

# St John's Catholic Junior School

"Love one another as I have loved you."

## Pupil Premium Strategy Statement



# Pupil Premium Strategy Statement

Agreed by Governors Date: 9 December 2021

Review Date: September 2022

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's Catholic Junior School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs Elaine Mullins
Governor / Trustee lead	Mrs Lisa Iranzo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89,080
Recovery premium funding allocation this academic year	£8,200

Pupil premium funding carried forward from previous years (enter £0 if not applicable)

£0

**Total budget for this academic year**

£97,280

If your school is an academy, trust or a free school, state the amount available to your school this academic year

# Pupil Premium Strategy Statement

# Part A: Pupil premium strategy plan

## Statement of intent

<b>Pupil Premium Strategy Aims</b>
<ul style="list-style-type: none"><li>• To reduce the attainment gap between disadvantaged pupils and their peers.</li><li>• To support the well-being and mental health of all our pupils during and following this disrupted period in their lives.</li><li>• To raise the attainment of all pupils to close the gap created by Covid-19 school closures.</li></ul>
<b>Guiding Principles for our Strategy</b>
<ul style="list-style-type: none"><li>• We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.</li><li>• We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.</li><li>• We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.</li><li>• Our Covid Recovery strategy will align with our Pupil Premium Strategy and whole School Development Plan and should be read alongside these two documents, as part of the whole school strategy.</li></ul>
<b>Evidence Informed Tiered Model</b>
<p>We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:</p> <ul style="list-style-type: none"><li>• Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:</li><li>• Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.</li><li>• Wider support – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.</li></ul>

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills leading to lower outcomes.
2	Poor metacognition and self-regulation leads to lower attainment in reading, writing and maths.
3	Lack of reading beyond the classroom, poor fluency and comprehension skills.
4	A range of additional needs that impact on children's concentration in school including SEND, attachment and childhood trauma.
5	Gaps in learning due to Covid-19.

## 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.

Intended outcome	Success criteria
Improved metacognition strategies result in greater retention of learning. Complete second year of our journey to become a Thinking School.	Children become more self-regulated learners. They will be able to think in a creative, critical and reflective way. They will plan, reason, solve problems and tackle complex ideas. They will understand how they learn best. <b>Pupils will learn quickly from their experiences and pupil outcomes will improve.</b>
Increased rates of progress for children in Year 3 to Year 6 focusing on Communication and Language, reading, writing and phonics.	From baseline assessments, disadvantaged children and children with English as an additional language make good progress and achieve in all areas and accelerated progress if they have started below that of their peers.
Increase in the number of disadvantaged learners achieving combined (reading, writing and maths) expected levels by accelerating progress through each year group.	The % of disadvantaged learners achieving 'Age Related Expectations' in reading, writing and maths and combined at the end of KS2 is at least in line with national comparators.

Intended outcome	Success criteria
Disadvantaged learners achieving greater depth in all subjects at least in line with other disadvantaged learners nationally and closing the gap with national greater depth averages.	The % of disadvantaged learners achieving greater depth in reading, writing and maths scores at KS2 is in line with the national comparators.
Children that had gaps in learning from the extended period of time off school will have made significant progress.	The gap will be diminished.

## 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

**Budgeted cost: £55,755**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To use the language and strategies of Thinking Schools and metacognition to improve children's retention throughout school.</b>		
<p>All staff complete CPD on becoming a Thinking school. All staff understand memory, metacognition and cognitive science research. All staff understand the research and evidence base around thinking and memory.</p> <ul style="list-style-type: none"> <li>Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</li> <li>Recruit two members of staff to Teaching and Learning Responsibilities to lead Thinking Schools Drive Team, deliver training to staff.</li> </ul>	<p>Research from EEF and Thinking schools highlight the importance of developing pupils' metacognitive knowledge of how they learn - their knowledge of themselves as a learner, of strategies, and of tasks as an effective way of improving pupil outcomes.</p> <p><a href="https://educationendowmentfoudation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning">https://educationendowmentfoudation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</a></p> <p>EEF Toolkit recommendations:</p> <ul style="list-style-type: none"> <li>Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge.</li> <li>Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</li> </ul>	<p>2 5</p>

