

# Pupil Premium Strategy Statement

## 2020-2023

St John the Baptist RC Primary, Burnley



1. Contextual information:		
1. Pupil Premium Lead: Mrs H Bibby	6. PP allocation: £105,720	11. Overall progress: R -1.6; W 0; M -0.8
2. Governor Lead: Mr M Mulrooney	7. Total no. of pupils in school: 235	12. DP progress: R -4.1; W -1.1; M -1.3
3. Statement authorised by: Mrs S Price	8. % of DP: 29.3% (43% are girls, 57% are boys)	13. Overall achievement: R 75%; W 78%; M 78%; comb 72%
4. Publish date: 10.11.20	9. Whole-school attendance: 96.2% PA 5.4%	H/S: R 19%; W 19%; M 22%; comb 6%
5. Review date: 10.11.21	10. DP attendance:	14. DP achievement: R 46%; W 62%; M 62%; comb 38%
		H/S: R 8%; W 8%; M 15%; comb 0%
		15. PSC: whole-school: 90%; DP:

2. Aims:	
1	To support pupil's social, emotional and behaviour needs on their return to school.
2	To identify barriers to learning as soon as possible and provide immediate corrective intervention.
3	High quality first teaching to enable pupils to catch up.
4	To reduce absenteeism in identified groups.
5	To increase interest and raise aspirations for the future in order to prepare for success in next steps.

3. Barriers to learning:	
1.	The negative impact school closure has had on DP children and their families.
2.	A high number of DP pupils at St John's have additional needs (22/33 pupils on SEND register are DP), 32% of DP are SEND pupils, 50% EHCP are DP
3.	A significant number of DP children in Yr 2 and LKS2 have limited basic skills.
4.	Persistent absenteeism – 6% of DP girls are PA. 0% of DP boys are PA. 31% of PA children (4 children) are DP girls and all are girls.

4. Teaching Priorities			
Priority	Activity	Intended outcome	Evaluation
1. Additional needs of DP are identified early and addressed in order for them to make better progress in	Staff training – high quality first teaching, use of TAs, Inclusive Classrooms (£1,800) Engage high quality services eg Associate SENDCo, Acorn EP Services, Lancs Maths Support Team. (£8,500)	Precise diagnosis of gaps in learning leads to more informed teaching and improved progress.	DP pupils needs are identified earlier and intervention put in place . DP pupils still make up the largest proportion of SEN register ,

Reading, Writing and Maths and to reach expected standard in PSC.	Regular review of provision, progress and tracking of pupils. (£0) High quality interventions and equipment: IDL, WordsFirst etc & training (£2,550)	National average standards are achieved in PSC.	however interventions have narrowed the gap between PPG and non PPG. As needs have been highlighted earlier, needs addressed earlier. <b>PSC</b> 2022-73% Nat 75 2023 -82 Nat 81
2. Improve progress of DP boys in LKS2 & Year 1	Effective deployment of pastoral and support staff to meet identified needs. (£12,000) Mastery approach to Maths in all year groups – training and resources as required. (£650)	Children in identified groups make better progress.	Maths Mastery resources Purchased for Y1, Y2,Y3,Y4 and Y5.Y6 published 2024 R 2025 Maths achievement of PPG pupils in Y1 and Lower KS 2 has increased
3. Improve progress in Reading at the end of KS2 assessments	Explicit teaching of reading skills each week. (£0) Audit current books and make additional purchases. (£750) Subscription to School Library Service including Library and Museums Loan Service (£695) Introduce whole-school Reading Challenge. (£125) Improve School Libraries and develop new intervention areas. (£1,250)	Children are more engaged with reading and as a result make improved progress.	Reading at the End of KS 2 2022 -80% 2023 86 % of pupils have achieved at least 1 award ion the Reading Challenge School Libraries are improved and well used ( see timetable and Pupil Voice)
<b>Total spending:</b>	£28,320.00		

5. Targeted Academic Support Priorities			
Priority	Activity	Intended outcome	Evaluation
1. Identify which pupils who have been most affected by the pandemic	Weekly PSHE sessions and additional when needed (£0) Class sessions with Learning Mentor (£6,200) Weekly Pastoral Team Meetings (£0) Weekly phone calls – Family Liaison Manager to identified families (£500)	TAs work closely with CTs to supplement and extend their work and pupils catch up on their learning. TAs are used effectively to promote progress, particularly in reading.	Most pupils have successfully returned to school and are well settled . Pupils and families most affected by the pandemic have been identified and appropriate support in place . Provision Map in place and reviewed each term so support relevant and timely .
2. Tailor programmes of support	Provision Map in place to be reviewed half-termly. (£0) Effective deployment of TAs and training for all. (£12,550) Appropriate resources to be purchased. (£5,000) Develop new intervention areas. (£1,800)		

3. Engage children in effective reading intervention in order to improve progress	See actions above (£4,000)		See above
<b>Total spending:</b>	£30,050.00		

6. Wider Strategies			
Priority	Activity	Intended outcome	Evaluation
1. Address the negative impact school closure has had on children and their families	Strict timetables in place. (£0) Rigorous, robust Risk Assessments in place. (£0) Affected children quickly identified, suitable timely support put in place. (£20,000) Make remote-learning accessible for our families. (£2,500) Engage with outside agencies for tailored support -Youth Sport Trust, Red Cross, Dogs Trust etc. (£500)	Restore vital learning routines to ensure pupils have the best chance of success. Pupils are supported in reconnecting with their peers and re-establishing positive learning behaviours.	Remote learning in place and used successfully Outside agencies used for tailored support eg ECAS Red Cross
2. Promote effective home-school engagement	Improve communication. (£700) Promote effective home-school engagement eg Twitter, ParentPay, use of Family Liaison Manager. (£5,000)	Communication with families is made easier meaning that families trust our approaches and support strategies in place for learning and well-being.	Home school communication improved PTFA re-established Parent Pay used effectively
3. Deploy pastoral staff for effective social and emotional support	2-weekly additional Circle Time with Learning Mentor. (£4,000) Pastoral Provision Map to be in place and reviewed half-termly. (£0) C-POMS to be used for behaviour monitoring. (£650) Family Liaison Manager and Associate SENDCo for extra CAF admin. (£1,150) Additional family support - uniform provision, Breakfast Club & ASC. (£750) Pupil Mentor full timetables of support. (£11,000)	New barriers to success are reduced and children are monitored closely. Children with additional behaviour needs are supported.	Behaviour incidents are now logged on CPOMS CAF replaced by Early Help and has been used successfully to support families. Families have been supported in a variety of practical ways since the pandemic. Pupil mentor has full timetable of support.
4. Decrease persistence absenteeism in identified groups	PAST support to be used effectively. (£0) Weekly attendance review. (£0) Same day response – led by Family Liaison Manager. (£0) Specific intervention programmes (eg Sisters to target DP girls). (£1,100) Covid-19 concerns addressed via rigorous risk assessment. (£0) DSL to liaise closely with outside agencies. (£0)	Attendance improves for all DP pupils, particularly girls with historic PA.	Weekly attendance meeting ensures leaders have clear picture of attendance issues. 41 Pupils (19.4%)are PA ( 11due to unauthorised holidays )This is less than national average 22%. DP girls attendance has improved but is still worse than DP boys.

			DSL has worked well with other agencies including CSC CFW to improve attendance of some targeted families.
<b>Total spending:</b>	£47,350.00		