



Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2019-2020	Total PP budget	£55,820	Date of most recent PP Review	Oct 2019
Total number of pupils at St Joseph's	209	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Jan 2020

Reception – Year 6 Pupil Premium Funding 2019-2020				
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
42 Total	19 (+5 LAC Boys) Per Pupil £1,320	23 (+1 Service Girl) Per Pupil £1,320	5 Pupils Per Pupil £1,900*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.	1 Pupil Per Pupil £300
£55,820	£18,480	£29,040	£8000	£300
Pupil Premium Summary Information for 2019-2020				
Total Number of Pupils (Inc. FTE)	209		Number of Pupils Eligible	42
Total Pupil Premium Budget	£55,820		% of Pupils Eligible	20.1%

2. Current attainment in Y6 (Information from 2019-2020 Cohort updated termly)		
	<i>Pupils eligible for PP 8/8 in total in Y6 (For St Joseph's)</i>	<i>Pupils not eligible for PP 22 /30 (74%) pupils in Y6 (For St Joseph's)</i>
% achieving ARE in reading, writing and maths	6/8 (75%)	17/22 (77%)
% making ARE or above progress in reading	6/8 (75%)	19/22 (86%)
% making ARE or above progress in writing	6/8 (75%)	16/22 (62%)
% making ARE or above progress in maths	6/8 (75%)	17/22 (77%)
% making ARE or above progress in SPAG	6/8 (75%)	19/22 (86%)
% making ARE or above progress in Science	6/8 (75%)	19/22 (86%)

2. Progress across KS2 (Information from 2018-2019)		
A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 1.	<i>St. Joseph's Pupils eligible for PP (2)</i>	<i>St. Joseph's Pupils not eligible for PP (29)</i>
A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 1.		
Reading progress score		+0.85
Writing progress score		+2.46
Mathematics progress score		-0.74

End of Key Stage Outcomes – July 2019

KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	40%	56%	-16%	79%	72%	+7%	-9%	Expected + Standard Reading	100%	62%	+38%	87%	73%	+14%	+24%
Year 1 Phonics	100%	71%	+29%	94%	82%	+12%	+17%	Expected + Standard Writing	100%	68%	+32%	93%	79%	+14%	+18%
Expected + Standard Reading	63%	62%	+1%	81%	75%	+6%	-5%	Expected + Standard Maths	100%	68%	+32%	80%	79%	+1%	+31%
Expected + Standard Writing	63%	55%	+8%	81%	69%	+12%	+4%	Expected + Standard GPS	100%	68%	+32%	90%	78%	+12%	+20%
Expected + Standard Maths	88%	63%	+25%	84%	76%	+8%	+17%	Expected Standard + R/W/M	100%	51%	+49%	77%	65%	+12%	+37%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)

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| A. | Pupil premium pupils are making less progress in individually identified areas (Reading/Writing/Maths) than pupils not eligible for Pupil Premium funding in the same year groups |
| B. | Academically, More Able and Average Pupil Premium pupils need support to reach their full potential – Improved progress measures for this pupils |
| C. | Social, emotional and behavioural problems are affecting well-being and progress of some Pupil Premium pupils. |
| D. | Pupils on entry into Reception have low language acquisition and oracy skills |

External barriers (issues which also require action outside school)

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| E. | Some families do not receive the necessary support from home to promote a positive learning environment eg. Not supporting homework, reduced or variable attendance |
| F. | Social and emotional difficulties due to complex family situations |

4. Desired outcomes (What we want for all our pupils including PP pupils)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Focus on the needs of Pupil Premium pupils in the planning and execution of Quality First Teaching	Pupils eligible for Pupil Premium identified as behind with progress in Reading, Writing or Maths make good progress by end of the year, so that all pupils eligible for Pupil Premium funding are closing the gap towards ARE or GD Measured by teacher assessments and successful moderation practices.
B.	Appropriate individualised support will be given to pupil premium pupils in years 3,4 and 5 to reduce the difference between them and non-PP children.	Academically More-able and Average Pupil Premium pupils reaching full potential against GD or ARE High expectations are being set by all staff across all subjects for all pupils
C.	Barriers to learning for Pupil Premium pupils identified as needing social, emotional well-being or other support are reduced	Pupils receiving support to reduce the barriers to learning reduce the negative impact their needs are having on their academic progress, so that all pupils eligible for Pupil Premium funding start to close the gap towards ARE or GD. All pupils have access to Jigsaw – social and emotional support programme to boost self-esteem and confidence.
D.	Focus on improving oracy and language acquisition skills in Reception	Pupils eligible for Pupil Premium identified as behind in their language skills make good progress by end of the year, so that all pupils eligible for Pupil Premium funding are closing the gap towards ARE
E.	Working to engage parents to support their children with their learning Work with families and improve the interaction and engagement with homework	Improving attendance rates so that the PP rates of persistent absence is reduced Pupils to use the Time Tables Rockstars and the Oxford reading Buddy to improve basic skills at home
F.	Focus on ensuring families are being signposted towards the correct interventions and support necessary to engage and support them	Pupils eligible for Pupil Premium identified as struggling with their SMSC receive the support they need to help them so that all pupils eligible for Pupil Premium funding are able to focus on their learning enabling them to start closing the gap towards ARE

