Three Year Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	231
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£57,040
Academic year or years covered by statement	2020-2023
Publish date	01 September 2020
Review date	July 2023
Statement authorised by	Linda Payne
Pupil premium lead	Linda Payne
Governor lead	Ross Taylor

Disadvantaged pupil progress scores for last academic year 2019 & 2020

Measure	Score 2019	Predicted Score 2020
Reading	5.15	7.2
Writing	0.9	6.4
Maths	2.8	6.25

Strategy aims for disadvantaged pupils

Measure	Score	Predicted Score 2020
Meeting expected standard at KS2	83%	100%
Achieving high standard at KS2	0% RWM 50% Reading 33% maths 67% SPAG	20% RWM

Measure	Activity
Priority 1	Raise achievement and accelerate progress for children eligible for PPG funding. Improve the writing attainment and progress so that it is similar to the non-disadvantaged.
Priority 2	Improve the progress scores in mathematics so that it is similar to the non-disadvantaged.

Barriers to learning these priorities address	• Poor Attendance from Ever 6
	• Poor memory skills.
	• PPG pupils on entry have a lower baseline in reading, writing and mathematics. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations.
	• Some pupils have multi-complex additional needs e.g. SEND
	• Due to other constraints, education is a low priority within the family setting.
A.	**Communication and Language Development** Many of our PP eligible pupils' have very low starting points (in both Nursery and Reception). The PP pupils need support with communication through talking, verbal expression, modelling language and reasoning. Early Years practitioners will identify PP eligible pupils to work alongside in order to explicitly extend the child's spoken vocabulary, introducing them to new words in context and drawing attention to letters and sounds. They will adopt approaches aimed at developing thinking and understanding through language. However, this is not solely a barrier for our younger pupils - 50% of our PP eligible cohort across school are also designated SEND with 50% of our total SEND group requiring support for speech, language and communication needs. We therefore also intend to further develop support for SEND Communication and Interaction designated pupils.
B.	**On-Entry Standards** Outcomes between pupils from disadvantaged backgrounds and other pupils are evident when children begin our school. PP eligible pupils enter EYFS with lower standards than their non-PP counterparts. The Nursery cohorts for the last two years have contained groups of pupils who will be eligible for PP funding in Reception with lower ability on entry when compared to non-disadvantaged pupils in Nursery. Potential PP eligible pupils make the transition to Reception therefore, with lower numbers 'at typical' than other pupils. PP eligible pupils requiring support will be identified early in Nursery/Reception and targeted in order to achieve closer to non-PP on starting Reception and in achieving GLD in greater numbers by end of Reception. Strategies will take place in both Nursery and Reception through early literacy and numeracy approaches. These will aim to improve skills, knowledge and understanding related to reading and writing as well as to develop number skills and understanding of mathematical concepts.
C.	**SEND and High Needs Group** The 50% of PP eligible pupils also designated SEND demonstrate weaker progress scores when compared with other pupils. Within this group we also have for the 2020/21 cohort (and previously) a small group of pupils with high needs in respect of their SEND – children with EHCP. The proportion of pupils with SEN support is 25% (58 pupils at SEN Support and 5 pupils with an EHC plan). SEND pupils who are designated as disadvantaged is above NA at 60%. Several of these pupils require intensive support with others requiring regular adult

	guidance or supervision during and outside lessons. This is undertaken by TAs in support of class teachers who closely work alongside pupils. It is our aim to give these SEND/PP pupils a repertoire of strategies in order that they can better take ownership of their learning with specific strategies for planning, monitoring and evaluating their learning. We will attempt to integrate strategies into collaborative groups so that these learners can be more independent, support each other and make their thinking more explicit through discussion with others.
D	**Overall Attendance and PA** Disadvantaged pupil attendance has improved by 1.28% during the previous years and is now 97.8%. PP and is now above other pupils. The Attendance Team will be required to closely monitor this group continually - in a similar way to 2019/20 - that demonstrated improved attendance indicators for disadvantaged pupils for a third consecutive year.
E	**Family Support** Most pupils requiring support for emotional deficits or family support are PP eligible pupils with family concerns and parenting issues impacting upon achievement over the longer term. Parental engagement for some of these families also impacts upon the achievement of PP eligible pupils. These families benefit from the support school can offer to enable them to become more active in their child's education which has a direct impact on outcomes for pupils.
F	**Parental Engagement** We know that the engagement in school activities and events improved for this group during 2019/20 but with non-PP parents still playing a more active role in the education of their children. It is apparent from our analysis that parents of PP eligible pupils are less inclined to engage with school staff in promoting learning within different aspects of school life. This includes attendance at SEND reviews, parental consultations, performances, events, homework activities, Reading records, celebrations of learning etc. This was successfully targeted across school during 2019 up until March 2020. We have evidence to suggest we have increased the engagement of parents, but this is still an area to be further developed.
G	**Remote Learning** During the first lockdown, some PPG children struggled with home schooling due to lack of ICT hardware or a place to study. We aim to support all PPG pupils with access of computer equipment or a place to study, in school.
Projected spending	£55,945

