

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	St. John's Catholic Primary School				
Academic Year	2018/2019	Total PP budget	£15,760	Date of most recent PP Review	NA
Total number of pupils	204	Number of pupils eligible for PP	12	Date for next internal review of this strategy	October 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			0	64%	
% making expected progress in reading (as measured in the school)			100%	75%	
% making expected progress in writing (as measured in the school)			67%	78%	
% making expected progress in mathematics (as measured in the school)			33%	75%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Pupil premium girls are identified as being lower achievers in maths				
B.	Low self-esteem and anxiety has been identified in some of the PP pupils				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
C.	For some PP pupils there is a lack of expectation of achievement at home				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Raise the attainment in maths for PP pupils, in particular, girls.			Pupils assessment scores will reflect expected standards for their year group.	

B.	Raise the confidence and self-esteem of some of the PP pupils.	Pupils will participate confidently in lessons and unfamiliar tasks.
C.	Parents/carers will be more actively engaged in their child's learning and know how to support them with homework tasks. They will understand where their child's current attainment is.	Parents know what their child is learning at school. Parents will know the specific targets for RE, Reading, Writing and Maths.

5. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Develop enhanced staffing ratios. Develop quality first teaching.	Improved academic performance when compared to National.	Percentage of pupils achieving expected or above: Reading: 64%, Writing: 64%, Maths: 45%	Continue to develop quality first teaching, particularly in maths. New maths co-ordinator was appointed in September 2018.	£10,000
Developing positive relationships with adults.	Improved ambition and higher expectations.	The whole school focus is very much on expectations. PP pupils have strong, positive relationships with the members of staff they work with.	Pupils need to take ownership of learning and books through the use of active learning strategies to be implemented by teachers.	
ii. Targeted Support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Precision teaching and use of IT based programmes.	Improved phonics, reading and writing scores.	Reading and writing achievement of pupils was good. There weren't any PP pupils in the year 1 cohort for phonics check data.	Staff have rigorously organised intervention timetables and implemented the IT based resources successfully.	£3000
Rapid Maths small group interventions	Improved maths skills and confidence.	Maths data doesn't reflect impact, however, changes in staffing meant that sessions couldn't happen as frequently as required.	Ensure timetabling so that all sessions can go ahead as planned.	
Small group support	Positive attitudes to learning and playground.	Behaviour logs show that PP pupils have not been noted and relationships in the classroom and on the playground appear to be positive.	Continue when required.	

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Music tuition	Inclusion in extra curricula activities.	Pupils have built self-esteem and confidence.	One pupil has decided not to continue with lessons.	£2000
Off site visits	Inclusion in school visits and residential.	Pupils have benefitted from being able to join in with peers, inclusion and opportunity for all.	Opportunities to complete tasks they would otherwise not have access to.	

6. Planned expenditure

Academic year	2018 - 2019
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils are supported in lessons and are making progress in line with expectation.	<p>Targeted TA support in maths lessons daily.</p> <p>Targeted through interventions run by the CT or TA.</p>	The EEF toolkit suggests that targeted interventions and support matched to pupils needs (learning or behavioural) can be effective.	<p>Pupils are supported in lessons and are making progress in line with expectations.</p> <p>Ongoing assessment and tracking.</p> <p>Termly assessment scores for reading and maths, teacher judgement for writing.</p> <p>CT and SENDCO review meetings termly.</p> <p>Clear communication between CT and TA about expectations.</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Class Teachers</p>	<p>Termly reviews with SENDCO.</p> <p>Termly pupil progress meetings with HT.</p>

Total budgeted cost £10,003.50

ii. Targeted support

Intended outcome	Action	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 confidence enabling a positive growth mindset when facing challenge inside and outside of the classroom.	Pupils will receive an enrichment afternoon every fortnight. EYFS & KS1 week A, KS2 week B.	The varied activities involve collaboration, good communication skills and emotional challenge, which EEF found to have a positive impact on learning. These activities support the development of other transferable Learning Behaviours, such as, perseverance and resilience.	All PPG pupils will have the opportunity to take part in the enrichment programme every two weeks. The HLTA will plan and organise the activities to have a theme linked to current events which will promote additional discussion.	HLTA	Termly meeting with HT / SENDCO. Termly meeting with CT to assess how affective the afternoons are.
Pupils make progress in maths in line with expectation. Those who are more-able make accelerated progress. Improved learning outcomes	Consolidation of learning completed in classes – resources purchased for practise and application. Priority reading with an adult if pupils are unable	The EEF toolkit suggests that targeted interventions and support matched to pupils needs (learning or behavioural) can be effective.	Ongoing assessment and tracking. Termly assessment scores for reading and maths, teacher judgement for writing. CT and SENDCO review meetings termly. Clear communication between CT and TA about expectations.	HT and CT/TA SENDCO	Termly reviews with SENDCO. Termly pupil progress meetings with HT.

Improved ambition and higher expectations at home.	Develop positive relationships with parents and carers through regular meetings. Parents and carers being informed through text, email etc.	EEF research which highlights the most effective strategies.	Monitoring and home school liaison.	CT / TA / HT	Termly meetings
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Total budgeted cost £4256.50

iii. Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For pupils to access a range of social / cultural /sporting experiences, visits and activities.	Pupils to be included in off-site educational visits and sporting events.	Learning is supported by trips that are carefully planned and linked to key areas of the curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on a residential.	All PPG pupils will go on the residential trips and visits. Social and emotional development of the pupils is monitored by the class teacher. Parents will receive information about the funding available for their child.	Class teachers	Termly

Total budgeted cost £1500

7. Additional detail

