



ST. JOHN'S CATHOLIC JUNIOR SCHOOL

Love one another as I have loved you

PUPIL PREMIUM STRATEGY STATEMENT 2020-21

1. Summary Information					
School	St. John's Catholic Junior School			Local Authority	Wirral Shrewsbury Diocese
Pupil Premium Champion(s)	Mrs Mullins				
Academic Year	2020/21	Total Pupil Premium Grant	£88,839	Date of most recent PP Review	September 2020
Number on roll	247	Number of eligible pupils	53	Date for next internal review of this strategy	Jan 2021, MAR, 2021 and JUL, 2021

2. Progress 2018-19	Note as a result of Covid 19 school closures there is no national data available for Summer 2020		
END OF KEY STAGE	All at St. John's Pupils	Pupils eligible for PPG (school achievement %)	Pupils not eligible for PPG (national outcomes)
% attaining at least the expected standard in reading, writing and maths	64%	50%	66%
% progress in reading from baseline	-1.1	-1	-1.2
% progress in writing from baseline	-1.9	-3.5	-1.5
% progress in maths from baseline	-1.1	-2.6	-0.7

The assessment data at the end of the key stages for the National Curriculum tests is evidence of the success of approaches. The end of Key Stage 2 attainment, 2019 demonstrated:

As noted there is no available national assessment data for Summer 2020 due to Covid restrictions

3. Attainment 2018 - 19		Pupil Premium	Non Disadvantaged	All
READING	% attaining Expected Standard	63%	77%	75%
	% attaining Higher Standard	13%	56%	27%
	Progress (National = 0) from baseline	-1	-1.2	-1.11
WRITING	% attaining Expected Standard	50%	82%	78%
	% attaining Higher Standard	0%	13%	11%
	Progress (National = 0) From baseline	-1.9	-3.5	-1.91
MATHEMATICS	% attaining Expected Standard	63%	80%	78%
	% attaining Higher Standard	13%	36%	33%
	Progress (National = 0) From baseline	-1.1	-2.6	-1.12
ENGLISH, GRAMMAR, SPELLING AND PUNCTUATION	% attaining Expected Standard	50%	79%	75%
	% attaining Higher Standard	38%	50%	39%

. There is a summary report on the expenditure and impact for 2019-2020 of the Pupil Premium Grant and the impact available on the school website.

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	5. Evidence of barriers
<u>In-school barriers (issues to be addressed in school)</u>	
<p>A</p> <p>Some disadvantaged children enter Year 3 with language and literacy skills below age related expectations</p>	<p>Lower starting points at end of KS1, Reading Ages and Spelling Ages; Speech and Language involvement; access to quality literature; lack of speech and language role models.</p> <p>This is evidence by Year 3 NFER age standardised scores -on average non-disadvantage pupils’ attainment is 40% higher than disadvantaged.</p>
<p>B</p> <p>Some pupils indicate lower levels of self- belief in their learning abilities and consequently have lower aspirations. These are most evident in writing skills.</p> <p>Some pupils – including those of middle and higher ability lack aspects of required learning skills-resilience – perseverance – flexible thinking and attention to detail</p>	<p>Some disadvantaged pupils have reduced access to cultural experiences such as museum, art gallery and theatre visits and reduced experience of reading in the home. In some cases this can lead to lower expectations.</p> <p>Some pupils face lack confidence in terms of independent learning ,questioning techniques and also lack organizational skills.</p>
<p>C</p> <p>In some years disadvantaged pupils exhibit lower levels of mathematical skills</p>	<p>This is indicated by Year3 NFER data and termly assessments – it is notable that with support this gap is significantly diminished by Year 6</p>

External barriers (issues which require action outside of school e.g. attendance)

D	Lower levels of attendance and in some cases persistent absence	The level of attendance for PP children in 2017-18 was 95% , The level of attendance for PP children in 2018-2019 was 92.5% The level of attendance for PP children in 2019-2020 was 92.1%
E	Some pupils lack access to reading materials and on line research opportunities outside school	This can impact on development of reading for pleasure and ability to complete research projects and homework
F	Narrow experience of life outside school	Pupils who do not engage in enrichment activities, limited experiences of place, knowledge and understanding of the world.

