



**Pupil Premium Strategy Statement 2020-2021**

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2020-2021	Total PP budget	£68,490	Date of most recent PP Review	January 2021
Total number of pupils at St Joseph's	200 plus 15 nursery	Number of pupils eligible for PP	47	Date for next internal review of this strategy	June 2021

Reception – Year 6 Pupil Premium Funding 2020-2021				
Pupils Eligible for PP Funding	Number of Eligible Boys Ever 6 FSM	Number of Eligible Girls Ever 6 FSM	Number of Looked After Children	Number of Service Children
<b>£68,490</b>	16 Per Pupil £1,345 <b>£22,865</b>	23 Per Pupil £1,345 <b>£30,935</b>	6 Per Pupil £2,345 <b>£14,070</b>	2 Per Pupil £310 <b>£620</b>

**No validated data 2019.2020 Due to COVID**

**2. Previous validated Progress across KS2 (Information from 2018-2019)**

<p>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.</p> <p>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.</p>	<p><i>St. Joseph's Pupils eligible for PP</i> <b>(8)</b></p>	<p><i>St. Joseph's Pupils not eligible for PP</i> <b>(22)</b></p>
<b>Reading progress score</b>	<b>+2.65</b>	<b>+0.85</b>
<b>Writing progress score</b>	<b>+2.80</b>	<b>+2.46</b>
<b>Mathematics progress score</b>	<b>-0.90</b>	<b>-0.74</b>

**No validated data 2019.2020 Due to COVID**

**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%	<b>-16%</b>	79%	72%	<b>+7%</b>	<b>-9%</b>	Expected + Standard Reading	100%	62%	<b>+38%</b>	87%	73%	<b>+14%</b>	<b>+24%</b>
Year 1 Phonics	100%	71%	<b>+29%</b>	94%	82%	<b>+12%</b>	<b>+17%</b>	Expected + Standard Writing	100%	68%	<b>+32%</b>	93%	79%	<b>+14%</b>	<b>+18%</b>
Expected + Standard Reading	63%	62%	<b>+1%</b>	81%	75%	<b>+6%</b>	<b>-5%</b>	Expected + Standard Maths	100%	68%	<b>+32%</b>	80%	79%	<b>+1%</b>	<b>+31%</b>
Expected + Standard Writing	63%	55%	<b>+8%</b>	81%	69%	<b>+12%</b>	<b>+4%</b>	Expected + Standard GPS	100%	68%	<b>+32%</b>	90%	78%	<b>+12%</b>	<b>+20%</b>
Expected + Standard Maths	88%	63%	<b>+25%</b>	84%	76%	<b>+8%</b>	<b>+17%</b>	Expected Standard + R/W/M	100%	51%	<b>+49%</b>	77%	65%	<b>+12%</b>	<b>+37%</b>

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

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

- |    |   |
|----|---|
| 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. | Parental engagement – Educational Support and home learning in and out of lockdown  |
| 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 speaking, listening and language skills  |

### External barriers (*issues which also require action outside school*)

- |    |   |
|----|---|
| E. | Social and emotional difficulties due to individual circumstances |
| F. | Attendance issues for some children                               |

## 3. 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.	Improved progress and attainment for all PP pupils Appropriate individualised support will be given to pupil premium pupils in all year groups through targeted intervention in class and outside in small groups 1;1 when needed. This will be implemented to reduce the difference between PP children and non- PP children. This will support all children from those who need to catch up to those who need challenge and support to achieve GDS.	Gaps closing between PP pupils and non PP pupils at ARE and GDS in all subjects particularly the core subjects of RWM and RE.

<b>B.</b>	Parental engagement – Educational Support and home learning in and out of lockdown  Pupil progress meetings, pupil voice, data.	Breakfast and After School places, parental engagement meeting's, after school homework club. (Based on individual, personalised need of child)- supporting families and outcomes in all social/emotional and academic improving.
<b>C.</b>	Barriers to learning for Pupil Premium pupils identified as needing social, emotional well-being or other support are reduced. Measured by how settled the children are in school and how barriers to learning are reduced.	Pupils receiving support have had removed/ reduced the barriers to learning reduce the negative impact their needs are having on their academic progress Gaps are narrowing Pupil Voice/Parental voice feel they are supported in this area.
<b>D.</b>	Focus on improving speaking, listening and language acquisition skills in Reception.  Improved speaking, language and Literacy skills year on year.	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.
<b>E.</b>	Families are being signposted towards the correct interventions and support necessary to engage and support them.	Parents feel more supported with family needs from outside agencies. Parents feel more supported to help their children with school work and if this is not possible have support from school in this area. Pupils to use the Time Tables Rockstars and the Oxford reading Buddy to improve basic skills at home.
<b>F.</b>	Improving attendance rates so that the PP rates of persistent absence is reduced	Pupils eligible for Pupil Premium PSA and absence rates reduce over time.

