



St. John Bosco RC Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. John Bosco RC Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2021 (3 year plan)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Lianne Peart
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,595
Recovery premium funding allocation this academic year	£6,533
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,128

Part A: Pupil premium strategy plan

Statement of intent

At St. John Bosco School it is our intention that all pupils irrespective of their background or the challenges they face make good progress and reach their full potential in all curriculum areas.

The ultimate goal is that our strategy meets the needs of our disadvantaged including those who are high achievers.

High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require support.

Our strategy will work alongside our SIP and wider school plans for recovery post pandemic and will become integral to the strategic plans for the year ahead.

This document will respond to the challenges and needs of our children.

To ensure we are effective we will:

- Adopt a whole school implementation approach in which all staff take responsibility for disadvantaged pupils outcomes;
- Act early to intervene and provide appropriate intervention;
- Ensure disadvantaged pupils' progress is evaluated

Analysis of IDACI data (2021) demonstrates the following:

- 44% of children live in the top 10% most deprived areas in England;
- 36% of pupils live in the top 10%/20% most deprived areas in England;
- Therefore, 80% of the school population live in 10%-20% most deprived areas;
- 20% of school deprivation live in 5% most deprived areas;

Income

- 56% of school population in 10% most deprived

Employment

- 60% of school population in 10% most deprived

Health

- 70% of school population in 10% most deprived

The majority of our pupils are predominantly of White British heritage, with 9% of pupils from minority ethnic backgrounds.

7.6% of pupils are with SEN support.

EHCP 1.8%.

LAC 0.5%

The proportion of pupils eligible for Pupil Premium (26%) is above national average.

Pupils enter our EYFS with scores suggesting attainment that is below national average. However, by the time they leave St John Bosco School, they have made good / outstanding progress from their starting points. Attainment for a large majority of pupils is in line with or above national averages by the end of Key Stage 2

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This then has a negative affect on their development through the school as fluent readers.
3	Our pupils are not achieving Exp/GD in the same proportions as non-pupil premium across the school and at the end of key stages.
4	Our assessments and observations indicate that the attainment among disadvantaged pupils is below that of non-disadvantaged pupils in both key stages.
5	Our assessments, observations and discussions with families have resulted in increased Social Services involvement. Many of our disadvantaged pupils have been impacted by partial/bubble closures to a greater extent than other pupils.
6	Our attendance data for Pupil Premium children last year was 96% compared to 97% for the rest of the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

