

Pupil Premium Strategy Statement: St Joseph's Catholic Primary School

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2019/20	Total PP budget	72400	Date of most recent PP Review	Sept 2019
Total number of pupils	353	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<i>Pupils eligible for PP – St Joseph's 2019</i>	<i>Pupils not eligible for PP (St Joseph's 2019)</i>
% of pupils achieving the expected standard in reading, writing and maths	17%	67%
reading progress score	-0.7	1.4
writing progress score	-8.3	-2.5
maths progress score	-3.6	-1.4

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	Many pupils eligible for pupil premium also have other factors such as SEND, EAL and issues associated with the adoption process
C.	Motivation and confidence issues where pupils have a low expectation of themselves.
D.	Many pupils have emotional difficulties/including language delay resulting from differing circumstances.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A	Many pupils eligible for pupil premium have difficulties with attendance and punctuality.
B	Issues relating to Parental engagement in school and learning, which for some pupils has a negative impact on progress and attainment.
C	Many pupils have limited access to technology/resources to complete online homework

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication. PP pupils have a greater confidence and self-belief.
B.	All pupils eligible for PP will make at least expected or better than expected progress.	Pupils eligible for PP make as much progress as 'other' pupils at the same starting points, by the end of a Key Stage in maths, reading and writing. As measured by the National end of key stage test and teacher assessments.
C.	Close the gap between PP and Non PP pupils	PP pupils make accelerated progress to narrow the gap

5. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To secure high quality writing by using a plethora of strategies to prepare children to be immersed in the experience before writing.	Work with English Lead to provide training for all staff in Storytelling Schools approach to writing.	PP eligible pupils have lower oral skills and have less exposure to the spoken language and an increased vocabulary. Increased focus to develop the skills to speak confidently in a variety of arenas, with an impact in writing across the curriculum.	Focussed staff INSET time to introduce to new staff and develop teachers' skills. Follow-up team sessions to embed in school.	LM / SLT	July 2020
B. Improve knowledge of SPaG and Phonics and the implementation of this in writing	Peer observations to further develop good practice for all staff, leading and supporting phonics and staff	Phonic screening results have remained consistent, but needs further embedding.	Monitor phonics and SPaG through learning walks, book scrutiny. Feedback from staff on peer observations- share good practice Monitor data from regular phonic assessments	DB / LM	April 2020

C. Raise the attainment of middle attaining children to remain at least expected in Reading, Writing and Maths.	Teaching focuses on providing purposeful opportunities for extended and meaningful writing in subjects across the curriculum.	OFSTED July 2017 identified continuing to raise the attainment of HA children. Increase of children achieving the combined in RWM from 2017 to 2018	Focused staff meeting time to train staff in use of Accelerated Reader.	LM	Termly
	Develop the use of Accelerated Reader (AR) is a reading management and to foster independent reading. With books that match pupils needs and interests. EEF research shows 5+ months progress. Develop concrete, pictorial and abstract methods in maths.	Experienced teachers are focused on various levels of challenge in all curriculum areas, according to children's ability.	Focused staff meeting time to develop staff knowledge of concrete, pictorial and abstract methods in maths. PIXL conferences to support teachers across the school.	AF	Termly
D. Embed the learning behaviours for self-growth and self-reflection	Rainbow learning awards introduced and certificates awarded in celebration assembly. Purchase stickers to award Learning behaviours seen in books.	Learning Walks and observations have identified that children can be reticent to take risks and accurately reflect on their learning.	Focus on our marking guidelines for self and peer assessment Focus at weekly assemblies Ensure that staff refer to learning characteristics in lessons and feedback in books..	All staff	Termly
Total budgeted cost					35,000.00

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve achievement of pupils at risk of falling below ARE.	PiXL Primary interventions; led by experienced teachers and TAs.	<p>PiXL Primary and PiXL 1 provides support for identifying children in both Key Stages and their specific needs as well as focussed intervention materials.</p> <p>Using experienced teachers will ensure children are well supported and received good quality teaching during groups.</p>	<p>Dedicated Raising Standards Lead to focus on PiXL.</p> <p>Key Staff released to attend conferences and training.</p> <p>Protected timetable for interventions.</p> <p>Termly meeting with PiXL associate to maintain focus on identified children.</p> <p>Target some pupils for individual tuition</p>	TOK/KF	Half Termly
B. Improve achievement of children below ARE in reading.	<p>Better Reading in Primary intervention continuing for identified children.</p> <p>Better Reading in Primary strategies applied in all reading lessons individual and group.</p>	Impact of BRP in previous years has been excellent (6-9 months progress in 10weeks) and improvement sustained.	<p>Additional adults deployed to support targeted Reading with groups.</p> <p>Protected timetable for intervention.</p> <p>Experienced, well-trained TAs leading BRP sessions</p> <p>SENDCo leading intervention.</p>	KF	Termly
C. Improve achievement of children below ARE in mathematics.	Targeted interventions to support children falling below ARE.	Children with gaps in number skills have been identified as falling below ARE compared to peers who are more secure in number skills. These maths interventions have demonstrated good impact in previous years.	<p>Class Teachers plan and direct intervention groups during maths lessons.</p> <p>Experienced TAs leading groups.</p> <p>SENDCo overseeing and tracking progress.</p>	KF	Half Termly

D. Improve language and communication	Interventions to ensure rapid progress in communication and language.	EEF Toolkit identifies oral language interventions as having high impact for relatively low cost. Screening materials enable support to be targeted quickly and effectively.	All Reception children screened with Language Link by October half-term. Interventions – Language Link Reception / KS1 SALT interventions for identified children. Children re screened to measure progress	KF	July 2020
E. Teachers better able to meet the needs of children.	Purchase additional time with the Educational Psychologist	Children identified as having other barriers to their learning.	Identified children seen by Educational Psychologist. Recommended strategies implemented.	KF	April 2020
F. To improve access to wider educational experiences for	Music tuition and after school clubs offered to PP pupils and financially supported	To provide rich and varied opportunities for cultural experiences and high quality arts, a higher focus on	Target specific pupils for music lessons Target specific pupils for clubs	CL/KF	Termly
G. Parental support and engagement	Parents to be given support and strategies to enhance the learning for their children at	A greater repertoire of vocabulary enables pupils to communicate clearly and develop the written word.	Parental workshops to share teaching strategies used within the school	CL/POK/KF	Termly
Total budgeted cost					£27,000.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved emotional and social well-being for	Seasons for Growth/ Mind to be Kind, Emotional and Social	Research including, EEF Toolkit, identifies social and emotional learning has moderate impact for moderate	Monitoring of pupils' wellbeing before and after strategies.	KF	Termly

children.	programmes for identified children. Introduce school dog	cost. In previous years, these strategies have supported children's well-being and enabled them to achieve well.	Engaging parents to support children as they participate in programmes. Staff training for issues regarding post adoption children.		
B. Pupils attendance and punctuality monitored and rewarded.	Dedicated time to track and monitor	Tracking and monitoring has shown that pupils with PP funding have lower attendance figures	Regular attendance meetings Letters sent to follow up tracking and monitoring Assembly to reward good attendance Reward certificates and books	CL	Half termly
C. Rapid identification of next steps and children falling below ARE.	Teachers using data and gaps analysis toolkits to identify those at risk of falling below ARE.	Identifying children at risk of falling below ARE quickly, is key to filling gaps and supporting children to make accelerated progress.	Moderation time for teachers' to confirm judgements on assessment. Regular SLT monitoring of use of assessment information through PPMs termly. Develop the use of formative assessment using Insight tracking. Moderations with other schools locally, Catholic Partnership and Nationally through PiXL association.	KF	Termly
D. Children make a smooth transition to secondary school.	Targeted, bespoke Support for children eligible for PP led by transition support group (627)	Research including, EEF Toolkit, identifies social and emotional learning has moderate impact for moderate cost. Experience in previous years has demonstrated this group have a positive impact on PP eligible children's transition.	Spring and Summer Term transition projects and focussed sessions for identified children. Y6 teachers liaising with 627 and leading programme of sessions.	Y6 teachers	July 2020
F. Access to educational visits for all	To ensure that all children are able to attend the residential visits and other	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager	AR	April 2020

	curricular events.				
G. To support families with financial difficulties to ensure they are prepared for their day at school.	To ensure that all children are prepared and can access the curriculum	School uniform purchases or after school club participation. Clubs, uniform, to be paid for from PP budget.	Parents will feel supported by the school, their children will be fully included and not disadvantaged in any way by economic hardship. PP meetings to discuss the payment options, families to express an interest in clubs, communication lines kept open about economic hardship.	SLT	July 2020
H: Good attendance rate of parents at parents' evenings, Curriculum workshops and other school events.	Emphasis on ensuring the 'hard to reach' parents attend important meetings regarding their children.	Research shows that parental support is the most important factor in children making good progress and being successful.	Personal phone calls to parents where they have not responded to letters about Parents' Evenings. Alternative appointment times offered if appropriate.	Class teachers	Parents' Evenings dates – October and Feb
I: Ensure PP Children are engaged in all aspects of school life.	Subsidising cost of visits. Targeted support for after school activities. Lucky Lunch	Children are able to be part of all school activities. Pupil question.	Monitoring take up of activities	KF	
J. Improve opportunities for PP children, both inside and outside school.	Book Clubs and Homework Club Greater engagement of families e.g attendance at parent workshops	Children are able to experience a wide range of personal and social achievements	Monitoring children's sheet.	KF	
Total budgeted cost					10,000.00

Review

Due to the Covid-19 Pandemic a measure impact in relation to previous academic year could not be obtained. These aspects have been incorporated into the strategy for next academic year.

All staff attended an INSET in the Autumn term to further develop the storytelling schools' approach to teach writing. Staff new to the school were released for a day to see the teaching strategies in action.

Staff were released to observe each other teaching phonics. This enabled staff to support each other and share good practice.

Transport issues have prevented some PP pupils from being able to get to school and on time. Transport was provided for these pupils in order to ensure that they could access a full day of learning at school.

School trips, including residential were subsidised for PP pupils, ensuring that they developed the independent and life skills required to move on to a new year group.

627 targeted groups supported a targeted group of vulnerable Year 6 pupils to be successful through the transition into secondary school. This continued remotely during lockdown.

Targeted interventions for emotional and social support such as Seasons for Growth, social skills programmes, new starters programme have enabled children to be resilient, develop social skills and coping skills in situations of change.

Children have been able to access after school clubs to develop their interests.

Uniform and equipment provided for PP pupils enables them to develop their sense of belonging and self-worth.

Parents have been followed up if unable to make a parent meeting and alternative arrangements made. Drop in session are available every Wednesday after school. Hard to reach parents have been targeted to attend workshops in order to support their child's learning. This has led to increased attendance for this group at these events.

Extending the contract and funding additional hours with the school Educational Psychologist has enabled children's learning needs / barriers to learning to be identified quickly, ensured that where applicable application for additional support have been made (EHCP applications need EP support), parental understanding of needs is enhanced and teachers are advised on teaching approaches to best meet individual needs and hence facilitate progress for all. Due to Covid-19 the EP was unable to deliver planned INSET for staff. This will happen next year.

Many PP pupils have multiple needs which have been supported through numerous strands (SEN, Family support, Travelling community and attendance).