<b>4. Planned expenditure</b>	
<b>Academic year</b>	<b>2020-2021</b>
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.	
<b>i. Quality of teaching for all</b>	

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 all PP pupils – CORE and FOUNDATION	<p>Ensuring quality first- teaching embedded in high standards through effective monitoring, training and best practice.</p> <p>Ensuring that all staff are deployed effectively.</p> <p>Analysis of individual pupil needs through Pupil Progress meetings and planning effective resourcing to support targeted groups and individual needs.</p>	<p>Data analysis across school and nationally it shows that while children do make good progress and attain well, there is still gaps when comparing the non PP children. in their attainment and progress levels.</p> <p>Target high quality interventions, in class and outside of class where needed, reduce differences and give the provision of immediate and one to one support.</p> <p>Ensuring the deeper dive approach across school will ensure that the school fully understands the needs of its pupils and how best to ensure that gaps are closed.</p>	<p>Embedding highly effective, high quality systems alongside effective staff training, half termly analysis will be undertaken to ensure this is achieved.</p> <p>Through termly class teacher pupil progress meetings, triangulation of book scrutinies, lesson observations, and pupil discussions the SLT will be able to measure its effectiveness.</p>	SLT/SEN DCo	<p>Termly Pupil Progress reviews</p> <p>Half Termly Lesson observations</p> <p>With Staff:</p> <p>Jan 2021</p> <p>June 2021</p>
<b>Assessed impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.					
<b>Total budgeted cost</b>					£56,746

**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?
<p>Parental engagement – Educational Support and home learning in and out of lockdown</p>	<p>Continue to improve children’s outcomes through personalised support – Breakfast and After School places, parental engagement meeting’s, after school homework club. (Based on individual, personalised need of child) including if isolated and working remote. Offer low income families their own laptop to use at home to support their learning with online packages that other children access at home</p>	<p>Breakfast club / and after school wrap around care support parents on lower incomes to be able to work and allow the school to offer individual extended provision to support with nurturing and homework.</p> <p>Engaging with parents who benefit from further support with parental engagement style meetings is supported by the EEF Toolkit.</p> <p>Children have excellent access to ICT at home but less so in school. Offering ICT equipment and internet access allows the children to be able to have the same learning experiences as their peers.</p>	<p>Through Pupil Progress meetings with staff, data, speaking to children and families.</p>	<p>SLT/SENCO</p>	<p>January 2021</p> <p>April 2021</p> <p>July 2021</p>

<p>Work with families and improve the interaction and engagement with homework.</p>	<p>Pupils to use the Time Tables Rockstars and the Oxford reading Buddy to improve basic skills at home – support for parents.</p>	<p>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.</p>	<p>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.</p>	<p>Class teachers report to HT</p>	<p>Jan 2021 April 2021 July 2021</p>
<p>More resilient children who can handle change better and are less emotional upset/behaviour issues.</p>	<p>Social, emotional and behavioural problems are affecting well-being and progress of some Pupil Premium pupils.</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>Pupils to access the group therapy and support alongside COVID Catch up Spend of counselling.</p>	<p>Ensure careful identification of target pupils and appropriate confidentiality.</p> <p>Monitor progress and positive outcomes for children.</p>	<p>SENCO</p>	<p>January 2021 April 2021 July 2021</p>

Focus on improving speaking, listening and language acquisition skills in Reception.	Develop the EYFS settings to promote language and through design, resources and training for teachers.	Baseline data suggests eligible for Pupil Premium identified as behind in their language skills compared to their peers on entry.  SEED Research Report 2017 discusses the importance of early language and speaking and listening to develop reading.	Ensure support is gained from EYFS/Literacy experts to develop these skills. Enhanced resources are measured for effectiveness and use.  Data from Baseline termly.	SLT/ EYFS lead	January 2021 April 2021 July 2021
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**Assessed impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

**Total budgeted cost**

£4889

### 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?
Children's persistent absence to improve and general attendance to improve	Working to engage parents to support their children with their learning and improve the interaction and	Parental engagement and its importance is discussed in the EEF toolkit.  Data shows that children who do not attend as regularly as they should are falling behind their peers regardless of ability.	Monitoring Data and outcomes over time.	LP/BC	January 2021 March 2021 May 2021 June 2021



	engagement with homework				
Families are supported to enable themselves to support the children with all their needs.	Focus on ensuring families are being signposted towards the correct interventions and support necessary to engage and support them.	Parents and families who have been supported in all ways possible by the school and outside agencies can better support their own needs as a unit.	Monitoring data and outcomes over time.	SENCO/DH	January 2021 March 2021 May 2021 June 2021
<b>Assessed impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.					
				<b>Total budgeted cost</b>	£3211