<b>To use the language and strategies of Thinking Schools and metacognition to improve children’s retention throughout school.</b>		
<ul style="list-style-type: none"> <li>• TLR’s lead and monitor subject leaders on Curriculum design – the curriculum has clear intent and end points as well as regular opportunities for retrieval of previous learning. All essential knowledge is identified and prioritised for long term learning.</li> <li>• Certificates awarded weekly in assembly celebrating pupils demonstrating Thinking and Learning Powers.</li> <li>• Every half term there will be designated weeks where certificates will be awarded in assemblies and praise phone calls from class teachers designated to disadvantaged pupils and pupils with EAL.</li> <li>• All pupils complete PASS survey demonstrating Pupils Attitude to School and Self.</li> </ul>	<ul style="list-style-type: none"> <li>• PASS survey will highlight progress and areas for improvement for disadvantaged pupils and pupils with EAL.</li> </ul>	
<ul style="list-style-type: none"> <li>• Strategies and vocabulary implemented in every classroom to support pupils.</li> <li>• Activating prior knowledge used consistently by all teachers, for all new learning/challenges/problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers promote and develop metacognitive talk in the classroom.</li> <li>• Explicitly teach pupils how to organise and effectively manage their learning independently.</li> </ul>	
<b>To ensure that all pupils from Y3-Y6 will leave our school with higher levels of spoken and written language. Increased rates of progress from pupils who are disadvantaged and have EAL</b>		
<p>All staff to model the use of high-quality academic vocabulary in their classroom practice using Alex Quigley’s ‘Closing the Vocabulary Gap’ Framework and ‘Word Aware’.</p> <ul style="list-style-type: none"> <li>• All teaching staff receive CPD the ‘Research to teaching’ Closing the Gap. The Masterclass by Alex Quigley.</li> <li>• All staff to attend ‘Word Aware’ training( thinking, talking @yahoo.org, Language for thinking and Language for Behaviour &amp; Emotions.</li> <li>• Staff use of Word Aware consistently across school to develop children’s vocabulary.</li> </ul>	<p>Research done by the EEF shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”</p> <p>NFER assessments will indicate progress and the gap in each year group will be diminished.</p>	1

**To improve reading outcomes from Y3 -Y6, particularly pupils who are disadvantaged and have EAL.**

<p>CPD:</p> <ul style="list-style-type: none"><li>• CPD for all staff in whole class reading, guided reading, comprehension skills. Research Steps to Read</li><li>• CPD for teaching assistants Successful Reading Partnership.</li><li>• CPD for all staff Cultural Capital.</li><li>• Phonics CPD from OMO specialist teacher and recap on zip phonics.</li><li>• Purchase resources to compliment provision. More phonic decodable books).</li><li>• Training for staff in new interventions from OMO specialist teacher.</li></ul>	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Using high quality texts will ensure that all children have access to quality literature.</p> <p>The EEF use the Scarborough's Reading Rope to provide a model to illustrate reading, by likening it to a rope comprised of multiple strands. Word recognition and language comprehension are the two main strands composed of several sub-strands that through teaching and practice become increasingly more strategic, automatic and coordinated. Reading Comprehension Strategies have an EEF 4 padlock rating and can accelerate learning by +6 months.</p> <p>NFER assessments and termly reading ages will indicate progress and the gap in each year group will be diminished.</p>	<p>3</p>
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## Targeted academic support

