

St Joseph's RC Primary School



Pupil Premium Strategy

September 2020

Pupil Premium Strategy Statement 2020-2021

Aims:

At St Joseph's Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. This strategy outlines how we will ensure pupil premium funding is spent to maximum effect.

Background:

The Pupil Premium is an allocation of additional funding provided to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The government has included pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and have provided a fixed amount of money per pupil based on the number of pupils registered for FSM over a six year rolling period. This fixed amount of money is expected to increase every year for the course of this current parliament. It is for schools to decide how the Pupil Premium allocation should be spent since they are best placed to assess what additional provision should be made for the individual learners within their responsibility. The aim of this additional funding is to diminish differences in progress and attainment between children from disadvantaged circumstances and those above the low-income threshold – it is not linked to a specific child but is to be used for overall impact.

Context:

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” approach. In addition to these potential challenges, this year has seen the unprecedented challenge posed by the COVID 19 pandemic which results in it not always being possible to deliver, target or track all actions on this plan.

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

1. Summary Information

St Joseph's Primary					
Academic Year	2020-21	Total PP Budget	£62 005	Date of most recent PP review	September 2020
Total number of pupils	232	Number of pupils eligible for PP	47	Date for next PP strategy review	September 2021

Number of eligible pupils by class (September 2020)

Year Group	Pupils in class	Number of pupils eligible for PP	% of pupils eligible for PP
Nursery	24	4	17%
Reception	30	6	20%
Year 1	28	5	18%
Year 2	30	8	27%
Year 3	30	7	23%
Year 4	31	5	16%
Year 5	29	4	14%
Year 6	30	8	27%
Total	232	47	20%

Attainment July 2020				
<i>based upon Teacher Assessment</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils eligible for PP (national average based on 2019)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average based on 2019)</i>
KS2 - % of numbers achieving the expected standard or above in reading, writing, maths	92%	51%	83%	71%

Attainment July 2020				
	KS2 Progress Scores		KS1 Attainment Scores	
	<i>Pupils eligible for PP (our school) (12)</i>	<i>Pupils not eligible for PP (our school) (18)</i>	<i>Pupils eligible for PP (our school) (6)</i>	<i>Pupils not eligible for PP (our school) (24)</i>
Reading	3.8	1.2	50%	79%
Writing	3.6	3.3	50%	67%
Maths	4.1	2.0	50%	79%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Improve progress and attainment for all pupils eligible for PP in reading and writing with a focus on developing vocabulary
B.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils which slows academic progress in subsequent years.
C.	Limited opportunities to develop life and cultural experiences for some pupils eligible for PP.
D.	Ability to engage in learning in a range of settings can be more difficult for pupils eligible for PP.

External barriers (*issues which also require action outside of school*)

E. Absence rates for school disadvantaged pupils is higher than their peers, although lower than National Average.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Improved progress and attainment for all pupils eligible for PP in reading and writing, with a specific focus on reading for pleasure, reading for meaning and developing vocabulary.	Pupils eligible for PP make accelerated progress in reading. They demonstrate their ability to read longer texts with greater pace and answer questions accurately. Further direct teaching of reading skills through the Primary Literacy Project (PLP) gives pupils a wide range of vocabulary and understanding of more complex texts.
B.	Continue to improve oral language skills for pupils eligible for PP in EYFS /KS1 to ensure progress within the prime areas of learning, especially in Communication and Language, to prepare pupils well for greater success in specific areas of Reading, Writing and Maths.	Pupils eligible for PP in EYFS/ KS1 make rapid progress by the end of the stage so that all pupils eligible for PP meet age related expectations in reading. Where a specific SEN has been identified, progress is rapid from starting point.
C.	Increased opportunities are made available for pupils eligible for PP and for whom potential limited opportunities to develop life and cultural experiences exist with an added impact upon positive mental well-being.	Pupils eligible for PP of all abilities are identified, monitored and supported to engage in additional life enhancing experiences to include a wide range of activities beyond the classroom, ones they may not normally have opportunities to access, such as; Residential Programme, Sport Curriculum, Mentoring Scheme. Aspirations of these pupils are raised due to both the opportunities and the aspirational approach within school. Mental well-being becomes a priority and when there are concerns these are highlighted and addressed quickly and effectively.
D.	To engage parents and families of pupils eligible for PP, providing strategies for supporting their child at home and engaging further in school life and strengthening engagement of PP pupils with a focus on support for parents and hard to reach families.	Through parental engagement and involvement in as many activities as possible, the progress of their child/children improves. Parents are increasingly informed about events in school. Parents have greater understanding of how to support their child at home.

