**St John Vianney Pupil Premium Strategy Statement 2020-21**

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| **Summary Statement** | | | |
| **School** | **St John Vianney RC School** | | |
| **Academic Year** | 2020-21 | **Total PP Budget** | **£85 580** |
| **Total Number of Pupils**  (Pupil numbers change marginally throughout the year due to the transient nature of SJV School) | 117 | **Total Number of Pupils eligible for Pupil Premium** | 48 x £955 =£45 840  18 x £1345 =£24 210  2 x £1655 2 x £1265  1 x £310  4 x £2345  73 pupils = 62% |

Striving to achieve excellence is at the heart of all of our work, ensuring that the children and young people of SJV receive the very best possible learning opportunities to help them reach their full potential. The school strives to ensure that this happens through consistent, robust, yet creative and innovative practice. Lessons across SJV are purposeful, personalised and enjoyable. Experienced teachers, small class groups and a committed team of support staff all help the children feel valued, secure and motivated to learn. The SLT role model our expectations and set the highest standards through profile and presence.

The School’s Pupil Premium strategy is based upon providing a broad, balanced and relevant curriculum, which is differentiated to meet each C&YP’s holistic needs. We recognise that not only will all children who receive free school meals be socially disadvantaged; there may be children who are socially disadvantaged but have not/are unable to register for free school meals. Pupil Premium funding is therefore used strategically and holistically to support C&YP in key school areas, whilst ensuring that their wider progress is monitored, challenged and supported accordingly.

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| **Barriers to Educational Achievement at SJV** |
| At SJV, we recognise that there are many barriers to educational achievement that all of our pupils, as well as those in receipt of Pupil Premium face. Many of these barriers relate to specific Special Educational Need, physical barriers, economic hardship, social and emotional wellbeing, limited life experiences outside of school, Communication and Language difficulties and developing effective and sustained home/school links.   * All pupils eligible for the Pupil Premium at SJV have an Education, Health and Care Plan, which is reviewed annually as part of the EHCP review process. The SEN department of each LEA work in collaboration with school to ensure individual pupils access the most appropriate provision. (B1) * All pupils have complex learning needs and have had varied experiences dependent on their background. Each individual pupil has unique circumstances, but many have significant difficulties with social interaction and communication, which presents as a significant barrier to learning at SJV. (B2) * Pupil’s potential disengagement with school based learning and specifically reading and writing due to specific learning difficulties present as a barrier to attainment. The school has a significant number of children with limited emotional resilience and low self-esteem – impacting on their motivation and level of engagement during lessons. (B3) * Limited language processing and comprehension skills – impacting on all areas of learning. (B4) * Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond SJV. (B5) * Pupil’s vulnerability when faced with complex social dilemmas, such as the use of social media, present as a barrier. Pupil’s social and emotional well-being is of vital importance to staff to ensure safety and engagement; a potential barrier to future attainment if not addressed. (B6) * High levels of attendance and punctuality are crucial for continued progress, but could present as a barrier due to difficult family circumstances/family engagement with school. The diverse range of need encourages teachers to be dynamic and flexible with their support. Collaborative working with families is essential to ensure that all staff can fully address the individual need of each pupil; this is reliant on parental engagement throughout pupil time at SJV. Missed educational opportunities through pandemic lockdown, absence from class or prior schooling due to behavioural or emotional difficulties is a significant barrier. (B7) * Social, emotional, mental health and complex needs, including attachment – impacting on their ability to be learning ready. (B8) * Lack of access to good morning routines, access to appropriate school uniform and healthy breakfast for some pupils - impacting on attitude, focus and concentration levels during lessons. (B9) * PP C &YP often don’t have the finances to access a range of educational experiences/opportunities. (B10) |

