

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

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2020/21	Total PP budget	74,870	Date of most recent PP Review	Sept 2020
Total number of pupils	349	Number of pupils eligible for PP	52	Date for next internal review of this strategy	July 2021

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

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.

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.	Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels of pupil premium compared to other pupils.
B.	Oral language skills are lower for pupils eligible for PP than for other pupils. This potentially hinders reading, writing and phonics attainment in reception and KS1.
C.	Many pupils eligible for pupil premium also have other factors such as SEND, EAL and issues associated with the adoption process.
D.	Motivation and confidence issues where pupils have a low expectation of themselves.
E.	Many pupils have emotional difficulties/including language delay resulting from differing circumstances.

September 2020

External barriers *(issues which also require action outside school, such as low attendance rates)*

A	COVID 19 impact on attainment and wellbeing of pupils and their families <ul style="list-style-type: none">• Reduction in preschool impact on FS attainment• Disruption to face to face teaching – online and welfare checks took place
B	Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding may be below age-related expectation.
C	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.
D	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.
D.	Children make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult.	Reading outcomes will be in line with national average of all pupils. Phonics screening test scores will be at least in line with national average.

5. Planned expenditure					
Academic year	2020/21				
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?
Through the recovery curriculum, ensuring that our disadvantaged pupils reconnect with their learning skills and make at least good progress.	Deployment of staff to support pupils. To carefully use the data and pupil progress meetings to track Pupil Premium children and ensure progress is being made.	All children settled back in school. Gaps identified through assessment. Interventions delivered and children re assessed for impact.	Monitoring Pupil Progress meetings	TOK	Termly
Ensure all pupils have access to quality first teaching, which is delivered through a broad and balanced curriculum.	Subject leaders to attend appropriate training and disseminate information in designated staff meetings. PIXL assessments completed termly and information is used to inform planning. Teachers to use gap analysis to ensure pupils gaps in learning are identified and addressed. Dedicated CPD provision for all staff. School leaders to review and implement monitoring process.		CPD is driven by the needs of the curriculum, availability of suitable training and accounted for in the school improvement plan. Performance management meetings allow open dialogue between staff and leaders, establishing areas of interest/need for CPD. School leaders have established a rigorous monitoring timetable, which including the monitoring of teaching and learning through lesson observations, learning walks, voice of the pupils, book scrutiny and monitoring of planning. Teachers released to observe outstanding teaching, plan	SLT	

			collaboratively and team teach, sharing good practice.		
Improved oral language skills in reception.	Small group provision. Language Link Intervention for children in Reception and Year 1.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	KF	Jun 2021
Raise the attainment of middle attaining children to remain at least expected in Reading, Writing and Maths.	<p>Teaching focuses on providing purposeful opportunities for extended and meaningful writing in subjects across the curriculum.</p> <p>Develop and embed the use of phonetic readers to target and support the specific level of phonics for each pupil.</p> <p>Develop the use of Accelerated Reader (AR) as a reading management programme, to foster independent reading. With books that match pupils needs and interests. EEF research shows 5+ months progress.</p> <p>Develop the Maths mastery approach and the use of concrete, pictorial and abstract methods in maths.</p>	<p>OFSTED July 2017 identified continuing to raise the attainment of HA children.</p> <p>Increase of children achieving the combined in RWM from 2019 to 2021.</p> <p>Experienced teachers are focused on various levels of challenge in all curriculum areas, according to children's ability.</p>	<p>Focused staff meeting time to train staff in use of Accelerated Reader.</p> <p>Focused staff meeting time to develop staff knowledge of concrete, pictorial and abstract methods in maths.</p> <p>PIXL conferences to support teachers across the school.</p>	LM SB	Termly Termly