#### 5. Additional detail (Expenditure allocated for 2020-2021)

PP pupils can have access, where needed, to the following free of charge:

- After school club places (NOT WRAP AROUND CARE already discussed) to promote SMSC, emotional and mental health and well-being
- 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
- Cool milk Scheme
- Subsidised Lessons

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

				<b>Total budgeted cost</b>	£4000
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6. Review of expenditure		£65,980		
Previous Academic Year		2019/2020 - AFFECTED BY COVID CLOSURES		
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 £10,000
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 2019, April 2020 &amp; July 2020</p>	<p>All Initiatives were not able to be undertaken due to COVID. Data showed improvements to January from starting points but could not be ran long enough for concrete assessment.</p> <p>All meetings did not take place because of COVID Issues.</p>	<p>All Initiatives were not able to be undertaken due to COVID. Data showed improvements to January from starting points but could not be ran long enough for concrete assessment.</p> <p>All meetings did not take place because of COVID Issues.</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 .	More resources were purchased however children need time in school to be able to use them.	Ensure they are used in the next academic year and evaluate then.	
<b>i. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£50,980</b>
Improved progress for Pupil Premium pupils	1:1 tuition- Targeted individualised support for selected PP pupils to address misconceptions, gaps and weaknesses.  1 to 1 reading catch up program for pupils to support weaker or struggling readers	Target support did begin to have an effect however lockdown prevented the progress from being sustained.  Target support did begin to have an effect however lockdown prevented the progress from being sustained.	Continue in class settings for immediate impact but still offer one to one and groupings outside the class if needed.  Re-evaluate this year and offer to more specific groupings.	

	Maths resources for Greater Depth PP potential	Resources have been purchased and progress was made during the Autumn term.	Continue to evaluate effectiveness this term.	
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>Target support did begin to have an effect however lockdown prevented the progress from being sustained.</p> <p>Target support did begin to have an effect however lockdown prevented the progress from being sustained.</p>	<p>Continue to undertake this year and monitor progress and evaluate through class settings.</p> <p>Continue to undertake this year and monitor progress and evaluate through class settings.</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.	Was very useful during lockdown and allowed all children in school and out of school a great enrichment resource to the curriculum.	Continue with Rock stars but as Reading Buddy was not as effective with older pupils look to see what else can be used. More reading resources and e-books to be used.	

<b>ii. Other approaches</b>				
To improve the attendance rates of the whole school and specifically of the disadvantaged persistent absence rate.	<p>Morning texts and calls when absent.</p> <p>Half termly monitoring and letters outlining Attendance.</p> <p>New attendance officer- in school every 4 weeks.</p>	<p>COVID was an issue affecting attendance.</p> <p>COVID was an issue affecting attendance.</p> <p>Worked well until Lockdown.</p>	<p>Continue and monitor effect.</p> <p>Follow the Trust procedures going forward.</p> <p>Attendance not an issue enough at present to require an attendance officer.</p>	
Social and Emotional support.	<p>1-2-1 Counselling</p> <p>Nurture groups with art therapy and lego therapy</p>	Very useful during lockdown to support all children , albeit virtually.	Being funded by catch up funding 2020 to 2021 but something that is vital for the children in school.	
Jigsaw program for the whole school.	Nurture programme for PSHCE and SMSC	Children engaged and liked the programme before lockdown occurred.	Not an approved resource from the Diocese so PSHCE and SMSC curriculum to be revamped and this discontinued.	
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.	Target support did begin to have an effect however lockdown prevented the progress from being sustained.	Continue into new academic year and review.	

	Structured conversations-targeted pupils and their families have as appropriate a number of supportive conversations each year.	Was not able to be carried out due to COVID however staff relationships and Deputy Head pastoral role ensured any issues or support needed was offered.	Continue with Head and staff pastoral roles until face to face sessions can be re-introduced post COVID.	
				<b>Total budgeted cost</b>
				£10,000
<b>iii. Additional Detail (Expenditure allocated for 2019-2020)</b>				
Emotional Health and well being	After school club places to promote SMSC, emotional and mental health and well-being.	COVID was an issue affecting attendance.  COVID was an issue affecting attendance.  Worked well until Lockdown.	Continue and monitor effect.  Follow the Trust procedures going forward.	
Punctuality and attendance.	Breakfast club .	Places offered welcomed and offered during lockdown.	Continue next academic year. Allowed the most disadvantaged to gain access to basic needs and support.	

Improve/support self esteem.	Free Uniform.	Well received when offered. Made a difference to self-esteem.	Continue next academic year.	
Ensure access for all to trips.	Subsidised trip places.	Trips were not allowed due to COVID.	Continue in the next academic year.	
<b>Total budgeted cost</b>				£4,000