



**'Academies in Christ' Part of the Archdiocese of Southwark**

**St John's Catholic School Academy Pupil Premium Strategy**

**Date: October 2018**

**Date of next review of Pupil Premium: July 2019**

**Academy Lead for Pupil Premium: Paula Cooneyhan**

**Background:**

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2018/2019 the Pupil Premium has a value of £1320 per eligible pupil in primary education and £935 per eligible pupil in secondary education (£2300 for those who are looked after or adopted from care, £300 for service children). Neither the government or any government agency has dictated how the Pupil Premium money should be spent but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

**St John's Catholic School Academy's Pupil Premium Profile 2017/2018**

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
R	5	6	11	9
1	8	5	13	11
2	7	4	11	13
3	8	8	16	18
4	5	7	12	14
5	6	5	11	12
6	7	7	14	15
Total			88/738	12%

**St John's Catholic School Academy's Pupil Premium Profile 2018/2019**

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
R	5	2	7 (114)	6
1	7	5	12 (115)	10
2	11	3	14 (113)	12

3	8	4	12 (88)	14
4	8	7	15 (88)	17
5	7	6	13 (89)	8
6	7	4	11 (90)	12
Total	53	31	83 (697)	12

## Overview of St John's Catholic School Academy's Strategies for improving the performance of pupils who are

At St John's Catholic School Academy, the main barriers to educational achievement that pupils in our school who are disadvantaged face are:

- GLD in Maths – Early Years
- Writing Progress
- Reading and writing attainment
- Parental engagement
- Increasing EAL

We will spend our pupil premium funding in the following ways to address these barriers.

- Achievement for All programme
- Play Therapy
- FLO salary contribution
- KCSP 10:10 programme
- Extra-curricular experiences for disadvantaged pupils
- Intervention support

Our rationale for spending the money in this way is

- Play Therapy ensures the well being of a child and supports their mental health and readiness for learning.
- Achievement for All programme will focus specifically on the Early Years. The Achieving Early Programme is designed to meet the needs of the Early Years sector and it has been proven to improve outcomes in reading, writing, maths, attendance and behaviour for children vulnerable to underachievement, including those with SEND, those eligible for FSM and CLA.
- Extra curricular activities will be available to all disadvantaged pupils. This will enable children to have the same access to wider opportunities as their peers.
- Intervention support – this support will be based on a weekly/topic need. Through rigorous gap analysis of the teaching and learning, pupils will be identified to join an intervention group based on their needs. The aim is to reduce and diminish the gap from widening.



**Pupil Premium Funding – the total funding received by St John's Catholic School Academy**

2017 - 2018	
Funding Stream	Amount (£)
Primary pupils: 82	£108240
<b>Total Income</b>	£108240

2018 - 2019	
Funding Stream	Amount (£)
Primary pupils: 84	£113,440
<b>Total Income</b>	£113,440

At St John's Catholic School Academy, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2017/18 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

PP Improvement Strategy 2017/18	Amount (£)	Description	Evidence of Impact																		
Reading support	£7218	TAs trained in reciprocal reading for individuals and small groups	Children remain below the ARE, however all children made progress.																		
Improved intervention systems with evidenced record of success		Accelerated reader is in place throughout the school from Year 2 to year 6	The AR report shows that the average progress made was an additional 3 months.																		
PIXL including CPD/resources TA costs	£4,000 £11072	Provide year 6 PP children, who are not on target to make their expected progress, more 1:1 teaching opportunities, coaching and feedback, using PIXL resources to track and intervene when children are making insufficient progress	School targets achieved. We were also above Kent and the National Average. PP results for Reading and writing were slightly below Kent. PP results for maths and GPS were above Kent.  <table border="0"> <tr> <td></td> <td>ALL</td> <td>PP</td> </tr> <tr> <td>Combined</td> <td>74.4%</td> <td>50%</td> </tr> <tr> <td>Reading</td> <td>82%</td> <td>58.3%</td> </tr> <tr> <td>Writing</td> <td>86.7%</td> <td>66.7%</td> </tr> <tr> <td>GPS</td> <td>87.8%</td> <td>66.7%</td> </tr> <tr> <td>Maths</td> <td>85.6%</td> <td>75%</td> </tr> </table>		ALL	PP	Combined	74.4%	50%	Reading	82%	58.3%	Writing	86.7%	66.7%	GPS	87.8%	66.7%	Maths	85.6%	75%
	ALL	PP																			
Combined	74.4%	50%																			
Reading	82%	58.3%																			
Writing	86.7%	66.7%																			
GPS	87.8%	66.7%																			
Maths	85.6%	75%																			

