

SJF PUPIL PREMIUM STRATEGY STATEMENT

2021 - 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	INFORMATION
School name	<ul style="list-style-type: none"> St John Fisher Primary
Number of pupils in school	<ul style="list-style-type: none"> 211
Proportion (%) of pupil premium eligible pupils	<ul style="list-style-type: none"> 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<ul style="list-style-type: none"> 2021/2022
Date this statement was published	<ul style="list-style-type: none"> December 2021
Date on which it will be reviewed	<ul style="list-style-type: none"> September 2022
Statement authorised by	<ul style="list-style-type: none"> Frank Barrett Headteacher
Pupil premium lead	<ul style="list-style-type: none"> Ivana Hadfield Lead for Inclusion/SENDCo
Governor/Trustee lead	<ul style="list-style-type: none"> John Ball Chair of Governors

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	<ul style="list-style-type: none"> £45,730
Recovery premium funding allocation this academic year	<ul style="list-style-type: none"> £5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<ul style="list-style-type: none"> £0
Pupil premium funding allocation this academic year	<ul style="list-style-type: none"> £51,095
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<ul style="list-style-type: none"> £51,095



PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At St John Fisher we believe all children are equal irrespective of their background or the challenges they face. Our school motto is "Happy, Safe and Loved" and we hope all children feel this through all aspects of our school. We feel despite our children's individual needs, ability or behaviour, they have every opportunity to make good progress in all subjects and also feel well supported in social and emotional needs and wellbeing. This is done through all aspects of school life, high expectations and through the targeted support and effective interventions in place for them. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will always consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers, and those children who are a concern from our internal monitoring. The support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach and the majority of children will have their needs met within the classroom alongside their peers. Teachers work hard to provide all children with the support they need through careful planning including the use of varied teaching techniques, differentiated resources and scaffolding to ensure children can access their learning. Our aim is also to focus on areas in which disadvantaged pupils require the most support. This quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Integral to all our intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also want to focus on supporting the children following the effects of Covid-19, both in their attainment and social and emotional development. Our school has adopted Trauma Informed Schools UK to help support with this, training staff and adopting this as part of the culture within school. Research evidences that this approach to behaviour management and pastoral care makes a difference to children's outcomes. Alongside this we our strategy also includes wider school plans for education recovery, through targeted support with the National Tutoring Programme for those children whose education has been worst affected, including non-disadvantaged pupils. In addition to this, through our internal assessment and monitoring, we ensure we have a system of school based interventions including specific small group interventions and one to one support when needed to close the gap in attainment.

Our aim is to always be responsive to common challenges and individual needs of our children. All of the approaches we have adopted will work together, always keeping our individual children at the core aiming to help them to be the best they can be, prepare them for the next step in their education and more importantly help them to enjoy their learning and the time they have at St John Fisher. All staff are invested in our commitment to our disadvantaged children and we work together, having high expectations and providing this targeted support so they can have every opportunity to be successful in their education.



CHALLENGES

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

- 1 Our monitoring and assessment indicate that reasoning mathematics and grammar, punctuation and spelling, affecting writing outcomes are below that of their peers in some year groups
- 2 Information from Y1 phonics screen check (June 2021) suggest disadvantages children in this cohort are significantly below their peers, this is having an impact on both their reading and writing attainment
- 3 Covid-19 related wellbeing issues- observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially EGPS and phonics (in FS2 and KS)
- 4 From our observations and discussions with the children/families some of our disadvantaged children do not have the means to similar life experiences as their peers.
- 5 Low attendance for specific disadvantaged pupils. % of disadvantaged have been "persistently absent" this is significantly higher than their peers, this has a negative impact on their progress.
- 6 FS2 baseline assessment and observations across FS2 and KS1 have indicated language and communication gaps with specific disadvantaged children in KS1 and FS2





INTENDED OUTCOMES

The outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure success.

INTENDED OUTCOME	SUCCESS CRITERIA
<p>Good or better progress in phonics/reading and GPS from individual starting points, reducing any difference between our disadvantaged pupils and others nationally.</p>	<p>Pupil progress information through assessments, observations and meetings with staff and parents indicate disadvantaged children meeting expected standard. This includes current Y2 success in reading comprehension (by end of 21-22).</p> <p>In other year groups progress of PPG children matching that of other children in Grammar, Spelling and Punctuation.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes by end of 2021-22 show that more than 70% of disadvantaged pupils met the expected standard or higher.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Positive feedback from both parent and children in questionnaires and meetings. Observations from teachers, Learning Mentor and TAs in class, small group interventions and in one to one support.</p> <p>Trauma Informed approach/culture enabling children feel happy and safe and are at their optimal level for concentrating, engaging and learning. This will support children to "catch up" any gaps in their knowledge and understanding.</p> <p>Significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To enrich the life experiences of our disadvantaged children.</p>	<p>Children will receive financial support and access all trips (including residential visits). They will have access to IT support, music lessons and before and after school clubs where necessary.</p>
<p>To achieve and sustain good attendance for disadvantaged pupils.</p>	<p>Sustained higher levels of attendance for disadvantaged pupils with gaps between disadvantaged pupils and peers reduced.</p>
<p>To improve language and communication skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments (NELI) and observations indicate significantly improved oral language and vocabulary among disadvantaged children. This can also be seen in individual children's engagement in lessons and success when working in groups.</p>





