



St Joseph's Catholic Primary School Pupil Premium Strategy Statement 2019-20

Summary Information					
School	St Joseph's Catholic Primary School				
Academic Year	2019-20	Total PP budget	£32,840	Date of most recent PP	N/A
Total number of pupils	217	Number of Pupils eligible for PP	29	Date for next internal review of this strategy	April 2020

Year Group Summary Information							
Year Group	Cohort Size	Number of pupils eligible September 2019					% of pupils eligible September 2019
		FSM	Ever 6	LAC	Military	Total	
Nursery	18					0	0.0
Reception	28	3				3	10.7
Year 1	31	2				2	6.5
Year 2	31	4				4	12.9
Year 3	21	3	1		1	5	23.8
Year 4	29	4			2	6	20.7
Year 5	30	3			1	4	13.3
Year 6	29	2	2		1	5	17.2
Whole School	217	21	3	0	5	29	13.3
Pupil Premium Budget 2019-20	£32,840						
Last Review	Sept 2019						
Next Review	April 2020						

Current attainment : End of KS2 2019		
Y6 2018-2019 (Now Left)	<i>Pupils eligible for PP (children)</i> 2	<i>Pupils not eligible for PP (children)</i> 28
% achieving expected standard or above in reading, writing and maths	0	70.0
% working at the expected standard or above in reading	0	76.7
% working at the expected standard or above in writing	50.0	86.7
% working at the expected standard or above in maths	100	93.3

Current attainment: End of KS1 2019		
Y2 2018-2019 (Current Year 3)	<i>Pupils eligible for PP (children)</i> 5	<i>Pupils not eligible for PP (children)</i> 17
% achieving expected standard or above in reading, writing and maths	40	70.1
% working at the expected standard or above in reading	60	70.6
% working at the expected standard or above in writing	40	70.6
% working at the expected standard or above in maths	100	76.4

Current attainment: End of EYFS Summer 2019		
Rec 2018-2019 (Current Year 1)	<i>Pupils eligible for PP (children)</i> 2	<i>Pupils not eligible for PP (children)</i> 28
% achieving expected standard or above in Reading, Writing and Maths		
% working at the expected standard or above in Reading	100	100
% working at the expected standard or above in Writing	67	56
% working at the expected standard or above in Maths (Number)	100	100

Current Attainment: Summer 2019												
Current Year Group (2019-20)	Total Pupils	Total Eligible for PP	Total not Eligible for PP	% Working at expected standard or above								
				Reading			Writing			Maths		
				PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Reception	28	3										
Year 1	30	2	28	100	100	0	67	56	11	100	100	0
Year 2	31	4	27	75	89	-14	75	85	-10	75	89	-14
Year 3	22	5	17	60	74	-14	40	71	-31	100	79	21
Year 4	29	6	23	50	52	-2	0	39	-39	17	48	-31
Year 5	30	4	26	50	79	-29	50	65	-15	50	77	-27
Year 6	29	5	24	60	83	-23	40	67	-27	80	83	-3

Barriers to future attainment (for pupils eligible for PP)
In-school barriers
Social development
The % of pupils in receipt of PP, working at age related expected levels in Writing in Years 2-6 is lower than other pupils
The % of pupils in receipt of PP, working at age related expected levels in Reading in Years 2-6 is lower than other pupils
21% of pupils eligible for pupil premium in school also receive SEN support.
Year 3: 60% of pupils eligible for PP are working below ARE in Writing N.B.: 40% of pupils eligible for PP in Year 3 also receive SEN support
Year 4: No child eligible for PP is working at ARE in Writing N.B.: 33% of pupils eligible for pupil premium in Year 4 also receive SEN support;
Year 6: 60% of pupils eligible for PP in Year 6 are working below ARE in Writing.