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| **How we intend to address these barriers** |
| * Special Educational Needs - we aim to provide each pupil a range of broad and balanced experiences and targeted interventions both in and outside of school, so that there continues to be no gaps in progress between pupils in receipt of the Pupil Premium in relation to the rest of the school’s population. Class teachers and Key Stage Coordinators target specific interventions for those who need activities to support their SEN through the PP personal spend managed by the PP Coordinator. * Physical Barriers – highly trained staff; therapists and specialists who are supported by multi agency teams aim to break down any physical barriers there may be that prevent children from making progress. * Social and Emotional Wellbeing – specific activities developed for PP children and young people will be planned for to support motivation and engagement to school learning. These will include a range of external events and residential opportunities, where any barriers can be further addressed. Pupils in receipt of the Pupil Premium will receive breakfast in school each day and free uniform. In support of C&YP with EWB needs the school may provide additional provision e.g. music and art therapy and hydrotherapy. * Effective Home/School Links will be established– the Family Support Liaison Officer will lead a clear vision of how they can support those families who have individual support requirements, which will ensure that these barriers are addressed.   **The planned expenditure is outlined below and will be reviewed and evaluated at the end of the current academic year eg summer 2021** |

**Our Pupil Premium Action Plan 2020-2021**

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| **Pupil Premium used for** | **Allocated Funding (£)** | **Summary of intervention/Action** | **Intended Outcomes**  **(linked to barriers)** | **How we will monitor this?** | **Actual Impact – what did we achieve?** |
| **Pupil Premium Coordinator** | **£2833** | To ensure the effective leadership of the whole school strategy a PP Coordinator has been appointed on a teaching and learning responsibility (TLR). The role ensures we have a PP champion in school, who can manage the PP budget to ensure it is making a difference where it is intended. The PP Coordinator works with Class teachers to secure a plan for a significant proportion of the fund for each individual child on the PP register. | * A particular focus is given to managing a proportion of the fund, which is led by the PP Coordinator. All outcomes identified will be affected by this role.   ***(All)*** | Annual Action Plan for the PP Coordinator  Personal action plan for individuals on register.  Purchases made for individual Pupil Premium C&YP  PP Governor support/reports |  |
| **Family Liaison Officer** | **£15 000** | The Family Liaison Officer will work specifically with families of pupils on the PP register to improve punctuality, attendance and persistent absence of children. They will also work to support families in need of early help and identify personalised support.  PP families will be targeted for our training courses; ‘Riding the Rapids’ and ‘the Teenage Years’, providing support and strategies for families with SEND children. Additional ‘City in the Community’ programmes will be signposted to parents and carers of PP children. | * Improved attendance, reduction in PA’s on previous years . * Improved parent/school engagement with improvements in general school progress and wider welfare. * Improved engagement with school, with improved parental attendance at events and school meetings   *(B5/7/9)* | Attendance register tracking/interventions  Parental voice questionnaires  Attendance at events and parent evenings  Number of PP families on Courses |  |
| **Pupil Support Manager** | **£12 500** | The Pupil Support Manager will focus part of her weekly work in supporting C&YP on the PP register in developing behaviour strategies, which will impact positively on their engagement and attendance in lessons, improving behaviour across the school. Specific support will be identified to targeted children to provide mentoring support where required and facilitation of a whole school reward programme, which will allow PP C&YP access to appropriate positive reinforcement and reward. | * Improved attendance in lessons and at school * Improved behaviour * Enhanced self-esteem, motivation and engagement   ***(B3/5/6/7)*** | Attendance tracking  Reduction in exclusions  SIMs behaviour analysis  Learner mentor support activity |  |
| **Educational Visits** | **£5000** | Critical to the learning at SJV is the opportunity to contextualise the skills and knowledge found in the curriculum, beyond the school day. The school is proud of the opportunity it provides to enrich the curriculum and to further extend learner knowledge of the world around them. Children on the PP register are not always able to make the financial contribution to access these activities. Funding set aside for every child on the register, will ensure these trips and other events can be organised, securing full access for every child. This will allow all children to attend educational trips and other enrichment activities, particularly activities they would not usually experience. | * Improved attendance at   school and in lessons   * Enhanced confidence,   Self-esteem and independence  in learners   * Engagement in school   enrichment and improved  aspirations  ***(B3/5)*** | Attendance tracking  Behaviour analysis  Pupil Voice Questionnaires  Curriculum review |  |
