school will receive £20,440.00

Barriers to future attainment:

- Low attendance for a small minority of pupils.
- Engagement of some parents in supporting the education of their child.
- Socio-economic influences on the family.
- Individual family circumstances.
- Speech and language of specific SEN children.
- Large percentage of children joining school late

How we will spend the money to address these barriers:

- Employ an additional Teaching Assistants to deliver personalised intervention programmes. This additional support is clearly identified in termly provision maps and regularly monitored and evaluated by senior leaders. The aim is to narrow the gap between FSM and ensure FSM children make at least expected progress.
- Provision of extra-curricular activities for children both in and out of school to extend and enrich their learning experiences.
- Enabling pupils to participate in school residential holidays and educational trips through the provision of financial support for families, to ensure that every child has full access to opportunities in and after school.
- Review strategies for attendance.
- Ensuring breakfast and snack is provided for some children.
- Provide cover for classes so that half termly meetings can take place so teachers can discuss individual FSM children with the SLT.
- To employ staff to support children with transition into school
- To buy in specialist delivery of a physical health and well-being programme

How we will measure the impact:

- Termly pupil progress meetings to discuss FSM and target children. Next steps will be constantly reviewed in these meetings.
- Termly analysis of data including attendance data.
- Attendance at sports / additional activities will be monitored to determine whether there is an increased involvement from FSM children.
- Pupil questionnaires and parental questionnaires regarding health and well-being of pupils
- Behaviour logs

The pupil premium strategy will be reviewed at the end of each term and discussed with the curriculum and monitoring sub-committee of the governing body.

2017 - 18

In 2017 -18, the school received £17,160 in pupil premium.

This was used to:

- Employ an additional Teaching Assistant to deliver personalised intervention programmes. This additional support is clearly identified in termly provision maps and regularly monitored and evaluated by senior leaders. The aim is to narrow the gap between FSM and ensure FSM children make at least expected progress.
- Provide specialist training for both our support assistants and teachers to ensure that they have the skills and knowledge to secure high quality teaching and learning. Training will be provided through LCC and local cluster groups
- Enable pupils to participate in school residential holidays and educational trips through the provision of financial support for families, to ensure that every child has full access to opportunities in and after school.
- Ensure breakfast and snack is provided for some children who receive pupil premium as well as appropriate kit such as swimwear, P.E. kit.
- Provide additional time for the SENCO to develop provision maps and monitor / evaluate impact.
- Provide cover for classes so that half termly meetings can take place so teachers can discuss individual FSM children with the SLT.
- To access services to support families in need
- To purchase TA hours to support transition of pupils joining school late

Examples of impact in 2017 - 18

- Pupil premium children benefitted from high quality individual and small group support to enable them to accelerate their progress and make similar progress to that of their peers.
- Behaviour logs show that behaviour was good and there were no exclusions in this group.
- All staff have had access to a wider range of training opportunities, e.g. training led by an English Consultant (phonics, guided writing, assessing without levels, Talk Boost, Bounce Back Phonics, Fast Forward Grammar). Lesson observations have been used to monitor the impact of this training. The impact was demonstrated through termly data and lesson observations and the KS2 SATs.
- Improved achievement in early years
- KS1 and phonics data showed improvement. Attainment of those eligible for support from the pupil premium grant was broadly in line with that of their

peers and they made good progress given their attainment at the end of the Early Years Foundation Stage.

- KS2 attainment except in maths in line with national average. Progress not significantly different from national average in all subjects. Attainment of those eligible for support from the pupil premium grant was above that of their peers in reading and writing. In mathematics it was below that of their peers. Given their starting points at KS, however, progress was not as strong as that of their peers.
- Pupil questionnaires and movement of children shows that children feel safe and happy at school.