**Pupil premium strategy / self-evaluation (primary)St John the Baptist RC School**

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| 1. **Summary information** | | | | | |
| **School** | St John the Baptist RC school – MID YEAR REVIEW | | | | |
| **Academic Year** | 20-21 | **Total PP budget** | £18,036.25 | **Date of most recent PP Review** | Feb 21 |
| **Total number of pupils** | 82 | **Number of pupils eligible for PP** | 17 | **Date for next internal review of this strategy** | July 21 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | **17** | | *65* |
| **% making expected progress in reading (as measured in the school)** | | | **82** | |  |
| **% making expected progress in writing (as measured in the school)** | | | **71** | |  |
| **% making expected progress in mathematics (as measured in the school)** | | | **82** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | High proportion of disadvantaged pupils with significant special Educational needs. 59% of pupils have SEND needs. | | | |
|  | | Difficulties with emotional regulation which can impact significantly on be in a place to access learning. | | | |
| **C.** | | Covid 19 disruption to education since March 20, despite remote learning, access to technology and regular contact | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Domestic violence and other home issues that impact on family life which have been exacerbated by Covid 19. | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Increased proportion of disadvantaged making expected or better progress including targeted children getting to GDS in some subject areas. | | | Expected progress from starting points  starting points | |
|  | Improve emotional and mental health where it is a barrier to access to learning through targeted provision | | | Increase in self esteem, confidence and resilience | |
|  | Multi-agency support involving a range of services for the disadvantaged with the most complex needs. | | | Children and families are supported. | |
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| 1. **Review of expenditure/ Planned expenditure 20-21** | | | | | | | | |
| **Previous Academic Year** | |  | | | | | | |
| 1. **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** |
| Read, write, Inc training for all | Accelerated progress in learning to read | Lockdown has slowed progress down. Parents have access to quality online videos of phonics teaching at home. Pupils will be assessed on return to school. | | | Proven strategy. Will continue with this approach. | | | £2500 |
| 1. **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** |
| 1:1 sessions with school counsellor x 6 children | Children’s emotional needs are met. | Quality counselling delivered for individual pupils/families. | | | Continue with this approach. It has been invaluable during covid times. | | | £4500 |
| Targeted intervention e.g. speech and language, pre and post teaching, Fun fit , | Children make at least expected progress | Covid will impact on standards. Children who are in school are receiving targeted interventions, targeted intervention can be aimed at children learning remotely when they return. | | | Continue with various targeted interventions aimed at speech and language, reading and maths to minimise impact of lockdown. | | | £4356 |
| 1. **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** |
| Member of staff to complete course work for Level 3 |  |  | | |  | | |  |
| Forest school for all children but extra sessions for pp children | Improved mental health, resilience, social skills independence | Improved resilience and perseverance, social skills. Three adopted premium children accessing extra sessions and benefitting from this. | | | Rolled out for all children Autumn Term with extra sessions for 3 adopted premium children which reduced anxieties and improved a range of skills. | | | £8486 |
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| **Total budgeted cost** | | | | | | | **£19,842** | |
| 1. **Additional detail** | | | | | | | | |
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