6. Desired Outcomes

Barrier	Desired outcomes and <i>how they will be measured</i>	Success criteria
A	<p>Significant improvements in pupils' spoken and written English Development of a broader vocabulary in all subject areas and in a common language of learning through Thinking Schools</p> <p><i>This will be measured by establishing a clear and robust baseline for each pupil. Progress to be measured by NFER termly analysis, work scrutiny and learning walks</i></p>	<p>Pupils will exhibit significant improvement in all key areas of English Pupils will be familiar with a common language of learning and able to explore concepts such as metacognition and resilience.</p>
B	<p>Development of whole school approaches around engagement, motivation and dispositions for learning, based on Thinking Schools approaches and Costa's Habits of Mind.</p> <p><i>To be measured by baseline questionnaires – PASS analysis and work scrutiny and learning walks</i></p>	<p>Pupils will show increased examples of self-regulation They will be aware of the need to develop a positive mindset and exhibit strategies to address negative habits of mind such as lack of perseverance and attendance to detail.</p> <p>Pupils will be aware of metacognition and have raised aspirations and ability to learn from mistakes and to grow in confidence</p>

C	<p>To further develop pupils' mathematical skills and bring in line with non-disadvantaged pupils.</p> <p>This will be achieved by establishing clear baselines and undertaking a gap analysis for each eligible pupil</p> <p><i>To be measured by termly NFER assessments and teacher intervention analysis. Work scrutiny and learning walks</i></p>	<p>All eligible pupils make progress in line with all pupils nationally. Middle and High prior attainers to be challenged to achieve Higher Levels</p> <p>All pupils become confident and independent mathematicians able to solve appropriate problems and indicate an appropriate vocabulary and understanding of all required mathematical terminology and concepts.</p>
D	<p>To improve levels of attendance for pupil premium children to be in line with national expectations .</p> <p>To reduce any examples of persistent absence to zero.</p> <p><i>To be measured by weekly attendance analysis</i></p>	<p>Attendance in line with national figures</p> <p>Pupils become confident learners eager to engage in the Thinking School approaches</p>
E/F	<p>To ensure home learning resources are made available to meet needs in time of Covid 19.To ensure pupils have access to on line learning</p>	<p>Provide opportunities for children from disadvantaged backgrounds to participate, enjoy and benefit from opportunities which may not be able to be afforded by parents/carers.</p> <p>Assist in making learning a reality beyond academic studies and build on children's natural curiosity.</p>

	<p>To provide, within Covid 19 restrictions, enriching opportunities for pupils to build capital of culture and enhance personal development.</p> <p><i>To be measured by pupil and parent questionnaire and NFER progress analysis.</i></p>	
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7. Planned Expenditure

Academic Year: 2020 -21

Tier 1 Quality of teaching for all (pedagogy)

Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
To continue to develop a whole school approach to high quality teaching and learning by means of Thinking Schools approach.	<p>Class teachers continue to receive CPD Literacy Counts £1,819 .80 and Maths No Problem. £5,225</p> <p>Implementation of Thinking Schools -2 year comprehensive staff and pupil development. Focus on metacognition ,cognitive load theory and the science of learning. Emphasis on questioning,quality verbal feedback, pupil engagement and motivation.</p>	<p>Evidence from NFER assessments</p> <p>Low cost high impact on quality of teaching and learning</p> <p>Research from University of Exeter.</p> <p>In school analysis of current practice</p> <p>In depth two year approach with support – working to achieve Thinking School accreditation,</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Monthly Data analysis of PP pupils</p> <p>Work scrutiny</p> <p>Half termly Data analysis</p> <p>Termly Scrutiny of writing</p> <p>Termly NFER assessments</p> <p>Pupil Feedback</p>	<p>Drive Team</p> <p>SLT</p>	<p>March 2021</p> <p>July 2021</p>

<p>Programme of development of building independent learning skills</p> <p>Dispositions for learning and Habits of Mind</p>	<p>Use of Thinking Schools focus on building pupil confidence and self-regulation.</p> <p>£1,500</p> <p>Common language of learning and strategies to build confidence and independence.</p> <p>Development of display for Thinking Skills Hi Impact to deliver whole staff training using google classroom –6th October 2020. Funded from school IT Curriculum Service Level agreement.</p> <p>Staff Workshops Google Classroom 13th & 20th October</p>	<p>University of Exeter research</p> <p>EEF information on metacognition, emotional aspects of Learning.</p> <p>Ofsted research and focus on personal development.</p> <p>To ensure full access to all areas of the curriculum</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Monthly Data analysis of PP pupils</p> <p>Work scrutiny</p> <p>Pupil interview and questionnaire</p> <p>Half termly Data analysis</p> <p>PASS analysis</p> <p>NFER Progress assessments</p>	<p>SLT</p> <p>Drive Team</p>	<p>Mar 2021</p> <p>June 2021</p>
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	Staff released for training £650 approaches				
				Total budgeted cost	£9194.80