The outcomes we are aiming to achieve:	
<ol style="list-style-type: none"> 1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school internal date 2. For all disadvantaged children to meet age-related expectations. 3. Enable pupils to look after their social and emotional wellbeing. 4. For children to be provided with a wide range of opportunities to develop their knowledge and understanding of the world in which we live. 	
Intended outcome	Success criteria
1. A clear phonics programme is embedded throughout the school with confident, well trained staff delivering the programme.	<ul style="list-style-type: none"> ▪ Phonics scheme is central to reading development. ▪ Secure knowledge of programme; all staff completed training ▪ Increase in phonics data ▪ Consistent approach across the whole school will continue to impact attainment
2. To make at least expected/accelerated progress from initial baseline assessments.	<ul style="list-style-type: none"> ▪ Children's data will be tracked and assessed ½ termly
3. Increase in phonics data in Year 1 assessments	<ul style="list-style-type: none"> ▪ Children's data will show increase on progress scores. ▪ Data will show St. John Bosco above National Average in phonics for 'all' children. ▪ Narrow the gap between disadvantaged/non pupil premium children.
4. To make at least expected/accelerated progress from initial starting points. To increase % achieving Exp standard for all children. To narrow the gap between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none"> ▪ Targeted children's data will show accelerated progress. ▪ Data will show a narrowing of the gap between disadvantaged and non-disadvantaged children. ▪ Increased % achieving Exp in all Year Groups
5. To raise the profile of reading across the school and hence the reading attainment.	<ol style="list-style-type: none"> 1. Data ½ termly 2. Work trawls 3. Pupil Voice 4. Reading age data 5. Reading comprehension data
6. To maintain/increase % of children achieving combined R, W, M at Exp standard. To narrow the gap between disadvantaged and non-disadvantaged children across the school.	<ol style="list-style-type: none"> 6. Targeted children's data will show increased attainment. 7. Data will show in line with National expectations. 8. Data will be monitored ½ termly. 9. Pupil progress meetings.
7. Increase/maintain attendance in 'all' children. Reduce the % of Pupil Premium absence	<ol style="list-style-type: none"> 10. Data will show a reduction in Pupil Premium absences 11. Absence of Pupil Premium children will remain at 96%, broadly in line with National averages.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£35,837**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Embed use of Sounds Write validated phonics scheme across EYFS and KS1 to support teaching of a consistent phonics scheme. ▪ To extend this to KS2 to support children who do not meet threshold for Phonics Screening in KS1. ▪ Training – ensure all staff have necessary pedagogical skills and content knowledge. ▪ Responsiveness – monitoring if learning can be accelerated and difficulties faced with all staff. ▪ Engagements – to ensure lessons are engaging pupils and are also enjoyable for the teacher. 	<p>Research suggests the impact of the adoption of phonics approaches can add an additional 5 months progress over the year.</p> <p>EEF Improving Literacy document: <i>“There is very extensive evidence to support the use of a systematic phonic programme with pupils in KS1”.</i></p> <p>There is particularly good evidence around impact of teacher professional development leading to greater improvement.</p>	3,1
<ul style="list-style-type: none"> ▪ Develop and extend reading resources and activities to ensure opportunities for all learners at all reading abilities to develop a ‘love’ for reading and lifelong readers. 		3
<ul style="list-style-type: none"> ▪ Ensure St. John Bosco School is a school that celebrated and promotes reading across all aspects of the curriculum: <ul style="list-style-type: none"> ❖ <i>Bagel and a Book on entry to school</i> ❖ <i>Well-developed reading areas in class, school and externally – Reading Shed.</i> ❖ <i>Reward systems for extensive reading/Reader of the Week awards.</i> ❖ <i>Purchase of Reading Plus</i> 	<p>The average impact of reading comprehension strategies is an additional 6 months progress over the course of a year.</p>	1, 3

<p><i>for KS2 to support online reading and reading intervention.</i></p>		
<ul style="list-style-type: none"> ▪ Reading Intervention programme monitored by SLT for children Y1-Y6 small group targeted support to diminish/close the gap 	<p>EEF Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.</p>	<p>1, 3, 4</p>
<ul style="list-style-type: none"> ▪ Year 1 – Year 6 ▪ Daily reading intervention and support provided by TA/Teacher. ▪ Supply TA provides small group tuition 3 terms. ▪ Data ½ termly monitored to support additional small group sessions to close the gap in phonics. ▪ Data ½ termly monitored on reading ages to ensure progression and highlight children needing intervention (PIRA programme) 		<p>1, 3, 4</p>
<ul style="list-style-type: none"> ▪ To deliver CPD for all staff to teach phonics using the Sounds Write programme (4 days per staff member). ▪ To deliver CPD for TA's to support reading intervention in KS2 to teach pupils specific strategies to support inferencing and increase their understanding. ▪ Develop use of 'Word a Day' across the whole school to develop and support vocabulary and enhance writing capacity. ▪ To refer and provide support for our EYFS children identified school to take part in the Nuffield Early Language project to support, identify the needs of children. 	<p>EEF When TA's are properly trained and supported, working in structured ways with small groups can boost pupil progress.</p> <p>+ 6 months EEF states: <i>"The average impact of oral language intervention is approximately an additional 6 months progress over the course of a year. This can also improve the classroom climate."</i></p>	<p>4</p> <p>4</p> <p>3</p> <p>1,2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,480

