



## St. Joseph's RC Primary School

### **Pupil Premium Strategy Statement Overview 2020/2021**

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment. In most cases the Pupil Premium is allocated to schools and is clearly identifiable. The attainment gap is largest for children and young people eligible for free school meals. This gap is evident in the Early Years and can grow wider throughout the following school years. In St Joseph's, we provide intervention immediately and then continue to meet the needs of disadvantaged pupils throughout their time here. We consider carefully how best to use the funding, research shows that quality first teaching for all benefits all pupils, particularly the most disadvantaged.

The amount of pupil premium in 2020/21 is £1345 per pupil for those eligible for free school meals (FSM) in Reception to Y6, and £2345 for pupils in care who are or have been continuously looked after for six months (LAC). Throughout 2020/21 we will be continuing to implement actions identified and updated from 2019/20.

The impact of expenditure is closely monitored and forms an integral part of the evaluation of school effectiveness and analysis of pupil progress.

<b>1. Summary Information</b>					
<b>School</b>	<b>St. Joseph's RC Primary School</b>				
<b>Academic Year</b>	2020 - 2021	<b>Total PP Budget</b>	<b>£89,097</b>	<b>Date of most recent PP review</b>	January 2019 In response to OFSTED inspection
<b>Total number of pupils</b>	181	<b>Number of pupils eligible for PP and PP+</b>	77 children R to Y6 10 children in N 2 LAC 43%	<b>Date for next strategy review</b>	October 2021

<b>2. Barriers to educational achievement</b>
<b>A.</b> Poor oral language skills and vocabulary
<b>B.</b> Low baseline attainment on entry to EYFS
<b>C.</b> Safeguarding and emotional barriers to learning and engagement
<b>D.</b> Attendance and punctuality of targeted groups of pupils
<b>E.</b> Social and economic factors including life experiences
<b>F.</b> Low parental aspiration
<b>G.</b> Disadvantage, including poverty, working poor and poverty of expectation

<b>KS2 Teacher Assessment for 2019-20</b>		
	<b>Pupils eligible for PP %</b>	<b>All others nationally % 2019</b>
% achieving expected standard in reading, writing and mathematics	65%	65%
% achieving expected standard or above in reading	69%, (15% GD)	73%
% achieving expected standard or above in writing	77%, (15% GD)	78%
% achieving expected standard or above in mathematics	62% (15% GD)	79%

<b>3. Barriers for Future Attainment (pupils eligible for PP, including greater depth)</b>	
<b>In-school barriers</b>	
<b>A</b>	Improve poor oral language skills, poor vocabulary impacts on reading and writing and hinders progress
<b>B</b>	Very low baseline of attainment on entry to EYFS. Significantly below national
<b>C</b>	Emotional barriers to learning and safeguarding
<b>External Barriers</b>	
<b>D</b>	Attendance and punctuality of targeted groups of pupils including PP and PP with SEN support
<b>E</b>	Social and economic factors including life experiences
<b>F</b>	Low Parental Aspiration
<b>G</b>	Disadvantage, including poverty, working poor and poverty of expectation

<b>4. Desired Outcomes</b>	
<b>Desired outcomes</b>	<b>Success criteria</b>
Improved oral language skills for PP pupils in Reception	Pupils eligible for PP are meeting age related expectations by the end of EYFS.
Sustained and significant progress in all areas of development so that from very low starting points on entry to EYFS, the gap is narrowing to that expected nationally.	Pupils eligible for PP make at least the same progress as other pupils, which has a positive impact on the numbers of PP children achieving a GLD at the end of Reception.
Children are able to employ learnt strategies to regulate their responses.	Children respond appropriately in all areas of school life, increasing numbers of children eligible for PP are working at age related expectations at the end of EYFS, KS1 and KS2.
Attendance and punctuality is in line with national expectations	Reduced numbers of PP children who are persistently absent to be in line/lower than national. Overall attendance of PP children increases to 96% in line with other pupils nationally. Improved punctuality of PP children to be in line with other pupils.
Social and economic factors including life experiences	All children eligible for PP have access to extra curricular groups and a wide range of educational trips and visits.
Low Parental Aspiration	Increasing numbers of parents attend workshops, open mornings, respond to questionnaires and become involved in supporting their children in school.
Disadvantage, including poverty, working poor and poverty of expectation	Increasing numbers of children eligible for PP funding are working at age related expectations at the end of EYFS, KS1 and KS2.

