
St John the Baptist RC school Pupil premium strategy statement 2020-21

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”
(A.P.J. Abdul Khan, 11th 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 and evaluation of 20-21					
	19-20	Total PP budget	17,795	Date of most recent PP Review	
Total number of pupils	81	Number of pupils eligible for PP	10 (14)	Date for next internal review of this strategy	Dec 20

2. Intended outcomes		
	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	10 pupil premium pupils make at least expected progress from their starting points. Baseline data Pira and Puma tests to be carried out first week back Teacher assessment External assessments at the end of KS1 and KS2	Pupil premium pupils make accelerated progress in external tests in Foundation, Year 1, and end of key stages and are closing the gap between them and their peers. Read, Write, Inc programme helps pupils make accelerated progress from their starting points- targeted provision
B.	More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas.	More able pupil premium make better than expected progress and targeted pupils achieve greater depth across all 3 areas.
C.	Children are emotionally resilient and able to manage effectively their own emotions and relationships.	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 All children/families being supported by counsellor presently are pupil premium.
D.	Children speak confidently about their own learning, what they do well and what they	Re- evaluate feedback policy to consider whole school feedback

	<p>need to get better at and take more ownership of managing the next steps in their learning. They receive feedback, can confidently feed back to others and respond positively and independently to the feedback.</p>	<p>children have a greater awareness of their own learning, feedback is effective Children can talk confidently about their next steps using the 'language of learning.'</p>
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3. Planned expenditure

Academic year **2020/21** **total £17,775**

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.

a. Additional Teaching Staff

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>2 X year 6 Pupil premium children reach expected levels across all 3 areas.</p> <p>Support staff to work daily in maths/ English</p> <p>6 pupil premium children will be closing the gap in reading and making good progress for them in reading.</p>	<p>Small group tuition for the Autumn /Spring term/summer term Small group intervention – pre and post teaching with teacher for core learning.</p> <p>Use of Fresh start materials from Read, Write Inc</p> <p>Daily support to access curriculum for 10 pp children across the school. Pre/post teaching interventions Speech and language intervention Funfit etc Read, write, Inc.</p>	<p>Targeted support based on assess information. Quality feedback provided. Use of peer learning utilised (Sutton Trust, Endowment Foundation)</p> <p>Read, write, Inc proven intervention.</p>	<p>Monitoring by Literacy Lead and maths lead</p>	<p>DW LH</p>

Outcomes of Mid-Year Review:

£4356.30

b. 1-1 Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£
c. 1-1 Intervention – Social				£4500
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children are happy and their emotional needs are met. Parents meet with counsellor to share advice and approaches Improve-: <ul style="list-style-type: none"> - Self esteem and confidence - Motivation and concentration - Independence - Deal with life changes and challenges - Build perseverance and resilience -Healthy lifestyles, and emotional health 	1:1 sessions with the school counsellor x 5 pupils	Quality counselling for individual pupils who have complex social and emotional needs. Open dialogue with home on support strategies. Raise sense of well being and self management strategies	Head teacher to monitor Annual impact report shared with school governors	AM LH

Outcomes of Mid-Year Review:				
Total Planned Expenditure:				
d. Group Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
The gap is significantly reduced for pupils who are significantly below in Reading and writing.	Use read, Write, Inc approach for 4 pupils in Years 2/3 who are significantly below.	Proven intervention	Monitoring by reading lead	DW
Total Planned Expenditure:				
e. Staff Training		£2000 training + £500 supply		
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All staff to access read, write, Inc training	Online training and staff meeting once a week to try out approach.	Evidence that these strategies used effectively have most impact on progress(Endowment Foundation) Read, write, Inc proven intervention	Monitoring of progress through Read, write, inc software Work with the English Hub External monitoring by Reda, write, Inc linked adviser.	DW
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2500
f. Enrichment/Raising Aspirations			Total £8486.40	

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improve -physical motor skills <ul style="list-style-type: none"> - Self esteem and confidence - Language and communication - Motivation and concentration - Independence - Creativity - Deal with life changes and challenges - Build perseverance and resilience - Healthy lifestyles, physical and emotional health 	<ul style="list-style-type: none"> - Forest School Level 3 qualification for a member of staff - Forest School approach implemented throughout the school - Outdoor learning optimised 	Forest School: A marvellous opportunity to learn Liz O'Brien (Forest Research)	<ul style="list-style-type: none"> - Each class to access half a day of Forest schools each week. - 3 adopted premium children access 1 day a week. 	LH And 1 other.
Total £8486.40				
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£20,139.70

4. 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.