Budgeted cost: £25,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Covid Catch up and Disadvantaged Pupils interventions in English and Maths.</b>		
<p>Termly pupil progress meetings for all pupils, disadvantaged and SEND. Use base/impact measures and tracking sheet for intervention strategies and Orrets Meadow Impact Reports to integrate data effectively and identify the effectiveness of the intervention.</p> <ul style="list-style-type: none"> <li>Oracy: Speech and Language – Rachel Barton and Socially speaking.</li> <li>Maths: Specialist Dyscalculia intervention led by Teaching Assistants and Specialist Teacher.</li> <li>English: Specialist Dyslexia intervention led by Teaching Assistants and Specialist Teacher.</li> <li>Reading 1:1 Successful Reading Partnership - additional small group guided.</li> <li>Zip Phonics.</li> <li>Writing: Teacher Conferencing (targeted feedback). Non class based lead Teachers to offer staff CPD, small group teaching and focused intervention.</li> </ul>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <p>See: <a href="#">Teaching and Learning Toolkit EEF</a></p> <p>Schools should use structured interventions with reliable evidence of effectiveness’ and use them with “fidelity”. <a href="#">Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</a>. NFER, Orret’s Meadow assessment and impact reports, termly Reading Ages and Maths Sandwell Ages assessments will indicate progress and the gap in each year group will be diminished.</p>	<p>1 2 3  5</p>
<b>Liaise with external agencies and monitor impact of suggested interventions and recommendations (SEND and vulnerable pupils).</b>		
<p>SENDCO to work alongside class teachers and parents to review barriers to learning and external reports/recommendations. SENDCO to create Individual Plans to identify individual priorities. Bespoke programmes of support developed to meet individual needs.</p>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>4 5</p>

## Wider strategies

Budgeted cost: £12,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupils with a range of barriers to learning are ready to learn and develop good behaviour for learning. Pupils are able to regulate their emotions.</b></p>		
<p>SLT, SENDCo and Family Support Worker to identify barriers to learning and implement appropriate intervention.</p> <p>SLT, SENDCo and Family Support Worker to work with class teachers to support individual need.</p> <p>SLT, SENDCo and Family Support Worker to work with families and identified children on bespoke intervention/nurture programs.</p> <ul style="list-style-type: none"> <li>• Circle of Friends</li> <li>• Lego therapy</li> <li>• Social skills / nurture groups run to support additional needs.</li> </ul> <p>Family Support Worker to provide pop in club at lunchtime, support identified children to develop improved learning behaviours and resilience for learning.</p> <p>Speech therapist - Rachel Barton ( £1,145 )</p> <p>Family support worker will support vulnerable families to support attendance</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve children's' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions to focus on the ways in which children work with (and alongside) their peers and teachers.</p> <p>High quality 1:1 sessions with identified children will show improved attitudes and behaviours for learning. This will be demonstrated in the termly report to Headteacher and Governors.</p> <p>Our Family Support Worker working alongside the Headteacher and Attendance Team will work with identified families on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance.</p> <p>Research from the EEF show that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>2 4</p>

**Pupils with a range of barriers to learning are ready to learn and develop good behaviour for learning. Pupils are able to regulate their emotions.**

<p>Lunchtime Support to provide high quality games and activities to engage pupils</p> <ul style="list-style-type: none"> <li>• Training for two teaching assistants to be playleaders</li> </ul>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to break the Golden Rules and move out of zone which impacts on their academic progress. Less behavior incidents reported at lunchtime on SIMS and in behavior reports to Governors.</p>	<p>4</p>
<p>Residential Costs (£570) To support PP families and children to access school residentials. Y6 go to Barnstondale.</p>	<p>Equality of opportunity.</p>	<p>4</p>

**Total budgeted cost: £93,384**

## 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.

Desired outcome	Impact
<b>To use the language and strategies of metacognition to improve children’s retention throughout school</b>	<ul style="list-style-type: none"><li>• Completed first year of Thinking Schools Training</li><li>• High quality training delivered throughout the year using the EEF framework for Metacognition and Self-regulation. This included Metacognition and cognitive load, the setting up of a Metacognition working party, retrieval and spaced practice.</li><li>• All staff understand the research and evidence base around cognitive science and memory and recognise the importance of the implementation.</li><li>• Staff are beginning to use elements of retrieval practice within some curriculum areas.</li><li>• Working party focusing on developing pupils’ ability to self-regulate their learning through the plan, monitor and evaluate model.</li></ul>
<b>To improve reading and maths outcomes from Year 3 to Year 6, particularly focusing on pupils who are disadvantaged or have EAL.</b>	<p><b>See teacher assessment below</b></p> <ul style="list-style-type: none"><li>• Termly Pupil Progress meetings have tracked and monitored children who are at risk of not meeting expected standard.</li><li>• Impact overseen by Deputy Head and English lead. Pupil progress meetings have been used to drill down to identify next steps.</li><li>• Targeted Intervention for identified pupils have taken place following pupil progress meetings:<ul style="list-style-type: none"><li>• Additional guided reads</li><li>• Target readers and focus readers</li><li>• Choral Reading?</li><li>• SRP</li><li>• Zip Phonics</li><li>• OMO Literacy and Maths</li><li>• Doodle Maths</li><li>• TT rock Stars</li></ul></li></ul>