Tier 2 Targeted support

Desired Outcome	Chosen action / strategy	Evidence base / rationale for the chosen approach	Activity to monitor and evaluate effective implementation	Staff lead	Review date
<p>A. To raise Attainment and close the gap between Disadvantaged and Non Disadvantaged children in Maths, Reading and Writing in all year groups</p> <p>B. All Disadvantaged children will make good rate of progress in reading writing and maths</p>	<p>1.Small group teaching in Y6 Small group teaching Y6 JO £15 ,178</p> <p>2.Employment of Specialist teacher and Teaching assistants to deliver specialist intervention programmes in Literacy and Maths Provide additional support and intervention programmes for all PP children across the school interventions for identified individual pupils and small groups of children to begin in Autumn Term: Successful Reading Partnership, First News (1,332.80) Orrets</p>	<p>School Self Evaluation shows pupils working on Specialist Literacy, Numeracy and SRP intervention make accelerated progress. Case Studies show that Schools using Maths No Problem improve Attainment and accelerate progress in Maths.</p> <p>EEF and Catch up evidence of specific targeted support</p>	<p>Performance Management Targets- Regular Reviews Quality training by Specialist teacher to plan, guide, assess pupils to provide staff with new strategies ensuring children (including PP) achieve their potential. Weekly Meetings with staff. Half Termly meeting with parents.</p> <p>Annual Impact Reports Governor Progress Reports Sharing of good practice Moderation of work and Book Scrutiny Lesson Observations Learning walks Pupil Progress Meetings</p>	<p>SLT SENDCO Drive Team</p>	<p>Mar 2021 June 2021</p>

	<p>Meadow Literacy & Maths, (£6,300) Zip Phonics & Decoding, (£3,600) Nessy (£840) and TT Rockstars (£2,146.20)</p> <p>TA's delivering intervention £37,562</p> <p>3. In house training for all TAs as well as teachers on <i>Maths No Problem</i></p> <p>4 Use of Balance Assessment Wheel to improve feedback and develop pupil skills of self- assessment</p> <p>5 Thinking Skills approaches to build engagement and confidence</p>		<p>Governor Progress Reports Data Analysis Literacy and Maths</p>		
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	Use of 6 week monitoring forms				
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<p>,Learning Mentor, Thumbs up programme to support the pastoral and learning needs of vulnerable pupils so the vulnerable pupils attain Age Related Expectations in reading, writing and mathematics.</p>	<p>Family Support Worker to support the pastoral and learning needs of vulnerable pupils.</p> <p>School Mentor TF £11,364 for 16 hours For pupils to receive emotional , mental health and Anxiety support</p> <p>Pass survey; Pupil attitude to self and school-November 2020 £616.80</p>	<p>Interventions which target social and emotional learning aims to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements. These interventions may focus on the ways in which pupils work with (and alongside) their peers, teachers and family.</p> <ol style="list-style-type: none"> 1. More specialised programmes delivered by trained TA which are targeted at students with particular social or emotional problems; 2. Thumbs Up Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects. 	<p>Pupil Voice</p> <p>Attendance at clubs</p> <p>HT Monitoring</p> <p>Pupil survey and questionnaire</p> <p>Pupil interviews</p>	<p>SLT</p> <p>SENDCo</p> <p>HT</p> <p>Drive Team</p>	<p>Mar 2021</p> <p>June 2021</p>
				<p>Total budgeted cost</p>	<p>£78,939</p>

Tier 3 Other approaches Please note that Covid 19 restrictions are in place reducing opportunities for visits and residentials					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
. Increased attendance rates for Disadvantaged children from to 96%	Attendance Strategy to actively promote good attendance which includes: <ul style="list-style-type: none"> Increased weekly/termly class rewards Improved Attendance awards 	If children are not in school, we are unable to improve their attainment. This is a key strategy for the school this year. Termly attendance rewards have been successful across school in raising attendance	Termly monitoring of attendance First day response provision in place. Parent/carer engagement Progress Reports to Governors Parents' Evenings ESW meetings with school nurse.	HT School Nurse Attendance officer	Termly Half Termly for persistent absentees
To review learning at home policy to ensure pupils shielding have as full an access as possible to a full curriculum	Review available resources and develop appropriate on-line learning access. Pupils struggling to access IT equipment /vulnerable learners to be offered a place at school during Lockdown 3 from 6 th January 2021 Set of 35 chromebooks and trolley ordered to teach pupils how to use Google Classroom- IT equipment to arrive January 2021. £11,300 Pupils Taught how to use Google Classroom-December 2020	Covid 19 requirements	Detailed external review of policies and procedures. Pupil and parent questionnaires	Drive Team SLT	March 2021 June 2021
To Develop Thinking Schools opportunities for parents and provide appropriate resources. To develop innovative approaches to enrichment to build capital of culture and develop pupil research skills		Need to ensure personal development and build pupil access to music – art – dance – drama – museums – sport	Pupil questionnaire Parent feedback		March 2021 June2021

	To develop bank of home learning Thinking Schools resources				
	To provide cultural opportunities for all pupils within the limitations of Covid 19				
				Total budgeted cost	£11,300
				Total Cost Altogether	£99,434.60