**5. Plan including actions, expenditure and review dates**

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
<p><b>A.</b> Improve poor oral language skills, poor vocabulary impacts on reading and writing and hinders progress.</p>	<p>Continue to use WellComm language baseline as a screening tool in Nursery.</p> <p>Speech and Language specialist employed 1 day per week.</p> <p>ELKLAN training for identified support staff.</p> <p>Educational Psychologist SLA</p> <p>High ratio of qualified</p>	<p>Very low starting points. Clear entry and exit information</p> <p>Bespoke support and intervention, programs for staff to follow</p> <p>Highly trained staff provide targeted support/intervention.</p> <p>Early identification of additional needs.</p> <p>Increased adult directed support.</p>	<p>100% improvement as evidenced through blank level testing.</p> <p>Individual and group targets are monitored closely and show rapid progression.</p> <p>Number of referrals to SaLT decreases from Y1 onwards, language skills being used more effectively</p> <p>Reduction in numbers of PP children attending clinic appointments. Gap between PP children and others is</p>	<p>Early Years Lead VC</p> <p>Early Years Lead VC</p> <p>Early Years Lead VC</p> <p>Early Years Lead/SENDCO</p> <p>HT</p>	<p>Half termly report to PP Lead and HT Half termly pupil progress meetings with HT.</p> <p>Half termly update to Early Years Lead VC</p> <p>Weekly meeting with SaLT to review progress and targets</p>

	<p>staff:children in EYFS</p> <p>EYFS Lead to deliver interventions to targeted children in Reception</p> <p>Continue to provide bespoke targeted support in Y1 to maintain high level of children achieving phonics check</p>	<p>Outstanding provision will accelerate progress.</p> <p>100% of children eligible for PP funding achieved the phonics standard in 2019</p>	<p>systematically narrowing.</p> <p>Increasing numbers of PP children reaching ARE at end of EYFS.</p> <p>Maintain level of success in phonics screening in Y1.</p>	<p>Early Years Lead VC</p> <p>Early Years Lead VC</p>	<p>Half termly report to PP Lead and HT</p> <p>Half termly pupil progress meetings with HT.</p> <p>Termly reports to governors. Half termly report to Monitoring Group and linked PP governor</p>
<p><b>Total budgeted cost:</b> Speech and Language Therapist, 1 day per week @ £250/day £8,750  ELKLAN training £4,000  Educational Psychologist SLA £3,000  EYFS Lead support and monitoring, half day per week £3,500  Daily targeted support in Y1, 190 days @ £10/day £1,900  <b>TOTAL £21,150</b></p>					
<b>Barrier</b>	<b>How We Intend to Overcome the Barrier</b>	<b>Evidence and Rationale</b>	<b>How will we know we have been successful?</b>	<b>Staff Lead</b>	<b>Review</b>

<p><b>B.</b> Very low baseline of attainment on entry to EYFS. Significantly below national</p>	<p>Qualified teacher in Nursery</p>	<p>High quality provision ensures that gap between PP and other children is constantly narrowing.</p>	<p>Monitoring and half termly data shows that the gap between PP children and others is narrowing. Proportion of pupils achieving a GLD is in line with national expectations. 2020 target 72%</p>	<p>Early Years Lead VC DHT/HT</p>	<p>Half termly report to PP Lead SC and HT Half termly pupil progress meetings with HT.</p>
	<p>Highly qualified teaching assistant to support</p>	<p>Bespoke intervention and support</p>	<p>Intervention groups are making accelerated progress</p>	<p>Early Years Lead VC</p>	<p>Weekly/daily planning meetings with Nursery teacher</p>
	<p>ELKLAN trained support staff</p>	<p>Increased progress and attainment</p>	<p>Number of referrals to SaLT decreases from Y1 onwards, language skills being used more effectively</p>	<p>Early Years Lead VC</p>	<p>Weekly meeting with SaLT to review progress and targets</p>
	<p>Passport Maths to develop mental recall skills</p>	<p>Bespoke targets and dedicated teaching</p>	<p>Monitoring shows stepped progression through each Passport</p>	<p>Maths Lead EG</p>	<p>Half termly monitoring and assessment report from Maths Lead Half termly progress updates to HT.</p>
	<p>IDL for identified children</p>	<p>Evidence shows highly effective for improving spelling and reading</p>	<p>IDL baseline and unit assessments show progression from starting points.</p>	<p>SENDKO KD PP Lead SC</p>	<p>Monitoring of support</p>