External barriers	
Parental engagement	
Family Turbulence	
Engagement in extracurricular activities	
Desired outcomes	Success criteria
<p>Pupils eligible for PP make as good progress as others and attain as well as other children</p> <p>All children in school receive at least good or outstanding teaching in every lesson to ensure that they make at least expected progress</p> <p>Barriers to learning are identified and acted upon in a timely and effective manner.</p>	<p>In-school tracking data shows a reduction in the attainment gap of FSM and non FSM pupils in all years from September 2019- July 2020 in Reading and Writing</p> <p>Pupils eligible for PP regardless of ability make good to outstanding progress throughout the school year.</p> <p>Barriers to learning identified and appropriate support provided to pupils</p>
<p>Improved progress and attainment for all PP pupils in reading and writing, with specific focus on developing vocabulary.</p>	<p>Progress measured and monitored through tracking, a range of assessment strategies and moderation of pupils work</p> <p>The gap between PP pupils and non PP pupils will diminish as the children progress through the school.</p>
<p>Pupils eligible for PP access full co-curricular opportunities</p>	<p>Pupils eligible for PP attend after-school clubs and all external visits, sporting events, school trips and music lessons through reduced charging.</p>
<p>Language and social skills ensure all children engage well in all lessons</p>	<p>Observations show behaviour is exemplary leading to improved academic outcomes</p> <p>Children communicate verbally with confidence and accuracy</p>

To engage parents and support them with their particular need, to strengthen home-school links for PP Pupils and improve their attendance.

Attendance at parents' events.
Homework is completed regularly.
Children have good attendance at school and additional events.
Parental Curriculum Workshops to upskill parents in supporting their children's learning at home
Appropriate support identified and provided

Planned expenditure	Academic year 2019-20
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Quality of Teaching for All					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
<p>Pupils eligible for PP make as good progress as others and attain as well as other children</p> <p>All children in school receive at least good or outstanding teaching in every lesson to ensure that they make at least expected progress</p> <p>Barriers to learning are identified and acted upon in a timely and effective manner. Monitored termly through Lesson Observations and Lesson Study.</p>	<p>Quality first teaching-staff development Subject Leaders up to date knowledge through attendance at Network meetings Support Staff included in whole school INSET Booster intervention at Y3 and Y4 with a focus on PP pupils -purchase resources and whole staff training for 1stClass@Writing intervention scheme for Y3/4</p>	<p>DCSF guidance on Quality First Teaching and Personalised Learning</p>	<p>Observation, work scrutiny, pupil voice, data analysis, performance management</p>	<p>SLT Subject Leads</p>	<p>Termly £2500</p>
	<p>Analysis of summative data each term through Anthony Conlin Tracking system SENDCo to focus on progress and attainment of PP pupils and report to Headteacher</p>	<p>Analysis to identify underperforming children and target support NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively</p>	<p>Progress measures Performance Management</p>	<p>SLT SENDCo All staff</p>	<p>Termly £2500</p>
	<p>Regular, timetabled sessions for intervention/booster sessions with PP children</p>	<p>Research shows developing a secure understanding of a concept is key to learning. NFER Report shows 20% increase in outcomes when small group teaching (vs 16% one to one)</p>	<p>Observation, work scrutiny, pupil voice, data analysis, planning</p>	<p>SLT All Staff</p>	<p>Termly £10,000</p>

Total budgeted cost	£15000
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Targeted support					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Improved progress and attainment for all PP pupils in reading and writing, with specific focus on developing vocabulary.	Provide opportunities for children to develop reading for pleasure, such as through library lessons, reading rewards Liaise with Schools Library Service to provide greater selection of high interest books to engage children	DCSF Research on reading for pleasure evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment	Staff Meeting Learning walks, Library lending records, pupil voice	SLT English Lead	Termly £2000
	Early identification of specific gaps and targeted Intervention provided regularly. Systematic teaching of phonics. Small group focused teaching) Tuition for targeted groups. 1:1 reading and additional reading for PP pupils. Use of LEXIA 3 X 20 minutes weekly plus rewards in assembly	Lexia Research shows that pupils who access Lexia 3 x 20 minutes per week make accelerated progress.	Learning walks Pupil voice, data analysis, Lexia timetable LEXIA data analysis of use	SLT DH	£3000
	Increase opportunities for children to develop writing for purpose, such as through topic linked tasks, which encourage them to develop their use of vocabulary. Provision of appropriate and interesting texts in text based learning and develop application of cross-curricular reading and writing skills	DfE Supporting the attainment of disadvantaged pupils, articulating success and good practice (NFER research) Sutton Trust, Pupil premium the next steps	Clear differentiation and challenge in planning Dynamic topics and appropriate texts Lesson observations and Learning walks	SLT Class Teachers	£1000

Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson Timetabled TA support in every class every morning to aid quality first teaching.	NCTEM research Focus support to ensure disadvantaged pupils misconceptions are addressed immediately	Observation, work scrutiny, pupil voice, data analysis, planning Performance Management Target	SENDCO	Termly £10,000
	Small group tuition through Support Staff and Booster Teacher	Deeper understanding enables children to move forward quickly	Observation, work scrutiny, pupil voice, data analysis, planning	SENDCO	Termly
Total budgeted cost				£16,000	

Other approaches					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision and servicing of musical instruments.	Inclusion of all children impacts positively on mental health and well-being.	Participation numbers	After School Co-ordinator SLT	Termly and as required £2000
Barriers to learning are identified and acted upon in a timely and effective manner. Monitored termly through Lesson Observations and Lesson Study.	Liaison with partner professionals: Early Bird training Early engagement with EP, virtual school heads, social workers, carers, MASH, Impact North East	Early identification and intervention ensures pupils secure basics as a platform for rapid progress	Involvement in training, PEP, TAC etc meetings Observation, work scrutiny, pupil voice, data analysis, planning	SLT SENDCo	Termly and as required
To engage parents and support them with their particular need, to strengthen home-school links for PP Pupils and improve children's attendance.	Effective homework Parents' Evening Termly First Day Response to absence Parent Meetings with HT as required when attendance falls below 95% Reward systems in place to recognise good attendance at class, termly and yearly level. Parent workshops in Y2 and Y6 to share expectations/format of SATs Liaison with partner professionals	Inclusion of all children Poor attendance adversely affects academic progress. Regular continuous attendance improves academic progress Sutton Trust, Pupil premium the next steps Ofsted pupil premium project Sharing good practice, removing external barriers to children's learning	Observation, work scrutiny, pupil voice, data analysis, planning	P.Swanston- Attendance Officer	July 2020
Total budgeted cost				£2000	

Review of expenditure 2018-19

i. Quality of teaching for all

Desired outcome	Action	Estimated impact	Lessons learned	Cost
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching Effective feedback Peer tutoring Data analysis	Internal tracking data shows that targeted use of PP funding for 2018-19 has narrowed gaps between PP and other pupils as follows: Year 6 (End of KS2, Summer 19) – Gaps in attainment between PP/Others narrowed in reading, writing and maths. KS1 (Y1 & Y2 – Summer 19) – Gaps in attainment between PP/Others narrowed in reading, writing and maths	PP progress is improving across the school, particularly in Maths. Reading and writing to be targeted during 19-20 to accelerate progress for PP pupils, particularly in lower KS2.	£13,000

ii. Targeted support

Desired outcome	Action	Estimated impact	Lessons learned	Cost
Language and social skills ensure all children engage well in all lessons.	Early Years intervention to support early social development and early reading and mathematical skills CPD for new EYFS team in language and communication Access to IMPACT NE Counsellor for group/individual sessions	Improved staff skills in teaching of early phonics and reading development through CPD Small group social time with IMPACT NE counsellor developed turn taking and social skills within setting.	Using staff skilled in teaching social skills and coping strategies to children through play allows children to use these strategies in the classroom leading to better engagement in lessons.	£10,000
Pupils eligible for PP make as good progress as others	Early intervention Intervention programmes	Regular, focused interventions by support staff have narrowed gaps in attainment in maths across the school. 100% of PP children in Year 1 passed phonics	Personalised programmes with rigour are better for targeted support.	£3,000

and attain as well as other children	Small group tuition Wave 3 -JT	Well-paced provision for small groups, alongside first wave teaching, meant that individuals progressed well.	Ensure all children have quality first wave teaching	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Pupils eligible for PP access full co-curricular opportunities	Financial support for visits, special projects, sporting activities, Breakfast Club etc	No child missed out on additional opportunities as a result of costs incurred	This will continue	£2,000