ACTIVITY DURING THE 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 (e.g. CPD, recruitment and retention)

Budgeted cost: £48,605

SUPPORT ACTIVITIES UNDERTAKEN	EVIDENCE SUPPORTING OUR APPROACH	CHALLENGES ADDRESSED
<ul style="list-style-type: none"> Assessment and follow-up PPR meetings with all teachers and LMT, reviewing the support pupils receive and the targeted support needed to ensure further progress in Reading, Writing (Including GPS) and Maths. Mastery Maths CPD for all teaching and support staff whole-staff and individual CPD 	<ul style="list-style-type: none"> Data from standardised tests Regular monitoring/coaching/mentoring (with opportunities for colleagues to engage in monitoring activities with LMT/others) Pupil progress tracking and review Effective AP monitoring and cohort action-planning Standardised tests provide data on specific strengths and weaknesses of individual children. 	1, 2
<ul style="list-style-type: none"> RWInc Phonics Training for KS2 TAs by end of 2021-2022 Precision Teach training 	<ul style="list-style-type: none"> Increased number of RWInc. groups and more phonics in KS2 for children with gaps for SEND/PPG children needing more support 	2
<ul style="list-style-type: none"> Moderating writing between year groups, focus on PP children as part of this process. 	<ul style="list-style-type: none"> Staff Meetings, improvement in writing attainment for disadvantaged children-targeted support discussed and implemented from meetings. 	1
<ul style="list-style-type: none"> TIS training ongoing for all staff, the approach will continue to be embedded into all areas of school life x1 member of staff attending termly meetings with support network of schools, developing practice and continued training f staff in school. newly appointed Inclusion & Learning Mentor to attend 10-Day TISUK Diploma training. Outdoor Learning staff Training 	<ul style="list-style-type: none"> Staff trained and school culture improved having a direct impact improving learning outcomes. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Trauma Informed Schools UK Healthy Minds and Mental Health Support Team - Sheffield Children's NHS Foundation Trust (sheffieldchildrens.nhs.uk) Increase learning experiences in day to day teaching, some children have increased learning. 	3, 4, 5, 6
<ul style="list-style-type: none"> Continue NELI training and implementation within FS2 and Y1 	<ul style="list-style-type: none"> Staff able to assess and implement NELI programme 	6





TARGETED ACADEMIC SUPPORT (e.g. tutoring, one-to-one support structured interventions)

ACTIVITIES UNDERTAKEN	EVIDENCE SUPPORTING OUR APPROACH	CHALLENGES ADDRESSED
<p>Small group and 1:1 interventions to improve spelling and reading. IT programme purchased, disadvantaged children to access both at home and in school. (Birmingham toolkit to support assessment)</p> <p>Maths pre-teach/Spotlight sessions</p> <p>Additional Phonics sessions targeted at disadvantaged children. Increasing this within KS2.</p>	<p>Small group and focussed support on specific gaps using support of Birmingham Tool Kit and interventions to support- this focussed input on identified gaps for individual children will help accelerate their learning and this will be evidenced at assessment points and during day to day teaching.</p> <p>Frequent and consistent targeted phonics interventions are effective and have a positive impact on childrens overall reading attainment.</p>	<p>1, 2</p>
<p>Small group and 1:1 Language Interventions at FS2 and Year 1. (NELI)</p> <p>To improve speaking and listening including vocabulary skills for disadvantaged children.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>This is due to start from 10/1/21</p>	<p>1, 2</p>





WIDER STRATEGIES (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: **£2,490**

ACTIVITIES UNDERTAKEN	EVIDENCE SUPPORTING OUR APPROACH	CHALLENGES ADDRESSED
<p>Implementation of Trauma Informed Schools training and culture at SJF.</p> <p>Developing Healthy Minds school initiative.</p> <p>Learning Mentor 1:1 and small group Zones of Regulation sessions, Lego Therapy and Mighty Minds Sessions supporting wellbeing and improving mental health for individual children.</p>	<p>Disadvantaged children needing this additional nurture support and specific interventions (Mighty Minds, Zones, Lego Therapy) improving socially and emotionally will increase their readiness to learn and progress which will impact them positively in the long term.</p>	<p>3,5,6,1,2</p>
<p>Learning Mentor monitors attendance and works closely with other agencies so we can offer the support needed for parents, which lead to increase in attendance.</p> <p>Learning Mentor/SENDCo supporting parents to access MAST services</p>	<p>Engaging with families, giving support and advice will reduce levels of absence and persistent absence.</p>	<p>5,4,3</p>
<p>Support for school trips/residential visits, resources (e.g. KS2 Revision books), IT support when needed, music lessons, before and after school club support.</p>	<p>To ensure disadvantaged children have the opportunity to access the same activities to those of their peers ensuring they have a range of additional life experiences.</p>	<p>4</p>

Total budgeted cost: £51,095