	Identify gaps in learning and put clear actions in place to address them, support from teacher	Evidence shows that children need to build knowledge and skills from firm foundations.	Monitoring of progress, scrutiny of work and pupil interviews identify that gaps are being addressed.  Standards at end of EYFS remain at least good.	PP Lead SC, DHT, HT	Half termly progress updates to HT  Termly reports to governors. Half termly report to Monitoring Group and linked PP governor
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**Total budgeted cost:** SENDCO 1 day per week monitoring £6,300  
 Reading training for all staff, 2 days £2,200  
 Nursery teacher £27,000  
**TOTAL £35,500**

<b>Barrier</b>	<b>How We Intend to Overcome the Barrier</b>	<b>Evidence and Rationale</b>	<b>How will we know we have been successful?</b>	<b>Staff Lead</b>	<b>Review</b>
<b>C.</b> Emotional barriers to learning and safeguarding	Headteacher to monitor safeguarding matters, supported by DHT	Evidence shows that these strategies are having an impact on children being ready to learn. Attitudes	Emotional support for vulnerable children and their families to ensure they make at least	HT, DHT	Weekly safeguarding meeting HT & DHT. Safeguarding is standing item on

	<p>Mental health leads providing small group support</p> <p>Small group therapeutic intervention</p> <p>Provision of Breakfast and After School Activities</p>	<p>towards learning, and behaviour for learning is good in all classes. Support for targeted individuals is well received by children and parents.</p>	<p>good progress from starting points.</p> <p>Sustain a low number of families at Child Protection</p> <p>Reduce number of behavioural incidents that impact on learning. Pupils develop coping strategies and resilience to support their mental health</p> <p>Each child has a good start/end to the day – breakfast, snack, calm, time to talk, support with homework. Children are ready to learn.</p>	<p>P Shaw, T Dargon, N Kirk</p> <p>CO extended provision lead</p>	<p>weekly staff meeting agenda. Updates sent to all staff.</p> <p>Half termly updates to PP Lead and HT.</p> <p>Weekly monitoring by attendance lead and CO. Half termly updates to PP Lead and HT.</p> <p>Termly reports to governors. Half termly report to Monitoring Group and linked PP governor</p>
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**Total budgeted cost:** Mental Health training for designated staff £2,000  
 Support and intervention groups £5,000  
 Additional lunchtime provision £5,000  
 Additional time for SENDCo and safeguarding £2,000  
**TOTAL £14,000**

Barrier	How We Intend to Overcome the Barrier	Evidence and Rationale	How will we know we have been successful?	Staff Lead	Review
<p><b>D.</b> Attendance and punctuality of targeted groups of pupils including PP and PP with SEN support</p>	<p>Continue to embed all procedures relating to attendance and punctuality by following the school policy. SLA with the EWO to ensure all legal and statutory procedures are followed. Designated attendance lead AC</p> <p>Improved communication with parents</p>	<p>Attendance improved during 2018/19 and in line with national at 96% for others and for PP children</p>	<p>Gap in attendance between PP children and others is diminishing.</p> <p>Clear escalation policy and robust systems for tracking individual pupils.</p> <p>Reduction in number of children persistently late which impacts on learning.</p> <p>Clear lines of communication with parents, attendance clinics to continue.</p>	<p>Attendance lead AC, EWO HT</p>	<p>Daily monitoring Weekly meeting with EWO.</p> <p>Weekly update to HT</p> <p>Attendance reported to parents regularly, end of each term, parents meetings</p>