Continue to embed the learning behaviours for self-growth and self-reflection.	<p>Rainbow learning awards introduced and certificates awarded in celebration assembly.</p> <p>Purchase stickers to award Learning behaviours seen in books.</p>	Learning Walks and observations have identified that children can be reticent to take risks and accurately reflect on their learning.	<p>Focus on our marking guidelines for self and peer assessment.</p> <p>Focus on rewarding learning characteristic in weekly assemblies.</p> <p>Ensure that staff refer to learning characteristics in lessons and feedback in books.</p>	All staff	Termly
Total budgeted cost					15,000.00

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?
Improve achievement of pupils at risk of falling below ARE in RW&M.	<p>Children at risk identified at termly PPM.</p> <p>Targeted interventions to support children falling below ARE.</p> <p>Better Reading in Primary strategies applied in all reading lessons individual and group.</p>	<p>Impact of BRP in previous years has been excellent (6-9 months progress in 10weeks) and improvement sustained.</p> <p>Children with gaps in number skills have been identified as falling below ARE compared to peers who are more secure in number skills.</p>	<p>Additional adults deployed to support targeted interventions with groups.</p> <p>Protected timetable for interventions.</p> <p>Experienced, well-trained TAs leading sessions</p> <p>SENDCo overseeing and tracking progress to monitor impact.</p> <p>Class Teachers plan and direct intervention groups during maths lessons.</p>	KF	Termly

Rapid identification of next steps and children falling below ARE.	<p>Teachers using data and gaps analysis toolkits to identify those at risk of falling below ARE.</p> <p>Termly PPM meeting to identify pupils falling behind.</p> <p>Additional PPM meeting early in Advent term to ensure early identification.</p>	<p>Identifying children at risk of falling below ARE quickly, is key to filling gaps and supporting children to make accelerated progress.</p> <p>Additional teacher in UKS2 for Advent / Pentecost term.</p>	<p>Moderation time for teachers to confirm judgements on assessment.</p> <p>Regular SLT monitoring of use of assessment information through PPMs termly.</p> <p>Develop the use of formative assessment using Insight tracking.</p>	KF	Termly
Improve language and communication	Interventions to ensure rapid progress in communication and language.	<p>EEF Toolkit identifies oral language interventions as having high impact for relatively low cost.</p> <p>Screening materials enable support to be targeted quickly and effectively.</p>	<p>All Reception children and children new to KS1 screened with Language Link by October half-term.</p> <p>Interventions – Language Link Reception / KS1</p> <p>Children re screened to measure progress</p>	KF	June 2021
Teachers knowledge and confidence increased to meet the needs of children.	Purchase additional time with the Educational Psychologist	Children identified as having other barriers to their learning.	<p>Identified children seen by Educational Psychologist.</p> <p>Recommended strategies implemented.</p>	KF	April 2021
To improve access to wider educational experiences for disadvantaged pupils.	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 music	<p>Target specific pupils for music lessons</p> <p>Target specific pupils for clubs</p>	CL/KF	Termly

Parental support and engagement	<p>Parents to be given support and strategies to enhance the learning for their children at home.</p> <p>Hard to reach parents targeted to attend events/workshops at school.</p> <p>Laptops purchased to support pupils to access online learning in the event of a lockdown.</p>	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					£45,000.00
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?
Improved emotional and social well-being for children.	Seasons for Growth/ Mind to be Kind, Emotional and Social programmes for identified children.	Research including, EEF Toolkit, identifies social and emotional learning has moderate impact for moderate cost. In previous years, these strategies have supported children's well-being and enabled them to achieve well.	<p>Monitoring of pupils' wellbeing before and after strategies.</p> <p>Engaging parents to support children as they participate in programmes.</p> <p>Staff training for issues regarding post adoption children.</p>	KF	Termly

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
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 2021
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
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 /events. Alternative appointment times offered if appropriate.	Class teachers	Parents' Evenings dates – November and Feb
Ensure PP Children are engaged in all aspects of school life.	Subsidising cost of visits. Targeted support for after school activities.	Children are able to be part of all school activities. Pupil questionnaire.	Monitoring take up of activities.	KF	

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.	Tracking pupil's engagement in school and out of school.	KF	
Total budgeted cost					12,000.00