

Pupil Premium & Recovery Strategy Statement 2021-2024

School overview

Metric	Data
School name	St John Fisher RC Primary, Merton
Pupils in school	439
Proportion of disadvantaged pupils	11% - 47 pupils
Pupil premium allocation this academic year	£63,215 Pupil Premium Grant £4,815 Recovery Grant
Academic year or years covered by statement	2021-2022
Publish date	November 2021
Review date	September 2021
Statement authorised by	Janine Kenna
Pupil premium lead	Interim – Claire Ellerker
Governor lead	Therese Lord

Disadvantaged pupil progress scores for last academic year

Measure correspondent	Score
Reading	N/A – no national tests 2021 (2019 +0.3)
Writing	N/A – no national tests 2021. (2019 -3.1)
Maths	N/A – no national tests 2021 (2019 +0.7)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60% - by July 2022
Achieving high standard at KS2	20% - by 2022

Measure	Activity
Priority 1	Fully embed TfW across the school including implementation across the curriculum. Develop TfR.
Priority 2	Continue work with Maths Hub to embed maths mastery approach across all year groups, including 'Mastering Numbers' in Rec-Yr 2.
Priority 3	To continue CPD around implementation of Rosenshine's Principles of Instruction.
Barriers to learning these priorities address	Strengthened teacher subject knowledge and pedagogical skill.
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase PP pupils progress from +0.3 to +1 (non SEN/PP)	July 2022
Progress in Writing	Increase PP pupils progress from -3.1 to national average 0 (non SEN/PP)	July 2022
Progress in Mathematics	Increase PP pupils progress from +0.7 to +1.2 (non SEN/PP)	July 2022
Phonics	PP pupils to achieve national benchmark in PSC	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Implementation of the Nuffield Early Language Intervention <i>subject to disruption due to Covid and restricted attendance.</i>
Priority 2	1:3 Recovery support by teachers and TAs Provide support with resources – CGP books
Barriers to learning these priorities address	1. Weak oral language and early literacy skills as identified in reception pupils. 2. Identified gaps in prior knowledge and skills preventing access to new learning.
Projected spending	1. £4,500 for training cover 2. £4,815 Recovery grant – tutoring £6,000 tuition and targeted groups

Wider strategies for current academic year

Measure	Activity
Priority 1	Use of Jigsaw4U home school links worker to target social and emotional support where pupils are identified as in need.
Priority 2	Use of ELSA trained TAs to provide support for identified pupils. Experience and well qualified TA appointed as support for the SEN department.
Priority 3	To increase uptake of extra-curricular clubs and activities by disadvantaged pupils, including

	swimming, music lessons and attendance on school trips and residential.
Barriers to learning these priorities address	Emotional needs leading to increased vulnerability and/or limiting pupils' ability to fully access learning opportunities.
Projected spending	<ol style="list-style-type: none"> 1. £11,000 J4U 2. £20,000 SENTA & £1,500 ELSA TA x two afternoons 3. Clubs £3,600; Swimming £2,040; Music £1,436; Trips £470; Residential £2,420

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Consistency of implementation due to self- isolation and restricted attendance	<p>TfW and MM are appropriately adapted for remote learning. 1:1 tutoring and NELI will be implemented when full attendance is resumed.</p> <p>ELSA and Jigsaw4U continue to be provided during restricted attendance. Regular calls made by ELSA support staff.</p>
Targeted support		
Wider strategies		

Review: last year's aims and outcomes

Aim	Outcome
Reduction of attainment gap between PP and non PP pupils from -11pp in July 2019 (national = -19pp)	No data for July 2021 due to partial school closure.
Maintenance of broadly similar attendance rates between PP and non PP pupils.	Achieved.
PP pupils to have access to full range of clubs, trips and extra-curricular classes.	<p>2018-19 50% of PP pupils took up extra-curricular opportunities.</p> <p>2019-20 - 31% of PP pupils took up extra-curricular opportunities.</p> <p>2020-21 - clubs only open for 5 weeks 10% of PP pupils took up extra-curricular opportunities.</p> <p>Numbers are dropping - this needs to be promoted when schools are operating fully again.</p>