



St Joseph's Catholic Primary School Pupil Premium Strategy Summary Statement 2019-2020

Children who are in receipt of Pupil Premium funding are:

- a) Pupils in Year Groups R to 6 recorded as Ever FSM
- b) Children adopted from care, children who have left care under a Special Guardianship Order or a Child Arrangements Order, children who have been in local-authority care for one day or more
- c) Service children pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence

| 1. Summary Information Up to 31 st August 2020 | | | | | |
|---|---------|---|---|--------------------------------------|--|
| Academic Year | 2019-20 | Total PP Budget | 21 pupils x £1320 = £27720 3 pupils x £2300 = £6900 1 pupil x £300 = £300 £34920 | Date of most recent PP review | |
| Total Number of Pupils | 389 | Number of Pupils Eligible for PP | 25 | Date of next internal review | |

| Current Attainment for PP Children based on KS2 Data 2019 | All Pupils | Pupils eligible for PP | National Average |
|---|------------|------------------------|------------------|
| % achieving Expected or Above in Reading | 77% | 40% | 73% |
| % achieving Expected or Above in Writing | 93% | 80% | 78% |
| % achieving Expected or Above in Maths | 100% | 100% | 78% |
| Progress Measure for Reading | +1.1 | -3.8 | |
| Progress Measure for Writing | +1.9 | -0.1 | |
| Progress Measure for Maths | +2.7 | +1.6 | |

| 2. Barriers to Future Attainment (for pupils eligible for PP) | |
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| A | Financial - where pressures on parents mean that the school assists to ensure children have equal access and opportunities to access the wider curriculum and extra-curricular activities |
| B | Academic – where children have additional needs in their learning or barriers to new learning, for example: limited imagination, paucity of language, lack of basic skills, short term concentration. |
| C | Emotional – when the strain on a family as a result of their family's position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience, independence and self esteem |
| D | Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school and impacts on a child's attendance |

| 3. Desired Outcomes (and how they will be measured) | | Success Criteria |
|---|---|---|
| A | Pupils in receipt of Pupil Premium funding to participate and continue with school music opportunities, after school clubs and educational visits (in line with the school Charges and Remissions Policy) | <ul style="list-style-type: none"> • Analysis of educational visits, including residential trips evidences pupils participating in all visits • Analysis of music provision evidences pupils continuing with lessons into the next year group |

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| | | <ul style="list-style-type: none"> Analysis of participation in after school and extra curricular clubs |
| B | Improved English and maths skills for pupils eligible for Pupil Premium funding | <ul style="list-style-type: none"> Pupils eligible for PP to make rapid progress to achieve the expected standard at the end of the year (Tracker, TAF sheets, intervention records) |
| C | Improved self-confidence, self-esteem, resilience, independence and perseverance for pupils eligible for PP | <ul style="list-style-type: none"> Pupils demonstrating more self-confidence, self-esteem and resilience evidenced through problem solving and reasoning (class work / staff observations and reports) Using strategies to cope with different situations effectively |
| D | Improved attendance for PP children and higher rates of attainment and progress | <ul style="list-style-type: none"> Notes from attendance meetings demonstrating strategies for parents and staff working together to improve attendance Children's attainment and progress (tracker and class work) |

| 4. Planned Expenditure | | | | | |
|--|---|---|--|------------|--|
| Academic Year | | 2019-20 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium funding 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? |
| Improved English and maths skills for pupils eligible for Pupil Premium funding | Inset and implementation of Teaching and Learning approaches: <ul style="list-style-type: none"> Quality First Teaching Inset Mastery Maths Reading Comprehension Focus and basic skills Regular monitoring and pupil progress meetings to track progress and ensure staff are aware of their responsibility to accelerate learning. | Evidence from prior assessment information demonstrated that pupils needed to expand answers and develop vocabulary (e.g. reasoning and inference skills). EEF Evidence summaries advocating feedback, oral language, reading comprehension and mastery. | <ul style="list-style-type: none"> Whole school inset Small group teaching 1:1 teaching support Monitoring Pupil interviews | SLT | Regularly - Pupil progress meetings, performance management meetings, phase meetings, staff meetings Progress hindered due to Covid Lockdown from March 2020. |
| Total budgeted cost | | | | | £6000 |
| 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? |
| Improved English and maths skills for pupils eligible for Pupil Premium funding | 1:1 and small withdrawal group provision with effective feedback and review – teachers / teaching assistants / SLT as well as increasing pupil / adult ratios. | Some pupils are not achieving expected outcomes or making enough progress and small groups based on areas of need / gaps will be beneficial to aid progress | <ul style="list-style-type: none"> Intervention progress tracker sheets to be regularly reviewed Monitoring Pupil progress meetings Pupil interviews | SLT | Half termly reviews |
| Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance for pupils eligible for PP | 1:1 and small group withdrawal provision – nurture/social groups, mentoring / counselling (internal support, e.g. Autism Lead Practitioner and Rainbow Counsellors and outside | Small social groups and / or 1:1 mentoring have improved self-confidence and self-esteem | <ul style="list-style-type: none"> Timetable for group interventions to be regularly reviewed Impact overseen by SLT Pupil conferencing | SLT | Termly reviews and as and when programmes / interventions are completed |