Improving curriculum engagement and academic and wider opportunities for all PP children	£7,000	Support for extra curricular activities/wider opportunities/educational visits, musical instruments, sporting clubs etc	Disadvantaged children continue to have the same access to a wide and varied curriculum as their peers. PP children attending sensory or homework clubs will be provided with a slow release energy snack and fruit.
	£6000	Purchase Third Space Learning	12 children targeted. Children achieved expected standard: All 75% PP 66.6%
Contribution towards Play Therapy	£16500	A number of children require specialist support to deal with personal issues which can pose barriers to learning.	Children identified and support in place. SDQs (strengths and difficulties' questionnaire) carried out by staff and parents showed evidence of positive impact. These sessions supported children and enabled them to reduce their barriers to learning. Children's emotional well being improved and this meant that their readiness for learn improved.
To support families of disadvantaged children FLO Uniform vouchers	£8,000  £1649 12%	Attendance monitoring Family support. Term 3 FLO and DSL will be focussing on PP and attendance. Families will be given opportunities to discuss any issues relating to attendance. Term 4 FLO and DSL will focus on any PP pupils who are flagging up as PAs.	All Attendance 97.9% PP attendance 96.9%  Uniform vouchers 2017/18 - £1126.31  FLO met with SLO – agreed on letters and home visits to support families.
Phonics Play subscription to access online resources to ensure consistency of teaching and learning across KS1.	£120 Assessment budget          £19,757	Phonics Play will ensure that phonics is taught consistently and use a structured approach, which will ensure our disadvantaged pupils can access teaching and learning. Identified children from year 1 & 2 will be taught either 1:1 or small group sessions by an experienced teacher.	Phonics results All pupils 85.5% PP pupils 70%  Year 2 retakes All pupils 87.5% PP pupils 100%  All results above Kent and National
Funding per year group to enhance the experiences for those disadvantage children	£5100	Year groups to plan engage and express events for each new topic to enhance the teaching and learning	Pupils fully engaged in curriculum and related activities. Parents also

directly linked to the Cornerstones curriculum		opportunities for all disadvantaged pupils.	engaged in express events – comment book.
Transformation Project	£1600 £20000	Early years are involved with the transformation project which is aimed at changing the environment for all pupils to enable them to access resources and learning experiences of interest to them.	St Johns hosted the final meeting. Pupils achieving GLD All pupils 72.9% PP pupils 60% These results are in line with Kent.
Homework support	£1100	Homework club is an hour per week after school. This is designed to support children and families with the completion of homework and receive support.	11 PP children were supported by staff at homework club. Extra quality teaching time.
Rise and Shine	£8.90 X 30 £267	30 min session once per week Children attend Rise and Shine which is an exercise and fitness session.	Directed at PP children with little or no engagement in physical education
<b>Total Expenditure</b>	<b>£109,263</b>		

A breakdown of the projected expenditure for the year 2018/2019 is shown below, together with its projected impact:

<b>PP Improvement Strategy 2018/19</b>	<b>Amount (£)</b>	<b>Description</b>	<b>Projected Impact</b>
Achievement For All programme	£4,150	The Achievement for All programme is a two year school improvement programme that was commissioned by the DfE in 2009.	The evidence based programme is recognised by Ofsted and focusses on closing the gap for vulnerable and disadvantaged learners. School focus – EARLY YEARS
Intervention support	£21,654	1 TA per year group from years 1-6 for 5 afternoon sessions to support gap analysis teaching.	Close gaps in learning based on a weekly analysis of teaching and learning.
PIXL including CPD/resources TA costs	£4,000 £12,000	Provide year 6 PP children, who are not on target to make their expected progress, more 1:1 teaching opportunities, coaching and feedback, using PIXL resources to track and intervene when children are making insufficient progress	Year 6 data will show improved attainment and progress scores (target 76%combined)
Improving curriculum engagement and academic and wider	£10,000	Support for extra curricular activities/wider opportunities/educational visits, musical	Disadvantaged children continue to have the same access to a wide and varied curriculum as their peers.

opportunities for all PP children		instruments, sporting clubs etc	PP children attending sensory or homework clubs will be provided with a slow release energy snack and fruit.
Contribution towards Play Therapy	£16,500	A number of children require specialist support to deal with personal issues which can pose barriers to learning.	Support for individual identified children will continue to result in improved behaviour and readiness for learning.
To support families of disadvantaged children FLO Uniform vouchers	£8,000	Attendance monitoring Family support.	Maintain level of attendance for all pupils. Support and signpost families experiencing difficulties. Encourage parents to access funding.
Funding per year group to enhance the experiences for those disadvantaged children directly linked to the Cornerstones curriculum	£7,200	Year groups to plan engage and express events for each new topic to enhance the teaching and learning opportunities for all disadvantaged pupils, incorporating KCSP 10:10 programme	Disadvantaged pupils will be able to explore the curriculum and emerge themselves in new experiences to support their learning and access the experiences set out in the 10:10 programme.
Homework support	£1,200	Homework club is an hour per week after school. This is designed to support children and families with the completion of homework and receive support. Invitation only	PP children will be supported in their homework – reinforcing teaching and learning. Focus on reading and writing attainment.
Sensory Circuits	£7479	Specific pupils identified to attend Sensory Circuits. Sensory Circuits is designed to support children arriving to school and being ready to learn.	PP children will be ready to learn and arrive at school on time.
Intervention sessions	£21,000	Year 6 intervention groups taught by experienced teacher based on gap analysis.	PP children will receive intense support in order to diminish the gaps and achieve as well as non-disadvantaged pupils.
<b>Total Expenditure</b>	<b>£113,183</b>		

**St John's Catholic School Academy's Results 2018 – Attainment and Progress of pupils eligible for Pupil Premium funding**

New school accountability measures are as follows:

- The proportion of pupils meeting the revised national standard
- Scores measuring the progress made by pupils by subject from similar Key Stage 1 starting points

This is the second year that these measures have been the main accountability measures. It is therefore difficult to make year on year comparisons.

The table below provides headline figures for disadvantaged pupils. Disadvantaged pupils attract pupil premium funds. The headlines are compared to national average outcomes for pupils who are non-disadvantaged. The national averages for similarly disadvantaged pupils are shown for information.

Headline Measure	Academy 2017 Disadvantaged Outcomes	2016 National Non Disadvantaged	2016 National Disadvantaged
% Pupils meeting the national standard in Reading, Writing and mathematics	50	60	39
% of pupils meeting the national standard in Reading	57	72	53
% of pupils meeting the national standard in Writing	71	79	64

### St John's Catholic School Academy's Results 2017 – Attainment and Progress of pupils eligible for Pupil Premium funding

Headline Measure	Academy 2017 Disadvantaged Outcomes	2016 National Non Disadvantaged	2016 National Disadvantaged
% of pupils meeting the national standard in mathematics	64	76	58
Reading progress score	-3.7	+0.3	-0.7
Indicator of Relative Difference to the National Average for all pupils	↓ Disadvantaged pupils in this school make less progress than all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils
Writing progress score	-1.3	+0.1	-0.3

Indicator of Relative Difference to the National Average for all pupils	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils
Mathematics progress score	-1.7	+0.2	-0.5
Indicator of Relative Difference to the National Average for all pupils	= Progress made by disadvantaged pupils in this school is in line with the progress made by all pupils on average nationally.	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils