**St john the Baptist RC school Pupil premium strategy statement 2019-20**

**“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.

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| 1. **Summary information and evaluation of 19-20** | | | | | |
|  | 19-20 | **Total PP budget** | 24,960 | **Date of most recent PP Review** | April 2020 |
| **Total number of pupils** | 64 | **Number of pupils eligible for PP** | **13** | **Date for next internal review of this strategy** | July 2020 |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 5 | 4 | 3 | 1 |

**Current Academic Year**

**(Percentages are for each cohort and the totals across the school)**

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 1 | 1 |  |  |  |
| Year 5 | 1 |  |  |  | 1 |
| Year 4 | 5 | 1 | 2 | 1 | 1 |
| Year 3 | 1 | 1 |  |  |  |
| Year 2 | 4 | 1 | 2 |  | 1 |
| Year 1 | 2 | 2 |  |  |  |
| Reception |  |  |  |  |  |
| Total | **14** | **5** | **4** | **1** | **3** |

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| 1. **Intended outcomes** | | |
|  | *Intended outcomes and how they will be measured* | *Success criteria* |
|  | 13 pupil premium pupils make at least expected progress from their starting points.  Baseline data  Pira and Puma tests  Teacher assessment  External assessments at the end of KS1 and KS2 | Pupil premium pupils reach the expected standard in external tests in Foundation, Year 1, and end of key stages |
| **B.** | More able pupil premium make better then expected progress and targeted pupils achieve greater depth across all 3 areas. | More able pupil premium make better then expected progress and targeted pupils achieve greater depth across all 3 areas. |
| **C.** | Children are emotionally resilience 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 |
| **D.** | Children speak confidently about their own learning, what they do well and what they 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. | Looking at meta cognition, feedback and marking so 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.’ |

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| 1. **Planned expenditure** | | | | |
| **Academic year** | **2018/19 total £24,960** | | | |
| 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** |
| year 6 Pupil premium child reach expected levels across all 3 areas.  Support staff to work daily in maths/ English | Small group tuition for the Spring term/summer term  2 afternoons(4 hrs per week)  5 hrs a week – 1 hour daily.  Small group intervention – pre and post teaching with teacher  Daily support to access curriculum for 13 pp children across the school.  Pre/post teaching interventions  Speech and language intervention  Funfit etc | Targeted support based on assessment information.  Quality feedback provided.  Use of peer learning utilised  (Sutton Trust, Endowment  Foundation)  Attainment and progress of pupil premium is a strength in the school(Ofsted March | Senior leadership involved in delivering/monitoring intervention.  Intervention based upon current work in school on meta-cognition and quality feedback.  Blink observations by senior leadership monitoring impact  Main Focus group for monitoring | Head teacher + 1 other teacher  £5400+  Head teacher  Literacy lead  Maths lead  £**20,400** |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£25,800** |
| **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** | | | | |
| **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-:   * 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 6 pupils  Thrive sessions- as and when needed – 2hrs per week  Yoga club | Quality counselling for individual pupils who have complex social and emotional needs. Open dialogue with home on support strategies.  counsellor £2000  Thrive £910  Raise sense of well being and self management strategies £1000 | Head teacher to monitor  Annual impact report shared with school governors | AM  LH |
| **Outcomes of Mid-Year Review:6 pupils continue to receive 1:1 support from the school counsellor. Areas the counsellor deals with have included post traumatic stress disorder, developmental trauma, attachment difficulties, issues relating to Domestic violence, issues relating to mental health linked to SEND(Autism for example) and some children who are at risk of exclusion. She has also worked with parents and families of the children that she supports.** | | | | |
| **Total Planned Expenditure:** | | | | **£2910** |
| **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** |
| More able Year 3 pupil at expected to be targeted for greater depth by the end of Year 4 in maths.  Close the gap between her attainment in reading and writing and maths. | Pre/post teaching intervention  2-3 times a week (15-20mins) with teacher | Class teacher who knows the children delivering the intervention | * HT blinks * Puma test scores and teacher assessment * Work monitoring | DW |  |
| **Total Planned Expenditure:** | | | | **£450** |
| **e. Staff Training** | | | | |
| **Intended outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| 13 pupil premium pupils make at least expected or better than expected progress in reading and writing | Lead teacher appointed to lead with mega-cognition and quality feedback  Metacognition conference | Evidence that these strategies used effectively have most impact on progress(Endowment Foundation) | -2 hours non contact time weekly to drive project.  Termly feedback to Governors  Link governor £1050 + £500 resources+ £1000(staff training/supply cover) | CB  LU  EH |
| **Outcomes of Mid-Year Review: More able pupil on target to make good progress in maths. Children without complex SEND on track to be at expected by the end of the year. Where there is complex SEND other agencies are involved and advice is being followed.** | | | | |
| **Total Planned Expenditure:** | | | | **£2550** |
| **f. Enrichment/Raising Aspirations** | | | | |
| **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   * 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 | * 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) | * Training attended Autumn Term * Plan in provision/club Spring/Summer terms | LH  SH |
| Course + expenses to set up £1787  Staff member to run sessions and after school club £5400 **£7187** | | | | |
| **Outcomes of Mid-Year Review:- Teacher has attended training and is completing course work to gain award by the end of the year. Forest schools area built, resources bought to support study for teacher and resources to set up Forest schools area. Forest schools to be rolled out from the April 20.** | | | | |
| **Total Planned Expenditure:** | | | | **£38,897** |

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| 1. **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. |