Additional Costs: £7,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ To employ CER to deliver National Tutoring programme. ▪ Children will receive 15 hours tuition and primary focus to narrow the gap in either Maths, Reading or both depending on child. ▪ School will oversee tuition: 3 days per week for 2 terms ▪ Disadvantaged Pupil CPD 	<p>EEF research supports tutoring as an effective way to improve children academically.</p> <p>This could add 4-5 months progress over the course of a year.</p>	3
<ul style="list-style-type: none"> ▪ To continue to purchase Reading Plus for all pupils in KS2 to allow them online access to books and reading comprehension tasks. 	<p>Research engagement states: "Greater parental involvement with school leads to an increase in attainment and progress for Pupil Premium pupils".</p>	3
<ul style="list-style-type: none"> ▪ To provide and promote awards to support engagement at home. 		3
<ul style="list-style-type: none"> ▪ To purchase and use resources supported by Number Sense ▪ To provide CPD in house and allow TA's time to train using CPD videos and make resources so they can implement the activities well. 	<p>EEF evidence states that PP eligible children will fall further behind when they have less effective learning experiences, therefore all staff need to provide QFT which has the most impact on pupil achievement and progress.</p>	3, 4
<ul style="list-style-type: none"> ▪ A whole school planned, monitored intervention programme which considers 'all' children. Pupil progress meetings to develop and challenge children's progress. 	<p>+ 4 months</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	3, 4, 5
<ul style="list-style-type: none"> ▪ To release SENDCo 1/2 day per week % of disadvantaged children have SEND £ 		
<ul style="list-style-type: none"> ▪ For school to use Times Tables Rockstars to support the recall of multiplication facts for all children Y1-Y6 	<p>Whole school implementation.</p>	3

<ul style="list-style-type: none"> All year groups to complete activities at the same time of day to increase its profile and status across the school. To provide robust rewards for children to promote engagement within/external to school environment. 		
<ul style="list-style-type: none"> To ensure the emotional wellbeing of all children at St. John Bosco School by providing a pastoral support worker ½ day per week 	Evidence suggests that sessions can produce large improvements in academic performance to decrease behaviours and support children engage in their learning.	5
<ul style="list-style-type: none"> School will coordinate and organise nurture groups for children Y1-Y6 providing regular sessions where children can explore: <ul style="list-style-type: none"> ❖ feelings ❖ friendships/relationships ❖ behaviour School to provide CPD for all staff to develop opportunities for children’s learning linked to attitudes and readiness for learning. <ul style="list-style-type: none"> ❖ Sensory breaks ❖ Sensory stations in classrooms 	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their peers. These skills are unlikely to influence a range of outcomes for pupils.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships and subsequently increase academic attainment.</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour Support Package allocated to work with vulnerable children to ensure they can access learning that fits their needs.</p> <p>All staff completed Dealing with Challenging Behaviour CPD and De-escalation Training</p>	<p>+4 months</p> <p>Behaviour interventions can produce moderate improvements in academic performance, problematic behaviours.</p>	4, 5
<p>National School Breakfast Programme.</p> <p>Due to our Pupil Premium increasing to above 25% we are able to offer all children a Bagel and a Book on entry to school and a universal offer to all</p>	<p>Children can concentrate on learning when they are fed and not hungry.</p>	7

<p>children. From April 2022 to July 2023 school will contribute 25% of the weekly amount Additional Fiction Books</p>																																				
<p>SLA with A Star Attendance to support the school offering:</p> <ul style="list-style-type: none"> First Day Response Weekly attendance monitoring Home visits Support to promote parental engagement <p>We would like to maintain, improve our attendance figures across the school:</p> <table border="1" data-bbox="150 748 702 1041"> <thead> <tr> <th colspan="4">Whole School Attendance</th> </tr> <tr> <th colspan="2">Autumn Term 2020</th> <th colspan="2">Autumn Term 2021</th> </tr> </thead> <tbody> <tr> <td>Authorised</td> <td>97.1%</td> <td>Authorised</td> <td>95.4%</td> </tr> <tr> <td>Unauthorised</td> <td>0.7%</td> <td>Unauthorised</td> <td>0.6%</td> </tr> </tbody> </table>	Whole School Attendance				Autumn Term 2020		Autumn Term 2021		Authorised	97.1%	Authorised	95.4%	Unauthorised	0.7%	Unauthorised	0.6%	<p>Poor attendance is the main barrier to learning. Pupils need to attend school to enable them to reach their full potential.</p> <p>Missing school – evidence from newsletter</p> <table border="1" data-bbox="730 658 1201 1301"> <thead> <tr> <th>Days Absent by End of Year</th> <th>Equal to Absence %</th> <th>Overall Attendance % by End of Year</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.5%</td> <td>99.50%</td> </tr> <tr> <td>5</td> <td>2.5%</td> <td>97.50%</td> </tr> <tr> <td>10</td> <td>5%</td> <td>95%</td> </tr> <tr> <td>20</td> <td>10%</td> <td>90%</td> </tr> <tr> <td>30</td> <td>15%</td> <td>85%</td> </tr> </tbody> </table>	Days Absent by End of Year	Equal to Absence %	Overall Attendance % by End of Year	1	0.5%	99.50%	5	2.5%	97.50%	10	5%	95%	20	10%	90%	30	15%	85%	6
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<ul style="list-style-type: none"> Improve parenting capacity to support children’s learning both in school and at home. Take home bags. Provide a Family/Adult Learning programme in partnership with City of Sunderland College: Supply Teacher @ ½ day per week for one term Provide a regular programme of opportunities where children/parents can engage and gain support from school community. Provide a regular programme of opportunities where children/parents can engage and gain support from school community. <p>➤ Teacher drop in sessions to support and increase parental understanding</p>	<p>+4 months Research suggests the average impact of parental engagement is an addition of 4 months but also higher impact for pupils with low attainment. It is crucial to consider our approach and consider how parents.</p> <p>Guidance report linked to:</p> <ul style="list-style-type: none"> Working with parents To support children’s learning 	3																																		

