

St. John Bosco RC Primary School Pupil Premium Strategy Statement 2019-2020

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We 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 or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, 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			
School	St. John Bosco RC Primary School		
Academic Year	2019-2020	Total PP Budget	£64,860
Total number of pupils	222	Number of Pupils Eligible for PP	52
		Date of most recent PP Review	February 2020
		Date for next internal review of this strategy	November 2020

EYFS		Pupils eligible for PP (St. John Bosco) = 5 pupils	Pupils not eligible for PP (school) (National Average)
% achieving GLD (Good Level of Development)		80%	80% (72%)
Key Stage 1		Pupils eligible for PP (St. John Bosco) = 6 pupils	Pupils not eligible for PP (school) (National Average)
% achieving expected in RWM		67%	75% (65%)
% achieving expected in Reading		67%	96% (75%)
% achieving expected in Writing		67%	83% (69%)
% achieving expected in Maths		83%	83% (76%)
Key Stage 2		Pupils eligible for PP (St. John Bosco) = 10 pupils	Pupils not eligible for PP (school) (National Average)
% achieving expected in RWM		50%	81% (65%)
% achieving expected in Reading		70%	88% (73%)
% achieving expected in Writing		50%	94% (78%)
% achieving expected in Maths		50%	100% (79%)
% achieving expected in SPAG		60%	94% (78%)

2. 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	<p>School context of deprivation</p> <ul style="list-style-type: none"> Our school context of deprivation means that there are a large number of families facing social and economic challenges. Our school deprivation indicator IDACI shows that 78% of our pupils live in decile 1-2 with 41% considered to be living in the most deprived areas nationally.
B	<p>Attainment on entry/Early Language and Communication Development</p> <ul style="list-style-type: none"> Oral language skills and mathematical skills in Nursery and Reception are below those expected for their age. Assessments on entry to school result in a high percentage of referrals to SALT. Reception baseline this year suggests that a high % of Pupil Premium are not at the expected standard in Reading, Writing and Speaking.
C	<p>Attainment at Greater Depth</p> <ul style="list-style-type: none"> Our pupils are not achieving Greater Depth in the same proportions as non-pupil Premium across the school and at the end of Key Stages.
D	<p>Social and Emotional Development</p> <ul style="list-style-type: none"> Social deprivation and social care needs are abundant and affect learning, mental well-being and social and academic success.
External Barriers (issues which also require action outside school, such as low attendance rates)	
E	<p>Attendance</p> <ul style="list-style-type: none"> Overall attendance is 94.6% Children eligible for free school meals is 21% Children not eligible for free school meals is 79% Persistent absenteeism is 24%
F	<p>Parental engagement</p> <ul style="list-style-type: none"> Limited access to a wide range of learning opportunities beyond school experiences. Social care involvement.

3. Desired Outcomes	
Desired outcomes and how they will be measured	Success Criteria
A Close the gap between pupils eligible for PP and non PP with particular attention to the performance of PP boys.	Pupils eligible for PP in all year groups make good or better progress so that most pupils eligible for PP meet age related expectations and have made at least good progress from their starting points. Therefore, the gap between disadvantaged boys and their peers will narrow.
B Oral language skills in Nursery and Reception are below those expected for their age.	Improve oral/language skills for PP pupils in Nursery and Reception.
C To diminish the gap between PP children and non PP children achieving Greater Depth.	Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability across all Key Stages. Progress measured and monitored through a range of assessment strategies and moderation of work both in school and at Local Authority moderation sessions.
D Improve outcomes for pupils through a range of experiences and support. PP pupils will have access to out of hours learning and enrichment opportunities through the schools curricular and extra-curricular activities.	Children will attend Breakfast Club intervention. Children will attend after school clubs, external educational visits, music tuition, Science and Maths workshops. PP pupils will be encouraged to attend at least one club.
E PP pupils attendance monitored closely. School work closely with parents to ensure attendance percentage increases.	Incentives and reward systems recognise pupils whose attendance increases to 96%. Diminished persistent absenteeism. Attendance Stars
F Improve outcomes for pupils through a range of experiences and support.	All PP pupils will be supported to engage in a wide range of enrichment opportunities and extra-curricular clubs extending school hours.