- Raised profile of reading across school through:
  - Sharing of high-quality class reads – Literacy Counts
  - High quality reading displays in classrooms and corridors
  - Investment in new books for class libraries

<b>Reading</b>	Disadvantaged Pupils Working towards ARE	Non Disadvantaged Pupils Working towards ARE	Disadvantaged Pupils Working at ARE	Non Disadvantaged Pupils Working at ARE	Disadvantaged Pupils Working at GD	Non Disadvantaged Pupils Working at GD
Year 3 15 pupils	53%	34%	47%	56%	0%	10%
Year 4 10 pupils	60%	17%	30%	48%	10%	35%
Year 5 14 pupils	21%	12%	57%	47%	22%	41%
Year 6 14 pupils	57%	29%	36%	42%	7%	29%
<b>Writing</b>	Disadvantaged Pupils Workingtowards ARE	Non Disadvantaged Pupils Working towards ARE	Disadvantaged Pupils Working at ARE	Non Disadvantaged Pupils Working at ARE	Disadvantaged Pupils Working at GD	Non Disadvantaged Pupils Working at GD
Year 3 15 pupils	67%	55%	33%	42%	0%	4%
Year 4 10 pupils	90%	40%	10%	49%	0%	11%
Year 5 14 pupils	50%	32%	50%	56%	0%	12%
Year 6 14 pupils	43%	29%	57%	57%	0%	14%
<b>Maths</b>	Disadvantaged Pupils Working Towards ARE	Non Disadvantaged Pupils Working Towards ARE	Disadvantaged Pupils Working At ARE	Non Disadvantaged Pupils Working at ARE	Disadvantaged Pupils Working at GD	Non Disadvantaged Pupils Working at GD
Year 3 15 pupils	40%	34%	60%	61%	0%	5%
Year 4 10 pupils	70%	32%	20%	54%	10%	14%
Year 5 14 pupils	33%	21%	50%	46%	17%	33%
Year 6 14 pupils	71%	32%	29%	53%	0%	15%

Desired outcome	Impact																				
<p><b>Pupils with a range of barriers to learning are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.</b></p>	<ul style="list-style-type: none"> <li>• Interventions which have targeted social and emotional learning (SEL) have improved childrens' interaction with others and self-management of emotions.</li> <li>• High quality 1:1 sessions with identified children have shown increased attainment and progress.</li> <li>• Attitudes to learning and social relationships in school are good.</li> </ul>																				
	<ul style="list-style-type: none"> <li>• Attendance Team Family Support Workers have worked with individual families to access support with attendance. On a regular basis they offer support and guidance to help remove any potential barriers for lack of attendance.</li> </ul> <table border="1" data-bbox="770 579 1720 850"> <thead> <tr> <th>Category</th> <th>Total Attendance</th> <th>Authorised Attendance</th> <th>Unauthorised Attendance</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>95.64%</td> <td>3.29%</td> <td>0.98%</td> </tr> <tr> <td>FSM</td> <td>93.8%</td> <td>5%</td> <td>1.1%</td> </tr> <tr> <td>PPG</td> <td>92.3%</td> <td>5.8%</td> <td>1.8%</td> </tr> <tr> <td>SEN</td> <td>92.2%</td> <td>4.9%</td> <td>2.7%</td> </tr> </tbody> </table>	Category	Total Attendance	Authorised Attendance	Unauthorised Attendance	Whole School	95.64%	3.29%	0.98%	FSM	93.8%	5%	1.1%	PPG	92.3%	5.8%	1.8%	SEN	92.2%	4.9%	2.7%
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## 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
Zip Phonics	ReadingWise
Doodle Maths	Doodle Maths
Times Table Rockstars	TT Rockstars
Literacy Counts	Read to Write from Literacy Counts
Maths No Problem	Maths No Problem