					Termly reports to governors. Half termly report to Monitoring Group and linked PP governor
<p><b>Total budgeted cost:</b> EWO SLA £3,500  Attendance Lead £5,000  <b>TOTAL £8,500</b></p>					
<b>Barrier</b>	<b>How We Intend to Overcome the Barrier</b>	<b>Evidence and Rationale</b>	<b>How will we know we have been successful?</b>	<b>Staff Lead</b>	<b>Review</b>
<b>E.</b> Social and economic factors including life experiences	<p>Access to a broad and rich curriculum.</p> <p>Access to a wide variety of extra curricular activities and clubs.</p> <p>Access to trips, visits and residential trips.</p>	Our focus is on universal provision which seeks to improve engagement and learning for all children.	<p>All children eligible for PP funding achieve at least the national expectations in Reading, Writing and Maths so that there is a reduced, or no attainment gap between disadvantaged and other children.</p> <p>All children benefit from a rich curriculum designed to widen</p>	<p>HT</p> <p>HT, DHT and subject leads</p>	<p>Termly progress and attainment. Half termly pupil progress meetings with HT.</p> <p>Termly reports to governors. Half termly report to</p>

			<p>experiences, knowledge and conceptual understanding.</p> <p>All children make good or better progress in reading and maths from starting points.</p> <p>The proportion of children working at greater depth is increased for all children.</p> <p>Progress from end of each key stage is at least good in Reading, Writing and Maths.</p> <p>Monitoring of attendance in clubs and extra curricular activities.</p>	<p>HT, DHT, Early Years Lead VC, PP lead SC</p> <p>HT, DHT</p> <p>HT, maths and English leads</p> <p>Attendance lead PP lead</p>	Monitoring Group and linked PP governor
<p><b>Total budgeted cost: £5,800</b></p> <p><b>TOTAL £6,800</b></p>					
<b>Barrier</b>	<b>How We Intend to Overcome the Barrier</b>	<b>Evidence and Rationale</b>	<b>How will we know we have been successful?</b>	<b>Staff Lead</b>	<b>Review</b>

<b>F.</b> Low Parental Aspiration	Parental workshops, invites to classroom sessions, art therapy club, attendance clinic	Positive feedback from parents, increased attendance at workshops and classroom sessions.	Positive feedback from parents. Monitoring of attendance and feedback from workshops.	DHT	Following all sessions to inform future planning.
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**Total budgeted cost: £4,000**

**TOTAL £4,000**

<b>Barrier</b>	<b>How We Intend to Overcome the Barrier</b>	<b>Evidence and Rationale</b>	<b>How will we know we have been successful?</b>	<b>Staff Lead</b>	<b>Review</b>
<b>G.</b> Disadvantage, including poverty, working poor and poverty of expectation	Emotional and safeguarding support for children and their families.  Celebrating success across the school (celebration assemblies, pupil Chaplains, HT awards, attendance awards)  Providing aspirational opportunities for the children –	All children and their families understand that they play an important part in the life of the school.  Keeping expectations high across the school.  Children are effective learners in the classroom.  Disadvantaged children achieve at least the national expectations with	Pupils are effective learners in the classroom. Pupil outcomes for all are moving closer to national standards.  Disadvantaged children achieve at least the national expectation in reading, writing and maths. There is no/little gap between disadvantaged and other children.  All children make at least good progress from their starting	HT, DHT  All staff, RE lead, PP lead  DHT	Ongoing  Termly progress and attainment. Half termly pupil progress meetings with HT.  Termly reports to governors. Half termly report to Monitoring Group

	<p>Debate Mate, Shakespeare, Choir.</p> <p>Provision of small group interventions for low attaining children to boost progress.</p>	<p>little or no gap between disadvantaged and other pupils.</p>	<p>points in reading and maths.</p> <p>The proportion of children working at greater depth increases in all areas.</p>	<p>SENDCO</p>	<p>and linked PP governor</p>
<p><b>Total budgeted cost: £6,000</b>  Mental health leads £4,000 (accounted for in C)  <b>TOTAL £6,000</b></p>					