

Pupil premium strategy statement St Joseph's Catholic Primary School 2019-20

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2019-20	Total PP budget	£25,689	Date of most recent PP Review	Oct 2019
Total number of pupils	173	Number of pupils eligible for PP from September 2019	9 (5% of total pupils)	Date for next internal review of this strategy	March 2020

2. Attainment			
2018-19		<i>Pupils eligible for PP for St Joseph's Catholic</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS (% of pupils achieving a good level of development 2018-19) 1 pupil		100%	Not yet known
Year 1 Phonics screening check (2018-19) 2 pupils		100%	<i>All:82% Disadvantaged:71% other pupils:84%</i>
Year 2 (2018-19) 0 pupils		-	<i>Reading: All:75% Disadvantaged 62% other pupils: 78% Writing: All:69% Disadvantaged 55% other pupils: 73% Maths: All:76% Disadvantaged 62% other pupils: 79%</i>
Year 6 (2018-19) 9 pupils	Reading expected standard and above	100%	<i>All pupils 73% Disadvantaged 62% other pupils 78%</i>
	writing expected standard and above	100%	<i>All pupils 78% Disadvantaged 68% other pupils 82%</i>
	mathematics expected standard and above	89%	<i>All pupils 79% Disadvantaged 67% other pupils 84%</i>
	Science expected standard and above	100%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils with complex emotional and social needs
B.	Low prior attaining
C.	Poor attendance
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	

D.	Access to the wider curriculum including music lesson, trips including residential	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Access to counsellor to support with emotional and social needs	PP access weekly counselling service. Continuous support through work of the school PSA
B.	Low prior attaining pupils to make better than expected progress	Impact evidence from interventions so that pupils make accelerated progress
C.	Rigorous monitoring of attendance so that it improves for all groups, especially PP	Attendance of PP to be at least in line with peers

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Smaller class sizes (no more than 30 per year group) with additional support from TA's to benefit all pupils, especially Pupil premium	For the gap between PP and non PP to reduce. Pupils identified swiftly and additional support put in place	Pupils entitled to PP		£14000

Release time to write interventions that are fit for purpose and based on the individual needs of pupils	Gaps diminished	Evidence of pupil's progress through closing the gap indicates that all pupils made progress from the baseline assessment	This was highly effective and staff created interventions that positively impact on progress. Providing staff with time ensured quality planning and resources	
--	-----------------	---	--	--

ii. Targeted support

Action	Intended outcome	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
Pupil premium children have access to high quality interventions delivered on a X8 weekly rolling programme	Pupils to make good progress over time	All pupils made expected progress. Some pupils have made accelerated progress	Review of the impact of interventions and who delivered them	As above TA costs
Support for PP children who find friendship/relationships difficult, do not engage well in classroom activities or have difficult relationships with their parents and other adults	For support to impact on positive relationship	This had a positive impact particularly on pupils in school and their relationships with their peers.	Opportunities for counsellor to work with the class were very effective to ensure that pupils understand the needs of their peers but not to use this as an excuse for poor behaviour. The pupils said that it helped them to help each other. Very effective	£ 6144.75

iii. Other approaches

Action	Intended outcome	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
Access to all curricular and extra- curricular activities for Pupil Premium pupils	To ensure they do not miss out on any activity due to financial grounds	All pupils had access to extra curricular activities including trips residential, drama and music lessons	This approach is imperative as it broadens opportunities for all pupils.	£272 £46

6. Planned expenditure

Academic year

£ 25,689

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Release time for teaching staff to write bespoke closing the gap interventions	Gaps in knowledge and skills are diminished	Disadvantaged children are at risk of falling behind in their learning, often through poor communication skills, poor reading and writing skills and mathematical knowledge. Ofsted framework September 2019-greater emphasis on reading (lowest 20%)	Senior leadership and SENDCO monitoring of planning and delivery of interventions Link governor to monitor impact alongside SENDCO	SLT NJ(SENDCO) GT	X4 per year at pupil progress meetings X3 per year governor visits

Identify specific equipment needed for pupils with PP and SEND	Pupils have full access to the curriculum	Pupils need additional resources including pencil grips, dyslexic friendly resources, writing slopes etc so to fully access the curriculum	SLT monitoring including learnig walks and pupil conferencing PP governor monitoring visits	CH WD NS	Termly
Total budgeted cost					£15,500
ii. Targeted support					
Action	Intended outcome	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>Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points</p>	<p>TA's and teachers to work with children in small groups, 1:1 and within class on targeted support interventions planned by the teachers</p>	<p>Children from disadvantaged backgrounds often struggle with the basic core skills. If these gaps persist, the gap tends to widen in secondary school and life chances can diminish. This spend ensures that gaps in knowledge and skills in core subjects are closed and children make stronger progress and catch up</p>	<p>Outcomes are monitored as part of the SLT 3x year monitoring cycle in terms of data, book-looks and pupil conferences.</p> <p>Lesson observations are conducted as part of the cycle of lesson observations.</p> <p>Termly PP report to governors comparing PP outcomes compared to non-PP</p>	<p>WD CH</p>	<p>Disadvantaged pupils, without SEND, to make better progress than their peers as a result of CTG</p> <p>Progress for PP pupils across EYFS to remain strong and pupils to make good progress. The most able disadvantaged pupils to achieve the higher scores.</p> <p>All disadvantaged pupils to meet the Phonics check in Y1.</p> <p>Outcomes for KS1 to show that disadvantaged pupils make good progress from their starting points and achieve good outcomes</p> <p>Progress at the end of Year 6 for children in receipt of additional funding is similar to or exceed national.</p>
--	--	--	---	------------------	--

Total budgeted cost

£15,500

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils have access to a full range of behaviour and emotional support	Employ a counsellor Appoint PSA	Children from disadvantaged backgrounds can have emotional needs that impact on their learning. A counsellor offers support and guidance to help children's emotional needs and support times of crisis	Weekly counselling sessions PSA to work on a response basis to pupils needs	BB PF	Termly review of impact
Rigorous monitoring of attendance, in particular the vulnerable groups	Attendance for ALL PP to improve	There is a strong correlation between attendance and pupil outcomes	Termly review of attendance Governor monitoring visits Communication to parents about the importance of attendance No holidays authorised	LG GT WD	Termly review

<p>Access to all curricular and extra- curricular activities for Pupil Premium pupils</p> <p>Ensure that all PP have school uniform, including school shoes</p>	<p>Broad, balanced and enriched experience in school</p>	<p>All pupils had access to extra curricular activities including trips residential, drama and music lessons</p>			<p>To ensure they do not miss out on any activity due to financial grounds</p>
<p>Total budgeted cost</p>					<p>£8156 £227 £1906 Total: £10,289</p>