



St John Fisher Catholic Primary School Pupil Premium Strategy Statement

2019/2020 & 2020/2021

Pupil Premium Strategy Statement – COVID-19 Review

Context

Due to the Covid-19 pandemic all schools in England closed on 20th March 2020. They remained open to pupils of key worker parents and those pupils deemed vulnerable. From 1st June the opening was extended to pupils in EYFS, Year 1 and Year 6 children. All assessments and collection of end of year data was cancelled and trips, extra-curricular activities and residential visits were postponed. As a result of this it has been decided that the current Pupil Premium strategy statement will be continued into the academic year 2020-2021.

Where possible, progress towards the intended outcomes has been reported on. The data from last assessment period, term 4, has been collected and presented in Appendix A, this has been anonymised.

Interventions and IEP work has continued. These will be reviewed after Term 1 assessments.

Summary information					
School	St John Fisher Catholic Primary School		PRINCIPAL: Dianne Carbon		CHAIR: John Allen
Academic Year	2019-2020 2020-2021	Total PP budget	£42,240	Date of most recent PP Review	October 2019 Sept 2020
Total number of pupils	210	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2020 March 2021

Current attainment		
2019 Data No results for 2020 due to Covid-19 pandemic	<i>Pupils eligible for PP (your school)</i>	
% achieving in reading, writing and maths	56%	
% making progress in reading	78%	
% making progress in writing	56%	
% making progress in maths	67%	
% making progress in EGPS	67%	

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.	Poor attitude to learning and lack of learning skills e.g. organisational skills, resilience
B.	Poor prior attainment due to low entry level
C.	Poor literacy skills – Reading, EGPS
D.	Lack of engagement and aspiration

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

E.	Attendance/Punctuality
F.	Parental engagement

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish the difference between PP and cohort and PP and National other in RW	Diminish difference between PP and non PP children at end of KS1 and end of KS2
B.	Improved EYFS scores for PP children to diminish difference from cohort. Demonstrating skills that they are Year 1 ready.	Diminish difference between PP and non PP children achieving GLD
C.	Gaps are identified and targeted invention teach to gaps in reading and EGPS	Formative assessment shows that gaps are being addressed. Pupils will make accelerated progress to diminish the difference Improved outcomes EoKS2 EPGS and in school tracking data for PP children
D/E/F	Improved attendance for PP children. Parents to understand the value of punctuality and attendance – sign parental contracts where needed.	Attendance above 97% Improved parental engagement with regards to children's attendance and learning outcomes.

Planned expenditure						
Academic year	2019-2020					
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?	Review of Action
Improved EoEYFS scores for PP children to diminish difference from cohort. Demonstrating skills that they are Year 1 ready.	Targeted intervention of children highlighted 'at risk'	EYFS Framework - Eo EYFS GLD scores below national.	Learning walks, lesson observations, data tracking, book monitoring, planning samples. Support from LA EYFS Advisor	DC/LP	ongoing	LA EYFS Advisor visited Jan 2020. Follow up visit postponed due to Covid-19. New Advisor visited October 2020.
Improved Quality first teaching to ensure all work is suitably differentiated and challenging to meet the needs of all learners	Extra teacher in Year 6 and KS 1 (both part-time). Targeted intervention by teachers and TAs of children highlighted 'at risk' All lessons are differentiated – staff meetings, phase reports, learning walks, lesson observations CPD for all staff to ensure high quality provision	EFF- developing practitioners understanding of how children learn improves childrens' learning. Withdraw from lesson for small group intervention and group work can reduce pupil self-esteem and attitude to learning. Monitoring has highlighted a need to improve differentiation in quality first teaching	Learning walks, lesson observations, data tracking, book monitoring, planning samples	SLT Subject Specialists Subject Leads	Ongoing/termly	
Diminish the difference between PP and cohort and PP and National other in RWM	SIMs/Hello Data together with pupil progress meetings are used effectively to highlight children at risk of not achieving ARE or making expected progress and appropriate	EFF - Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Half termly data analysis	DC/LP/SLT	Half termly	

Pupils with delayed language and vocabulary skills are supported in the classroom through intervention to access the curriculum and make progress in speaking and reading.	Use of speech and language specialist training and support. TAs to deliver interventions throughout the week.	EFF Toolkit suggests a number of ways of supporting language. A number of studies show the benefits of trained teaching assistants effectively supporting both oral and language skills and reading outcomes. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of new vocabulary. Role modelling by adult is key.	Termly pupil progress/IEP meetings to ensure progress and provide next strategies/interventions. Monitor interventions at least termly.		Termly July 2020	Support was in place up until the closure of the school in March 2020.
Gaps are identified and targeted intervention teach to gaps in reading and EGPS	Additional teacher in KS1/Yr6 1:1 TA support for PP pupils who require it.	Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.	Progress of pupils will be checked half-termly using SIMs and HD	DC/LP	ongoing	Targeted interventions were in place until the school closed due to Covid-19.
Total budgeted cost					£40,000	
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?	
Improved attendance of PP children	Learning Mentor employed as part of Attendance/Pastoral team. First Day Response (FDR) and to attend parent meetings Attendance incentives	Research highlights that some PP children have lower attendance and punctuality rate	Analysis of attendance and parent contracts.	DC/MM	ongoing	All children with low attendance targeted for support. During Covid-19 families supported through phone calls, food parcels, work packs, laptops.

Improves attitude to learning and improved communication	Staff development training from Communication and Interaction team	Pupils benefit from working with others and being introduced to a variety of experiences.	Pupil voice	LP/DC Teachers	Ongoing	MK from CIL delivered staff meeting in Autumn Term.
Total budgeted cost					£30,000	
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?	
Forest school	Access to Forest school teaching to raise self-esteem, attitude to learning and resilience	Pupils benefitted from these experiences that they may not have experienced otherwise. Opportunities to access enrichment experiences will be extended.	Learning walks, lesson observations, data tracking, book monitoring, planning samples	DC/LP	Termly July 2020	
Zones of Regulation	Many children not able to articulate how they are feeling lack aspirations, self-belief and positive attitudes Whole school ZoR ethos	ZoE – curriculum geared towards helping pupils gain skills in consciously regulating their actions which in turn leads to increased control and problem solving abilities.	Whole school ethos. Assemblies for pupils and workshops for parents. Link on school website. Pupil voice	LP/DC/M M Teachers	At least termly via Staff Meetings July 2020	Introduced to children – children using the language of colours when discussing feelings. Assembly held for parents. Website updated with information.
Educational trips and visitors		Pupils benefitted from these experiences that they may not have experienced otherwise. Opportunities to access enrichment experiences will be extended.	Reviewing programme of trips	DC/LP/M M	July 2020	Residential for Year 6 took place. Year 4 residential postponed until 2021 when pupils are in year 5. Year 4 residential planned to take place as normal.

Improved attendance for PP children	Whole school attendance strategies –class certificates/rewards, individual prizes, attendance certificates sent home	High number of PP children have lower attendance and punctuality rate	Analysis of attendance	MM	Termly	
Total budgeted cost					£10,000	