

Pupil premium strategy statement



School overview

Metric	Data
School name	St Joseph's Catholic Primary
Pupils in school	203
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£72595
Academic year or years covered by statement	20-21
Publish date	September 30 2020
Review date	January 15th 2021
Statement authorised by	SLT
Pupil premium lead	B Gill
Governor lead	K Pilkington

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.13
Writing	1.26
Maths	-1.13

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	R 70%, W 60%, M 70%
Achieving high standard at KS2	R 20%, W 0%, M 20%
Measure	Activity
Priority 1	Reading Leader to ensure that phonics provision meets previously set high standards, under Covid restricted circumstances. Reading provision throughout the school retains the high quality established in the previous year.
Priority 2	Ensure teaching of the new curriculum is of high

	quality so that children acquire and retain the essential knowledge they need to prepare them for their future success.
Barriers to learning these priorities address	Covid restrictions on bubbles increases the number of groups that need to be taught. Inexperienced subject leaders needing to identify teachers' skills and knowledge gaps and plan how to address them.
Projected spending	£30,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	End of KS2 progress figure to be positive	July 21
Progress in Writing	End of KS2 progress figure to be positive	July 21
Progress in Mathematics	End of KS2 progress figure to be positive	July 21
Phonics	At least 90% of year 1 & 2 PP children achieve phonics screening level by the end of the year	July 21
Other	With the exception of Covid related absences all disadvantaged children, whose attendance was less than 95% in the previous year, improve their attendance. None to be persistent absentees.	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Increase provision for Read Write Inc groups so that children in all three year groups can be placed at the appropriate level to maximise their chances of progress
Priority 2	CPD effectively improves teaching for all children. Rosenshine Principles to become embedded.

	Subject knowledge of teachers is secure so that children are taught by teachers confident with the content they are delivering.
Priority 3	Targeted 'catch up' interventions to address the issue of disadvantaged children suffering greater 'academic loss' during lockdown than other children. Emphasis on disadvantaged SEN children.
Barriers to learning these priorities address	Phonics attainment has suffered during lockdown and more children have greater ground to make up to meet phonics screening standards than in previous years. Improving the standard of teaching whilst also preparing, and delivering remote learning. Ensure interventions are based on accurate assessment and targeted to achieve needed progress. Sufficient "Accelerated Reader" books available given quarantining restrictions due to Covid.
Projected spending	£27,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Emphasis on developing Oracy improves the quality of children's spoken communication.
Priority 2	The curriculum ensures children enjoy a wide range of experiences which have historically been limited for disadvantaged children. Subsidy for extra curricular trips to be available.
Barriers to learning these priorities address	Covid restrictions limiting opportunities to enjoy wide range of experiences that would not be school based.
Projected spending	£16,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring CPD aimed at pedagogical teaching and curriculum delivery are effective	Regular monitoring by SLT and subject leaders to assess the impact of CPD on the quality of teaching and learning in lessons.
Targeted support	Ensure that support to fill gaps	Teachers used to teach

	does not lead to further gaps appearing due to loss of 'lesson' time with teacher	interventions when possible. Extra teacher time to be used for team teaching where appropriate.
Wider strategies	<p>Ensuring Oracy is seen as a priority in the midst of other curriculum developments.</p> <p>Positive relationships established so that attendance and attainment of disadvantaged pupils can be effectively supported by Parent Support Adviser.</p>	<p>Time table and deliver consistent programme of Oracy techniques for teachers staff meetings and extra training sessions for TAs.</p> <p>Fortnightly time tabled catch up meetings re vulnerable pupils with PSA, SENDCO, DH and Head.</p>

Review: last year's aims and outcomes

Aim
Pupils read widely and often, with fluency appropriate for their age. To be measured by an improved monitoring of reading system, (Accelerated Reader / PIRA data.)
Outcome
<p>Mainly Met</p> <p>The teaching of reading was a focus for school improvement in the early part of 19-20. Read Write Inc continued to be delivered in specific groups aimed at particular levels of development which required considerable human resources and management. At the point of lockdown we were on track to continue to deliver above national average levels in the phonics screening for all children and disadvantaged children. This has been the trend in recent years since Pupil Premium money was invested in the human resources to allow this type of teaching to take place.</p> <p>The purchasing of Accelerated Reader, and associated books, proved a highly motivating factor in encouraging children to read and complete their quizzes. Many other reading strategies were also introduced: whole class guided reading; all reading together; adults reading aloud to the whole class. Pupil discussions mentioned all of these interventions as being the most popular for different children. Attitudes to reading were far more positive in these discussions. Data could not be collected for the whole year but PIRA Reading tests showed an upward trajectory in the three final years of Key Stage 2. However the same improvement was not seen in years 2 & 3.</p>
Aim
The quality of teaching is at least good for all children. To be measured by a comprehensive monitoring and evaluation schedule.
Outcome
<p>Partly Met</p> <p>Clear expectations were set for teachers and support given to achieve those expectations was put in place. Unfortunately three teachers left the school in the first term and the headteacher and another teacher were absent for lengthy periods. Only one teacher was replaced with a permanent member of staff although regular supply teachers filled the void until two new appointments could be</p>

made. By the time they were in post lockdown had begun. The systems put in place to ensure consistency of good teaching bore fruit during lockdown. Children were familiar with the lesson structures which were easily transferable to Google Classroom and so engagement with home learning was well above national figures (approx 70%). All families who asked for IT hardware to support their home learning were provided with chromebooks.

Aim

Children affected by trauma are identified and given the appropriate support. To be measured by number of children identified then tracked in terms of behaviour, attendance, academic progress.

Outcome

Mostly Met

Disadvantaged children who had suffered many adverse childhood experiences (ACEs) which manifested in their behaviour were supported in a variety of ways. Some behaviours in the first term resulted in two fixed term exclusions for a child but as the impact of the one to one support came to fruition no further exclusions were necessary and instances of extreme behaviour dropped dramatically. A small number of children continued to be non-compliant in their behaviour at points in the year but the situations were managed with parents to avoid exclusions.

CPD for staff at the beginning of the year heightened awareness of the trauma associated with ACEs and greater understanding at times when issues arose diluted the effect of those instances and eventually reduced the frequency of them.

Attendance for the group identified as having experienced much trauma was 92.6% in the period up until Christmas but this improved to 95% in the period between new year and the end of February.

The majority of the children remained where they were in terms of Age Related Expectations (ARE) in reading, writing and maths. Just one child dropped below ARE in reading whereas one moved up to ARE in reading and one in maths. Another moved from Pre Key Stage level to working towards ARE in reading and maths.

Aim

Improvement in attendance by disadvantaged children, particularly those still eligible for Free School Meals.

Outcome

Partly met .

The 19-20 target for Pupil Premium children's attendance was 95.5%. Up to the end of February the figure was 95.44%. Although this was an improvement on the previous year's figure it was not quite at the target level when Covid began to affect all children's attendance. . Of those children forty two were eligible for free school meals. Their attendance rate was 94.72%. 19% of children eligible for free school meals were persistent absentees (attendance below 90%) which was above our target figure of 15%. The employment of a Parent Support Adviser was one strategy financed by Pupil Premium money. There were again considerable periods of time in the year where nobody was filling that post.