5. Planned expenditure

Academic year **2019-2020**

The three headings below enable St Joseph's to demonstrate how it is 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?
Improved progress and attainment for PP pupils	<p>Specific consideration of the needs of pupil premium pupils to be included in all planning and lessons</p> <p>Staff training on the above</p> <p>Challenging and supportive Pupil Progress Meetings in Dec 2018, April 2019 & July 2019</p>	<p>Achievement for All – programme introduced in Jan 2020 to continue to ensure that the gap between PP and non-PP stays as positive as it was last academic year</p> <p>Last year's PP staff benefited from improved and enhanced training and this year they will continue to develop this training; school continues to invest heavily in staff training including Teachers, TA's and HLTA's)</p> <p>Money is being invested in staff training – ensuring that all support staff (TA's and HLTA's) are trained in SPAG, Writing, Reading skills, arithmetic and reasoning to best support all pupils. Teachers continue to have access to English, maths and wider curriculum training to promote high quality teaching first and learning for all pupils to ensure that provision for all PP and non-PP is equitable.</p>	<p>Courses selected using evidence of effectiveness, supported by the LA.</p> <p>Use Twilight time to support training opportunities.</p> <p>Planning scrutiny, lesson observation, book scrutiny</p> <p>Coordinator monitoring necessary to ensure that the whole curriculum is covered and those PP pupils are always considered.</p>	HT, DHT, AHT and class teachers	Dec 2019 April 2020 July 2020

		<p>Guidance given for teachers to annotate support plans for PP children and update these termly on effectiveness of interventions.</p> <p>Targets for PP children added into teachers' plans and PM reviews. Last year the tracking of PP pupils in the Pupil Progress meetings improved their awareness due to the specific questions focusing on the attainment and progress of PP children in relation to maths and literacy.</p> <p>Many different evidence sources suggest that this is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. E.g 'Supporting the attainment of disadvantaged pupils: Articulating success and good practice' Shona Macleod et al November 2015</p>			
Improved curriculum access for PP pupils	The provision of appropriate support materials - wider resourcing for the broad and balanced curriculum – eg. History and Geography teaching and learning resources	<p>Education Endowment Foundation</p> <p>St Joseph's OFSTED 2016 report states that the school needs to broaden the learning opportunities for all pupils across the curriculum.</p>	Planning scrutiny, lesson observation, book scrutiny	HT, DHT,	Dec 2019 April 2020 July 2020
Assessed impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.					
Total budgeted cost					£10,000

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 progress for Pupil Premium pupils	<p>1:1 tuition- Targeted individualised support for selected PP pupils</p> <p>Pupils to address misconceptions, gaps and weaknesses.</p> <p>1 to 1 reading catch up program for pupils to support weaker or struggling readers</p> <p>Maths resources for Greater Depth PP potential</p>	<p>'The study demonstrates that one to one teaching with TAs is an effective strategy to increase numeracy skills in Year 2-6 pupils.' See Education Endowment Foundation EEF Report 'Making Best Use of Teaching Assistants - Guidance Report - March 2015'</p> <p>Class Teacher and 2 TA's will attend training for Catch up Reading programme to improve the quality of reading intervention and support for the weaker and struggling readers.</p> <p>Match funding to the Archimedes Hub for Maths resources in reasoning and problem solving for all pupils. £4000</p>	<p>Staff to attend appropriate Catch Up training in Jan 2020 in maths and reading. Impact overseen by Pupil Premium Coordinator and HT</p> <p>Reading improvement for weaker and struggling readers</p> <p>Monitoring and book evaluation of maths books, lesson obs and finally outcomes at KS1 and KS2</p>	Pupil Premium Coordinator and HT	Dec 2019 April 2020 July 2020