<p>of expectations.</p> <ul style="list-style-type: none"> ➤ Maths workshops, face to face and videos on website. ➤ How to help your child sessions. ➤ How to keep your child safe online sessions. ➤ EYFS engagement sessions ➤ Parents library to develop and encourage love for reading for all our school community. 		
<p>To create subsidised experience to enhance academic learning to create aspirations and give children opportunities to excel in areas they might not otherwise have access to:</p> <ul style="list-style-type: none"> ▪ After school clubs (Free Y5/Y6) ▪ Family Learning (Free) ▪ Music Tuition per session per child subsidised by school ▪ Whole school music programme to encourage and provide opportunity for all children to learn an instrument ▪ Educational visits – all subsidised ▪ Sporting activities ▪ Residential trips to ensure all children have access to the experience 	<p>Evidence highlights that we should consider:</p> <ul style="list-style-type: none"> ▪ Guidance on knowledge skills and characteristics required to achieve future goals. ▪ Activities to support self-esteem/motivation and learning ▪ Opportunities for pupils to encounter new experiences and settings ▪ To monitor the impacts and draw a correlation with increased attainment for all 	3, 7
<ul style="list-style-type: none"> ▪ Enhance aspirations, life skills and supporting children’s desire to be the very best they can be. ▪ Providing the children with the belief and skillset to understand they can achieve their ambitions and life goals. ▪ Each curriculum area to signpost careers linked to promote aspirations for the future. ▪ Purchase raising aspirations programme for Year 5/6 children ▪ Engagement audit and development programme with local Secondary school to highlight careers - involved in Gatsby 		
<ul style="list-style-type: none"> ▪ To ensure the development of Wellbeing Wednesday across the school. To provide weekly activities to strengthen and celebrate our school community. ▪ CPD for SLT Mental Health and for key staff 	<p>SEL interventions in education are show to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation. Both of which may subsequently increase academic attainment.</p>	1

Total budgeted cost: £53,885

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/2021 show our disadvantaged pupil attainment:

KS1 RWM	<i>Combined achieving expected or above is</i>	70%
	<i>Combined achieving expected or above is</i>	51%
KS2 RWM	<i>Combined achieving expected or above is</i>	70%
	<i>Combined achieving expected or above is</i>	63%

Our assessments/outcomes have been primarily affected by Covid which disrupted our teaching, capacity to provide small group targeted support. School closures, bubble isolation periods, staff absences have all played a part and affected all children however this played a hugely significant factor to our disadvantaged children.

At St. John Bosco School we tried to mitigate against these factors by:

- Providing good quality online curriculum
- Providing all of our FSM/Disadvantaged children with a device to access online learning
- Providing Google Meet sessions to support parents, increase engagement and understanding
- Small group intervention virtually was established.

Our attendance in 2020/2021 was 97% and therefore will play a part in our current plan.

At St. John Bosco we noticed on return to school that we had an increase in minor behaviour incidents and therefore rolled out a new Behaviour Policy and reward system to support this; so far results have been promising.

We implemented a Wellbeing Wednesday approach to support all children on return and plan to continue to action this within the next plan.

Small group work and focused activities were used when appropriate to try to narrow the gap and provide accelerated learning for our disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Solutions
Times Tables	TT Rockstars
Maths	Numbots

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.