4. Planned Expenditure					
Academic Year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. 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?
<ul style="list-style-type: none"> All PP pupils to make at least expected progress. To ensure PP achieve accelerated progress and age related expectations through Quality First teaching and intervention programmes. 	<ul style="list-style-type: none"> CPD for staff, e.g.: <i>Reading for pleasure Conference;</i> <i>Maths, English, Science updates;</i> <i>Phonics Inset</i> <i>Reading Plus</i> <i>EYFS Outstanding Practice Challenge Maths</i> <i>Drop in Sessions</i> Quality First Teaching TA in every class to assist in the delivery of QF teaching. 	<ul style="list-style-type: none"> DfE guidance on Quality First Teaching and personalised learning. Quality First teaching has the most impact on pupil achievement and progress. Sutton Trust report states that PPG eligible children fall further behind when they have less effective learning experiences. EEF Toolkit (+ 3 months) Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher/TA can employ and the attention of each student will increase. 	<ul style="list-style-type: none"> Monitoring of teaching and learning through: <ul style="list-style-type: none"> Observations; Work scrutinies; Pupil voice; Data; External Advisor support; Pupil progress meetings; Headteacher drop-in learning walks 	<ul style="list-style-type: none"> Headteacher All Staff 	<ul style="list-style-type: none"> On-going Half termly review
<ul style="list-style-type: none"> Diminish the gap between PP pupils and non PP pupils in Nursery/Reception. Improve oral/ language skills for PP pupils in Nursery and Reception. 	<ul style="list-style-type: none"> Improved GLD 2020. Improved speech and language. Implementation of SALT advice and strategies. Effective and regular analysis of data termly. Clear tracking systems. 4 Nursery referrals to SALT 	<ul style="list-style-type: none"> Speech and language difficulties can have a detrimental effect on a child's development and impact on behaviour progress. Data shows a good level of development. 	<ul style="list-style-type: none"> Monitor number of children discharged from SALT. Diminished/maintained gap between PP and other children. Data input termly. 	<ul style="list-style-type: none"> SLT Foundation Stage Lead SENDCo 	<ul style="list-style-type: none"> Termly

i. 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?
<ul style="list-style-type: none"> Improved reading skills and parental involvement. 	<p>Raised profile of reading/phonics:</p> <ul style="list-style-type: none"> Parents meetings; Parent workshops: <i>EYFS Reading Number Phonics</i> Additional adults to support reading for pupils who do not read regularly. Clear CPD for all staff on Phonics development. Reading/Maths CPD for all staff. Intervention with TA's having clear starting points and exit data. Reading workshops for EYFS, KS1, KS2 and parents. Maths workshops for EYFS, KS1, KS2 and parents. Maths questionnaires completed. Use of volunteers to hear reluctant readers. Use of reading age scores to target intervention. Trial of 'Reading Plus' in Spring Term to bridge the gap. 	<p>Literature and sharing books has proven impact on early language development. Research states that parental engagement programmes to date lead to a positive impact of approximately 4 additional months progress over the course of a year.</p> <p>Research has proven that the association between parental engagement and a child's academic success is well established.</p>	<ul style="list-style-type: none"> Parental engagement has increased. Monitoring of PP and non PP comparisons. Termly data. Pupil progress meetings. 	<p>SLT Foundation Stage Lead</p>	<p>Termly</p>
<ul style="list-style-type: none"> Close the gap between PP pupils and on PP pupils with particular attention on the performance of PP boys. 	<ul style="list-style-type: none"> Diminish the gap between PP and non PP across the school. Diminish the gap between PP boys and PP girls across the school. Staff CPD for Teachers and TA's. Focused timetabled intervention 4 x 30 mins per week Intervention programmes for PP boys using their interests to drive the intervention. Staff CPD on Maths, Reading and Phonics to support delivery. 	<p>Data driven</p>	<ul style="list-style-type: none"> Monitoring and tracking of targeted pupils. Disadvantaged Coordinator to review progress (1/2 termly) Regular book scrutinies. Headteacher learning walks. Regular lesson observations. 	<p>SLT English Subject Leader All staff to share a whole-school approach to diminishing the gap.</p>	<p>Termly data Ongoing assessments Mid-term appraisals and reviews February 2020.</p>