| **Residential Experiences** | £16 000 | Annually the School organises residential learning experiences for all children and young people. Last year, only the Bendrigg residential for KS3 pupils was accessed, because of the pandemic enforced shutdown. Typically, KS2 attend a residential at the Children’s Adventure Farm Trust (CAFT). KS3 attend Bendrigg in South Lakes and KS4 attend the Calvert Trust in Keswick. Our KS5 group have a residential as part of their National Citizen Service or a bespoke PGL residential in North Wales. These opportunities for many are pivotal experiences in providing and developing life skills, team working skills, resilience and independence. The school uses PP funding for each child on the register to access the programme of activity at each residential centre on an annual basis. | * Increased and engagement at school * Enhanced curricular opportunities to bring learning to life and develop skills for life * Building esteem, confidence and a team approach to learning * Enhanced social development   ***(B3/5/8)*** | Attendance and behaviour tracking Measuring benefits of each residential by group Leader- visit evaluations  Pupil Voice feedback |  |
| Specific School activities for PP funded learners | £5000 | Some funding has been allocated to the PP Coordinator who will work with subject staff to create a range of activities bringing in external agencies to enhance subject specific learning. These will be specifically focused on C&YP on the PP register to provide alternative methods of bringing subject matter to life. Last year we had ‘deep learning days’; brought in drama production companies and a renowned Manchester Poet, Mike Garry and author Frank Cottrell-Boyce to develop our whole school literacy strategy. This year we are again planning to enhance the school’s literacy provision by arranging specific days utilising poet and literacy workshops for our PP children to access. | * Literacy improvements in learners * Engagement in subjects and improved behaviour * Wider subject interest and a love of learning   ***(B3/4/6)*** | SOLAR tracking  SIMs  Pupil Voice  Staff Voice |  |
| Breakfast Club | £9000 | Many learners on the PP register are from vulnerable families and have lengthy journeys on transport to school each day. This often means that they do not have access to appropriate nutrition at the start of the day. The school has set up a breakfast club and uses PP funding to provide a nutritional breakfast to every PP learner in school. This is accessed as they arrive off transport at the start of each school day. In September 2020 we will provide breakfasts for children in their hubs. | * Improved attitudes to school * Better engagement in lessons * Reduced incidents of poor behaviour * Accelerated individual learner progress   ***(B9)*** | Staff and learner Voice  SIMs and attendance tracking  SOLAR pupil assessment monitoring |  |
| Uniform and PE kit/ Equipment | £4940 | Some learners on the PP register do not have access to uniform and PE kit at the start of each academic year. All Parents of PP children will be able to access PE kit and School uniform items to ensure their child is ‘school ready’. At the start of the academic year, the Admin team contact the parents and carers of PP pupils and arrange the purchase of new uniforms and PE kit, distributing prior to the start of term. Where a child may need school shoes, bags or trainers parents will be directed to the personal spend provided for each individual child, managed by the PP coordinator. | * School ready C&YP * Improved attendance and engagement in school * Accelerated achievement and progress * Improved behaviour * Self-esteem and confidence in C&YP   ***(B9)*** | Admin ordering and tracking records  SIMs tracking re Behaviour  SOLAR tracking re Attainment and Progress |  |
| Rewards for PP attendance | £1000 | The PP coordinator has requested funding to set up a termly attendance reward programme for PP pupils. The funding will be used to establish a competitive scheme to reward termly, the best improving attenders on the PP register in each Key Stage. | * Improved attendance, access and achievement educational activity * Engagement in lessons * Improved behaviour   **(B3/7)** | Attendance tracking and monitoring  SIMs behaviour tracking |  |
| Personal Spend | £11 700 | Individually we have allocated a significant part of the PP fund to be distributed to meet the individual needs of each pupil. The PP coordinator, in liaison with the child’s Class teacher and the SENDCo will identify resources and activities, which will make the best difference to each child and this spend will then be planned for by the PP Coordinator.  Spending may include but is not limited to-   * Personalised Learning resources * SEND resources * ICT * Uniform/Kit/equipment * Access to specialist provision eg therapy * 121 intervention | The focus of all Personal PP spend is to make a difference individually to a child’s needs. One, some or all of the barriers to Educational Achievement we hope will be addressed by this part of the plan.  ***(All)*** | Personal spend tracker and impact assessment, undertaken by the PP Coordinator, reflected in the EHCP review |  |