

Pupil premium strategy statement

Summary information					
School	St John Fisher School				
Academic year	2018-2019	Total PP budget	£56,760	Most recent PP review	September 2018
Total number of pupils	201	Number of pupils eligible for PP	43	Date for next review of this strategy	July 2019
<p>Our school</p> <p>At SJF we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to be the best they can be. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantaged families reaches the pupils who need it most.</p> <p>It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.</p> <p>As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted activities and additional sessions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.</p>					

Current attainment (KS2 SATs 2019)		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths	56%	
% making expected progress in reading	78%	
% making expected progress in writing	67%	
% making expected progress in maths	56%	

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2. Barriers in future attainment (for pupils eligible for PP)	
In- school barriers (issues to be addressed in school, such as poor oral literacy skills)	
A	Pupils in receipt of pupil premium do not always make enough progress at the end of KS2 compared to their peers
B	A small number of children who are in receipt of pupil premium are also on the SEN register and learning resulting in lower attainment than non-pupil premium in reading, writing and maths
C	Phonic reading skills are low for some children eligible for PP funding across FS & Y1. This has had an effect on their ability to pass the Phonic Screening Check at the end of Y1 or Yr 2
D	Social and emotional issues evident in some children throughout the school eligible for PP funding is having an impact on their academic progress.
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Little or no support with homework for many children
F	Reduced experiences which can impact on attainment

4. Desired outcomes (Desired outcomes and how they will be measured)		Actions
A	The % of pupil premium children in all years to make at least the expected progress in reading, writing and maths which is equal to the % of all other children	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed in depth at pupil progress meetings with the Headteacher and SENCo. All disadvantaged children are identified with profiles identifying barriers, desired outcomes and strategies. These and data for PP children will be the focus of termly meetings. Individual strategies to enhance learning will be planned by teachers in first quality teaching, with support from the SENCO and English and Maths Lead teachers.
B	For the % of children who are disadvantaged and PP, to make good progress from their starting points, so that the attainment gap is closing compared to all others.	Close termly monitoring by SLT and governors. First quality teaching and an inclusive approach by all staff. Termly monitoring of teaching and learning by SENCo/maths and English leads. SENCo to monitor new children with SEND who are disadvantaged as a separate group and compared to non-SEND disadvantaged children. SENCo will review interventions/strategies. Small group maths targeted teaching by additional teacher for children in year 5 and 6 to boost confidence and give additional support due to lack of support at home. Additional support for children with reading by TAs. Attendance at breakfast club and small group/1:1 reading/maths support.
C	Increase in % of pp pupils passing the phonics screening in years 1 and 2	Daily storytime phonics sessions Precision teaching Daily reading support 1:1 or small group

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D	For all children eligible for pupil premium with emotional and social difficulties to have their emotional needs met and will be happy and ready to engage and learn and so make progress compared to all others.	Through access to nurture groups and forest school emotional needs are addressed through communication and interaction and learning mentor support. children's self-esteem will increase, relationships improve and ability to learn increased. Where children have had nurture group intervention notes will be kept. Behaviour incidents are reducing.
E	Target pupils who do not do homework or read at home on a regular basis	Attendance at breakfast club and small group/1:1 reading/maths support.
E	Lack of opportunities to engage in educational visits and residential	Pay for bus fares on school trips Support for residential payments include offer of support to source suitable clothes

Planned expenditure				
Academic year	2018-19			
Desired Outcome	Chosen action/approach	How will you ensure it is implemented?	Staff lead	When will you review?
AB	High profile across school with all staff is to ensure that disadvantaged pupils are given the highest priority at all levels. They will know and understand the immediate next steps in their learning through teacher feedback and self-reflection as a result of the whole school Quality First Teaching approach. Additional TA time allows pupils to discuss their next steps in greater detail with an adult and to have extra support so that they can make at least good progress.	Individual profiles reviewed with all staff termly. Close identification of needs to be met. Close monitoring of progress and learning during Learning Walks. Staff peer to peer reviews for disadvantaged children led by SENCo. Closely monitor evidence in pupils' work that indicates good or better progress through regular book reviews by SLT with teachers. Carry out interviews for PP children. Close analysis of progress and attainment for PP vs non PP pupils using school data tracking system six times a year.	SLT	Termly
ABCD	Staff training and new resources purchased for phonics, maths, nurture room Story time phonics Maths resources Weighted blankets/cushions etc	Monitoring	SLT Teachers	Termly
D	Nurture group established weekly by TA to improve children's emotional and social skills-	MM will keep the head and teachers informed of issues and progress. QC sheets before and after. Liaison between MM and	SLT MM Teachers	Termly

		class teacher.		
7. Additional detail				
In this section you can annex or refer to additional information which you have used to support the sections above.				
TA/Learning Mentor support at breakfast club and after school clubs TA support in classrooms and for interventions throughout the day Spending is also allocated to educational visits and residentials				
The percentage of pp children attaining the expected standard in reading, writing and maths is an improvement of last year's figures. The targeted support put in place for those pupils was successful. The before school support via breakfast club, ensuring a calm start to mornings also tackled punctuality and attendance issues.				