ii. 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?
<p>Accelerated progress across Key Stage 2 for high/middle ability pupils eligible for Pupil Premium especially in Reading comprehension skills.</p>	<ul style="list-style-type: none"> ▪ Literacy Subject Leader to attend training and deliver new initiatives to all staff on children's engagement. ▪ Effective implementation of the teaching of reading comprehension. ▪ A clear, consistent whole school approach is developed therefore middle, higher ability can access vocabulary rich Q and A's. ▪ Small group intervention to support progress – HLTA weekly sessions. ▪ Purchase PIRA Reading Assessments to track reading ages for all children to ensure progression. ▪ Reading projects and initiatives across the school to raise the profile of reading for pleasure: <ul style="list-style-type: none"> ❖ Story chairs ❖ Reader of the week certificates ❖ Awards ❖ Author Visit (Nov 2019) ❖ Book People Bus (Feb 2020) – Company went into liquidation. ▪ Literacy Subject Lead attended: <ul style="list-style-type: none"> LA Network Meetings; Reading for Pleasure Conference ▪ Targeted, clear whole-school changes to reading. ▪ Reading assessments/reading ages clear - Targeted data ▪ Reading certificates – established weekly. ▪ Library refurbishment. ▪ Story chairs completed. ▪ Author visit. ▪ World Book Day – reading vouchers as in incentive to read. 	<p>EEF Step 3</p> <ul style="list-style-type: none"> ▪ Teach reading comprehension strategies through modelling and supported practice. ▪ Reading comprehension can be improved by teaching specific strategies to overcome barriers to comprehension: <ul style="list-style-type: none"> ❖ Prediction ❖ Questioning ❖ Clarifying ❖ Summarising ❖ inference 	<p>Monitoring of teaching learning through:</p> <ul style="list-style-type: none"> ▪ Observations. ▪ Work scrutinies ▪ Planning scrutinies <p>Data Analysis</p> <ul style="list-style-type: none"> ▪ Performance Management ▪ Focused Pupil Progress Meetings, accurate assessments ▪ Each class teacher to track the progress of high/middle ability Pupil Premium pupils across the curriculum but in particular in reading. 	SLT	Termly
Total Cost				£8,350.00	

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?
<ul style="list-style-type: none"> To diminish the gap between PP children and non PP children achieving Greater Depth. 	<ul style="list-style-type: none"> Increase the amount of PP children achieving Greater Depth across the school. CPD for all staff. Whole school priority identified in the SIP. Small group intervention: Breakfast Club – HLTA 3 x 30 weekly 	<p>Data driven</p>	<p>Lesson plans and observations. Tracking will provide evidence of accelerated progress. Regular moderation of pupils' work in school and externally. Termly pupil progress meetings.</p>	<p>Headteacher, Disadvantaged Lead All Staff</p>	
<ul style="list-style-type: none"> Improved language and social skills. All Pupil Premium pupils engage well in lessons. No significant gap between Pupil Premium pupils and others. 	<ul style="list-style-type: none"> Early intervention to support early social development and early reading and mathematical skills. Additional adult support available for pupils who do not read at home. 	<p>Sutton Trust Research (+5 months impact) Targeted support for Pupil Premium pupils to ensure that they are reading and not on catch up on entry to Year 1.</p>	<ul style="list-style-type: none"> Observations Work scrutinies Planning scrutinies Data analysis 	<p>EYFS Lead</p>	<p>Termly</p>
<ul style="list-style-type: none"> Pupils eligible for Pupil Premium will meet the expected standard in phonics at the end of Year 1. No significant gaps between Pupil Premium pupils and others. 	<ul style="list-style-type: none"> Small group intervention Sessions in phonics with Teacher/HLTA Additional TA 1:1 support for pupils who do not read at home. Phonics CPD for Teachers and TA's across the school. Whole-school approach to phonics development. Phonics workshops for EYFS and KS1 parents. Resources to take home – children/parents. Phonics CPD Whole school/staff development Phonics workshops for parents. Children's resourced activities 	<p>Sutton Trust Research (+4 months impact)</p>	<ul style="list-style-type: none"> Observations Progress checks 	<p>KS1 Phonics Lead English Lead</p>	<p>Termly</p>