Teaching priorities for current academic year

Aim	Target	Target date
Improve pupils' progress and attainment in reading.	Implement the recovery reading curriculum and diminish the gap between PPG and non PPG	July 21
Improve pupils' progress and attainment in writing.	Implement the recovery writing curriculum diminish the gap between PPG and non PPG	July 21
To improve remote learning	Implement google classroom and ensure PPG pupils have access to remote learning	July 21
Improve pupils' progress and attainment in mathematics.	Implement the recovery maths curriculum diminish the gap between PPG and non PPG	July 21
Phonics	Achieve national average expected standard in PSC	July 21
Other	Improve attendance of disadvantaged pupils to above LA average (95.8%)	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1 – Implement the Recovery Curriculum for English. (Barrier A,B,C)	• Implement 'Back on track' Curriculum • Identify gaps in PPG pupils knowledge (from previous low attendance) and teach the pupils the new skills • Introduce 4 minutes/10 minute writing activities • Ensure PPG pupils have daily opportunity to improve their writing. • Enhance ppg pupils' cultural capital knowledge through use of media, trips, discussion s and debate.
Priority 2 – Implement the Recovery Curriculum for Mathematics (Barrier A,B,C)	• Improve Maths No Problem 'Back on track' Curriculum. • Identify gaps in PPG pupils knowledge (from previous low attendance) and teach pupils the new skills • Ensure PPG pupils have daily practice of addition, subtraction, multiplication and division.
To improve remote learning provision for PPG	• Implement google classroom and ensure PPG pupils have access to remote learning
Barriers to learning these priorities address (Barrier D,E)	• Poor Attendance The Attendance Subject leader is working with families • Poor memory skills in Key Stage 1 • PPG pupils on entry have a lower baseline in reading and writing. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations. • Some pupils have multi-complex additional needs e.g. SEND

	• Due to other constraints, education is a low priority within the family setting
	• Family Support working with targeted families
Projected spending	==£52,488==

Wider strategies for current academic year

Measure	Activity
Priority 1 Attendance (Barrier D,E)	• Improve the attendance of the PPG by introduction of rewards and new monitoring system. • Increased procedures to challenge and support families of pupils not attending school regularly enough. The Attendance Team will further embed revised policy and procedures aimed at improving attendance for this group and this will significantly increase. • The EEF Toolkit indicates that a pupil cannot benefit from a lesson if they are not present in the classroom, engaged in lessons and behaving appropriately for learning. Similarly, it is recognised that parental involvement covers the active engagement of parents in supporting their children's learning at school and indicates that the association between parental involvement and academic success is well established
Priority 2 Parental Support (Barrier F)	• Pastoral Support for disadvantages families will include family intervention and support from the Pastoral Leader as well as an increase in the opportunities that exist to participate in learning activities and school life. We are particularly concerned that disadvantaged families are supported in a variety of ways. We will encourage PP parents to improve engagement with learning/school. This is in order that they can better support their children to read or do mathematics as well as more intensive interactions to assist families in crisis. • Introduce parental workshops for literacy and numeracy to support parents with their child's learning. • The EEF Toolkit indicates the positive benefits of parental involvement and identifies that active engagement of parents supports their children's learning at school.
Barriers to learning these priorities address	• Improving attendance and readiness to learn for the most disadvantaged pupils. • The EEF Toolkit indicates that interventions which target social and emotional learning have impact by seeking to improve attainment by improving the social and emotional dimensions of learning. Our interventions will focus on the ways in which our pupils work with (and alongside) their peers, teachers, family or community.
Projected spending	£3457

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching – Improve pupils' progress and attainment in reading, writing and maths.	• Pupils are below ARE • Pupils has missed learning due to Covid. • Pupils do not have laptops etc. at home to support with home learning. • Ensure the PPG pupils do not miss too much time from other subjects.	• Group/1:1 support. • Additional daily reading sessions for PP pupils. This will include strategies such as targeted 1:1 reading sessions (x3 a week additional to class teacher) for PP/SEND pupils below ARE across the school. • Daily Phonics sessions to be undertaken where pupils are placed according to their stage of phonic acquisition. • Year 6 intervention support progress towards national tests - will see additional teaching and learning opportunities for PP eligible pupils. This will include small group tuition in reading; SPAG, Maths teaching and learning in preparation for SATs. • Try to ensure pupil attends school in the event of local lockdown. If not Doorstep/telephone call teaching for those shielding. • Home learning packs sent to all PP pupils • Laptops given to targeted FSM pupils. • Rotate group/1:1 support.
Targeted support; Implement the Recovery curriculum	Ensure all gaps are identified and addressed when the PPG pupils are absent from school.	• Implement 'Back on track' Curriculum • Identify gaps in PPG pupils knowledge (from previous low attendance) and teach the pupils the new skills • Introduce 4 minutes/10 minute writing activities • Ensure PPG pupils have daily opportunity to improve their writing. • Enhance ppg pupils' cultural capital knowledge through use of media, trips, discussion s and debate. • 1:1 Teachers/ Teaching Assistant to work with targeted children across the week. • The EYFS Lead to work alongside EYFS staff to target support for PP eligible pupils. The EYFS staff will work with these pupils through common approaches to

		early literacy and numeracy with PP eligible EYFS pupils. This will include storytelling and group reading, activities that aim to develop letter knowledge, knowledge of sounds and early phonics, as well as introductions to different kinds of writing and numeracy sessions devoted to developing number skills.
Wider strategies	Engaging the families facing most challenges	• Working closely with the LA and other local schools on cross-school outreach programme • Family Support worker to work with families and provide advice and guidance • Attendance Improvement officer to support families

Review: last year's aims and outcomes

Aim	Outcome
To improve reading attainment	Improvements made from 83% to 100%
To improve writing attainment	Improvements made from 83% to 100%
To improve writing progress	Improvements made from 0.9 to 6.4