| | agencies – Our Place, Cherished and Secure Minds Solutions) funding for staffing, training and resources. | | <ul style="list-style-type: none"> Pupil progress meetings | | Progress hindered due to covid lockdown from March 2020. |
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| Total budgeted cost | | | | | £23400 |
| 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? |
| Pupils in receipt of Pupil Premium funding to participate and continue with school music opportunities, after school clubs and educational visits | Fund music lessons and educational visits / clubs to give children wider opportunities to succeed. | Children are able to engage in an inclusive environment and access opportunities of which they may not otherwise have. | <ul style="list-style-type: none"> Music, educational visits and clubs registers Pupil interviews SLT monitoring | GO'H | Termly review of music registers and regular review of other curriculum opportunity registers – All on hold from March 2020 due to covid lockdown. |
| Improved attendance for PP children and higher rates of attainment and progress | Monitoring of attendance, attendance awards and letters and meetings with SLT for children with low attendance | Children's regular attendance in school will ensure they do not miss out on curriculum opportunities and create gaps in their learning. | <ul style="list-style-type: none"> Weekly monitoring of pupil attendance and awards Termly interviews with parents | GO'H | A regular agenda item at SLT meetings |
| Total budgeted cost | | | | | £5500 |

| 5. Review of Expenditure | | | | | |
|--|--|--|--|-------------|--|
| Previous Academic Year | 2018-2019 | a) 15 pupils x £1320 = £19800 b) 3 pupils x £2300 = £6900 c) 1 pupils x £300 = £300 £27,000 | | | |
| i. Quality of teaching for all | | | | | |
| Desired Outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost | |
| Greater attainment and progress rates in pupils eligible for PP. | To deploy teaching assistants to provide support and lead focused intervention groups and increase pupil / adult ratios. | 20% of Y6 children achieved the expected standard in reading, writing and maths. | We will continue to deploy teaching assistants in line with specific cohort needs and use a research / evidence based approach (SENCO course) | £19000 | |
| Greater attainment and progress rates in pupils eligible for PP. | To appoint a member of SLT to oversee the progress of children in receipt of PP funding, as well as regular pupil progress meetings with teaching staff to evaluate the effectiveness of and impact of teaching / interventions. | See above | We will continue with regular pupil progress meetings with a focus on Disadvantaged Pupils, to ensure staff ownership and accountability for them. | £1000 | |
| ii. Targeted Support | | | | | |
| Desired Outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost | |

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| Where required, children `improve confidence, social skills and self-esteem through nurture groups / advice from other agencies. | To contribute towards the cost of a subscription to Our Place, SENCO time, EP, CAT team etc. to provide mentoring and learning opportunities for pupils and advice for families. To contribute towards resources, e.g. anti-bullying workshops, peer mediation training, Secure Minds Solutions. | Impact has been shown through the sessions in observations of pupils' school life. Children with behavioural and emotional needs gained from the advice and support given which resulted in greater focus in lessons. | Children gained from this personal approach. We will continue with these groups as need requires. | £4000 |
| Greater attainment and progress rates in pupils eligible for PP. | To fund small group tuition / booster groups where the child needs additional support in English and maths. | KS1 and KS2 results show that small group tuition and smaller class sizes has benefited PP children and other children within the cohorts. | The timetable for group interventions will be reviewed regularly. We will continue with specific interventions focusing on individual skills. Introduce focus on mastery, teaching reading skills and a 'back to basics' approach. | £200 |
| iii. Other Approaches | | | | |
| Desired Outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
| For children in receipt of PP to participate and continue with music lessons and school trips. | To fund or subsidise the cost of educational visits, music lessons and other clubs as required. | Children have made progress with music lessons and enjoyed their tuition. All children have had the option to attend all educational visit opportunities. | We will continue to provide these opportunities. We will complete an audit with children to gain insight into what other opportunities school can provide. | £2800 |
| Improve attendance of individual children. | Individual meetings with SLT where appropriate and support from school nurse and other agencies where necessary. | The overall school attendance for the academic year 2017-18 was 96%. The average attendance for children eligible for pupil premium funding was below 96%. Children's attendance improved throughout the year with monitoring and support. | We will continue with regular monitoring, parent meetings and referrals where appropriate. | £1000 |