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?
<ul style="list-style-type: none"> Pupils eligible for Pupil Premium make age related expectations. Accelerated learning and progress for lower ability Pupil Premium pupils. Improved progress for middle/higher ability Pupil Premium pupils. 	<ul style="list-style-type: none"> A systematic approach to the organisation and planning of targeted support including pre-teaching and same day interventions. Additional HLTA/TA support in classrooms. Additional teaching and learning opportunities (10 week programme) Year 2 Breakfast Reading Club 3 x 30mins (Weekly) Year 3 Breakfast Maths Club 3 x 30mins (Weekly) (Intervention Reading – Project X) Year 4 Project X Intervention Year 5 Breakfast Club: Reading 3 x 30 mins; Maths 3 x 30 mins Year 6 Reading Comprehension 3 x 30 mins Breakfast Maths Booster 3 x 30 mins Year 5/6 Study Clubs 2 x 1 hour weekly 	EEF Research: Breakfast Club = +2 months progress	<ul style="list-style-type: none"> Observations Work scrutinies Planning scrutinies Pupil progress Meetings Data Analysis Assessments before and after 10 week intervention programme. Entry/exit data Intervention programmes Staff appraisals 	Class Teachers Teaching Assistants	Termly Mid-term staff appraisals
<ul style="list-style-type: none"> Raise attainment and progress levels for disadvantaged learners throughout Year 6. 	<ul style="list-style-type: none"> Reducing class size thus improving opportunities for effective assessment for learning and accelerated progress. <p>Interventions:</p> <ul style="list-style-type: none"> Clear entry/exit data Clear focus for children to narrow the gap. 		<ul style="list-style-type: none"> 1 experienced teacher 2 experienced TA's 1 experienced HLTA to work with small Year 6 groups. 		
Total Cost				£29,244.80	

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?
<p>Improved attendance:</p> <ul style="list-style-type: none"> ▪ PP pupils attendance monitored closely ▪ School work closely with parents to ensure increased attendance. 	<ul style="list-style-type: none"> ▪ First Day response ▪ Rewards and incentives for good attendance. ▪ Weekly attendance monitoring. ▪ Immediate action from attendance monitoring. ▪ Pupils falling behind target will be identified/parents informed. ▪ Additional SIMS licences for individual staff laptops to monitor pupil attendance. ▪ Close working partnership with A Star Attendance. ▪ Close working partnership with external safeguarding provider. ▪ Purchase of CPOMS software 	<ul style="list-style-type: none"> ▪ Improved attendance and outcomes for pupils. ▪ To improve attendance to 96% and reduce the incidence of persistent absences. ▪ Progress of Pupil Premium pupils improves and diminishes the attainment gap. ▪ Poor attendance is the main barrier to learning. Pupils need to attend school to enable them to reach their full potential. ▪ CPOMS used to monitor whole school incidents including attendance. ▪ A Star Attendance data shows a reduction in attendance referrals during Spring Term. ▪ Case studies shared with Governors at Spring Term Meeting. 	<ul style="list-style-type: none"> ▪ Weekly 	<p>Headteacher SLT Business Manager</p>	<p>Daily Weekly Termly</p>
<p>Improve children's outcomes through a range of experiences and support :</p> <ul style="list-style-type: none"> ▪ Breakfast Club ▪ After School Clubs ▪ Family Learning ▪ Music Tuition ▪ Pastoral support ▪ Educational visits ▪ Residential visits 	<ul style="list-style-type: none"> ▪ Reading workshop for Reception parents. ▪ Family learning ▪ After school booster clubs Year 5/Year 6 club ▪ Subsidised after school clubs ▪ Financial support for school trips. ▪ Subsidised tuition for guitar, woodwind, violin, drums tuition. 	<ul style="list-style-type: none"> ▪ The rationale behind this evidence based from the EEF report suggests that targeted parental engagement meetings increase progress of children. ▪ The EEF toolkit evidences the impact of one to one/small group tuition. ▪ Our pupils are also provided with quality PE activities to develop team work. 	<ul style="list-style-type: none"> ▪ Targeted pupils will make accelerated progress. ▪ Pupil progress meetings will evidence attainment. ▪ Ensure that staff are well trained in how to facilitate and deliver the meetings. ▪ Observations and parental feedback. 	<p>SLT</p>	<p>Termly</p>