Higher rates of progress in writing for PP pupils.	<p>Daily phonics intervention for EYFS and catch up Y1 and Y2</p> <p>Booster writing for Y6 pupils to ensure that PP rates of GDS are wherever possible comparable with non-PP</p>	<p>Small group support for writing and phonics is taking place during the school morning ensuring small and targeted intervention to all groups appropriate and specific catering to their needs</p> <p>‘One-to-one tuition ...small group additional teaching are all supported by evidence of effectiveness in the Sutton Trust Education Endowment Foundation (EEF) Teaching and Learning toolkit’</p> <p>Supporting the attainment of disadvantaged pupils: Articulating success and good practice Shona Macleod et al [2015]</p>	<p>Impact overseen by Pupil Premium Coordinator.</p> <p>Phonics and reading catch up supported for weaker and struggling readers.</p>	<p>Pupil Premium Coordinator and Class teachers</p>	<p>Dec 2019 April 2020 July 2020</p>
Work with families and improve the interaction and engagement with homework	Pupils to use the Time Tables Rockstars and the Oxford reading Buddy to improve basic skills at home – support for parents	The EEF report ‘Working with parents to support children’s learning’ supports the schools ambition of all pupils attending school all of the time ensuring equal opportunities for all.	Improved engagement with homework requires working with parents – focused conversations with specific families. Class teachers discuss homework with all parents at the initial Sept meeting then in parents meetings as appropriate.	Class teachers report to HT	<p>Dec 2019 April 2020 July 2020</p>
<p>Assessed impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>					
Total budgeted cost					£31,820

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?
To improve the attendance rates of the whole school and specifically on the disadvantaged persistent absence rate	<p>Morning texts and phone calls when a pupil is absent</p> <p>Half termly monitoring and letters outlining attendance</p> <p>New Attendance officer – in school every 4 weeks</p>	<p>The EEF report ‘Working with parents to support children’s learning’ supports the school’s ambition of all pupils attending school all of the time ensuring equal opportunities for all.</p> <p>Weekly update on school letter for parents Half termly 100% awards – champion award Weekly assembly and reward for class of the week</p> <p>(Lesley Sabourne – visit school monthly to speak to parents and challenge attendance especially holidays)</p>	<p>Review half termly and track percentages</p> <p>Meetings with parents every term as a minimum and half termly where appropriate. Track individual and whole school percentages and compare year on year time slots to show improvements.</p>	HT	Every half term
Social and Emotional support	<p>1-2-1 Counselling</p> <p>Nurture groups with art therapy and lego therapy</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils</p> <p>KS1 pupils to access the group therapy and support KS2 pupils access 1-2-1 counselling 1 day per week</p>	<p>Ensure careful identification of target pupils and appropriate confidentiality.</p> <p>Monitor effects but also monitor whether these translate into improved attainment</p>	SENCO	Dec 2019 April 2020 July 2020

Jigsaw program for the whole school	Nurture programme for PSHCE and SMSC	All HLTA's to deliver age group specific programme 1 hour per week	Boost self-esteem of all pupils	HT	Dec 2019 April 2020 July 2020
Increased support for pupils eligible for PP	PP involvement with learning initiatives eg, Booster reading groups, promoted by lunchtime/after-school clubs and breakfast club Structured conversations- targeted pupils and their families have as appropriate a number of supportive conversations each year	'Individualised approach to addressing barriers to learning, at an early stage, identified as a key building block to success' Supporting the attainment of disadvantaged pupils: Articulating success and good practice Shona Macleod, Caroline Sharp, Daniele Bernardinelli et al Research Report, November 2015 Unlocking potential 'Breaking the link between poverty and poor outcomes' 2015	Termly review	SENCO	Dec 2019 April 2020 July 2020
Assessed impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.					
Total budgeted cost					£10,000

6. Additional detail (Expenditure allocated for 2018-2019)

All PP pupils have access to the following free of charge:

- After school club places to promote SMSC, emotional and mental health and well-being
- Breakfast club to improve punctuality and attendance
- Free uniform to support pupils and their families and reduce the negative impact of the social impact of looking and being different
- Subsidised places on school trips to ensure access for all – no child will miss out on learning experiences because of family income

Assessed impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

Total budgeted cost	£4,000
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