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?
Improved parenting capacity to support children's learning both in school and at home.	<ul style="list-style-type: none"> ▪ Provision of Family Learning and Adult Learning Programmes in partnership with the City of Sunderland College. ▪ Provision of parent workshops. <p>Reception:</p> <ul style="list-style-type: none"> ▪ Numeracy (Autumn Term 1) ▪ Phonics ▪ Reading ▪ Life in Foundation Stage (Summer Term) <p>Year 1:</p> <ul style="list-style-type: none"> ▪ Life in Year 1 (Autumn Term) <p>Year 2</p> <ul style="list-style-type: none"> ▪ What to expect in Year 2 (Autumn Term) ▪ Preparation for Key Stage 1 SAT's <p>Year 4:</p> <ul style="list-style-type: none"> ▪ First Holy Communion <p>Year 6:</p> <ul style="list-style-type: none"> ▪ Homework – How to help your child sessions in Numeracy, Reading ▪ Life in Year 6 <p>ICT</p> <ul style="list-style-type: none"> ▪ How to Keep Safe <p>Family Learning:</p> <ul style="list-style-type: none"> ▪ Workshops to inspire learning – courses for parents (September 2019) <p>Parent Workshops</p> <ul style="list-style-type: none"> ▪ Operation Encompass ▪ School Nursing Team drop in sessions ▪ Who would be a parent? – Parish Priest 	<ul style="list-style-type: none"> ▪ Enhanced aspirations of parents/ carers for their children. ▪ Parents/Carers increased confidence and sense of well-being. ▪ Acquisition of new skills and knowledge and improved employability skills. ▪ Enhanced aspirations of parents/carers for their children. ▪ Improved outcomes for pupils. 	<ul style="list-style-type: none"> ▪ Increased numbers of parents/carers accessing education, training, work placements or voluntary opportunities. ▪ Parents surveys – feedback from questionnaires. ▪ Parent participation/uptake. 	SLT SENDCo Disadvantaged Coordinator - Headteacher	Termly

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?
Introduce nurture provision	<ul style="list-style-type: none"> ▪ TA to complete qualification ▪ TA to set up Nurture space within school to give socio-emotional support to eligible PP pupils. ▪ To work with focused groups on developing healthy relationships. ▪ Pastoral Support Worker employed ½ day per week to work alongside vulnerable children. ▪ Nurture sessions show excellent results, reduction in incidents. ▪ Training planned for 'relationship' training. ▪ Coaching CPD for SLT. 	<p>EEF Research:</p> <p>'Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of 8 months additional progress'.</p>	<ul style="list-style-type: none"> ▪ Termly pupil progress meetings 	Headteacher SEN Coordinator Special Needs Support Assistant	Termly
Total Cost				£35,000.00	
Additional Information					
<p>The progress of all our children, including our Pupil Premium children is monitored by the Headteacher, Deputy Headteacher, Subject Leads, SENDCo and class teachers. Formal monitoring happens once a term and in some areas half termly and necessary actions are agreed to prevent any child falling behind and to ensure high achievers remain challenged. Intervention programmes and whole school strategies are evaluated closely by all stakeholders and the impact measured. This information is used to decide future actions.</p> <p>As a school we desire to see the gaps diminished between our Pupil Premium pupils and our Non Pupil Premium pupils. Our actions are not taken lightly, but are formulated from many meetings, discussions, analysis of data and on-going teacher day-to-day feedback.</p> <p>The total we will spend on initiatives and programmes outlined in our strategy statement 2019-20 is £72,594.80 This is in excess of our Pupil Premium funding. Our key investment is in teaching, which we see as the most effective tool we have for raising the achievement of our Pupil Premium pupils. A significant part of our work is around the development of an inclusive culture for learning that promotes language, aspirations and independence. We also invest in a range of intervention programmes for targeted pupils and their families to help them overcome barriers to learning that economic disadvantage can bring.</p> <p>The Governors will review this strategy statement on an annual basis.</p> <p>The next review date is November 2020.</p>					