		Families are engaged and support their child's learning. Progress in line or better than the 'other' group.
E.	Continue to increase the attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP and show that overall PP attendance improves to be in line with 'other' pupils.

4. Planned expenditure

Academic Year:		2020-2021			
i.Quality teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will this be implemented?	Staff Lead	When will this be reviewed?
Improve progress and attainment for all pupils eligible for PP in reading and writing with a focus on developing vocabulary	<p>Systematic teaching of phonics.</p> <p>Personalised curriculum. Small group focused teaching (Phonics, English, Maths) - (£10, 500)</p> <p>Teacher: Small group focused teaching in Y2 and Y6 Before/After School</p> <p>Tuition for targeted groups. 1:1 reading and additional reading for PP pupils.</p> <p>Engagement with families though offering teaching and learning mornings and parent support workshops such as Foundation for Light reading scheme.</p> <p>Pupil Voice.</p>	<p>Lower PP attainment than non PP pupils - Typically PP children perform less well than other pupils in school.</p> <p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.</p> <p>Targeted small group teaching and provision of a tailored curriculum has enabled pupils to make accelerated progress. NFER Report shows a 20% increase in outcomes when small</p>	<p>Ensure teaching throughout school is good or better so that a tangible improvement in outcomes is achieved since quality first teaching has a high impact. This is through regular triangulated scrutiny i.e. lesson observations and drop-ins, planning and work scrutiny by HT and SLT.</p> <p>Termly data analysis and emerging needs meetings to discuss progress, impact of interventions and next steps (half termly for Year 6 pupils)</p> <p>Support from South Tyneside</p>	<p>PCr</p> <p>SLT</p> <p>T&Lead (DD)</p>	Termly

	<p>Introduction of school dogs for reluctant readers.</p> <p>Targeted training for all staff for knowledge around all areas of the curriculum and mental health (see CPD budget cost below).</p> <p>Online resources to aid phonic and reading skills and application - Lexia & Phonic interventions (£4,200 pa).</p> <p>Additional teacher resources in key year groups to ensure targeted support achieved (£25,375 pa).</p>	<p>group teaching (16% when one to one tuition).</p> <p>Greater parental involvement with school leads to an increase in attainment and progress for PP pupils.</p>	<p>SIA.</p> <p>Engagement with skilled adults and effective pupil feedback leading to rapid progress.</p> <p>Assessment and observational data tracked and moderated, through lesson observations, book scrutiny, pupil voice and data tracking.</p> <p>Regular team meetings within year groups.</p> <p>Outcomes for disadvantaged pupils will be raised through regular targeted Interventions and Booster Sessions.</p>		
<p>Oral language skills in EYFS are lower for pupils eligible for PP</p>	<p>Early identification of PP pupils with poor S&L in Nursery (or on entry to Reception if they didn't attend our Nursery). Referrals made immediately to S&L team.</p> <p>Work alongside S&L team with individual PP pupils and Carry out follow up activities, including BLAST and ECAT programmes</p> <p>Ongoing quality first teaching with greater emphasis on S&L activities in the classroom.</p> <p>Primary Literacy Project and Talk 4 Writing approach to English teaching.</p> <p>Wordless picture books in nursery and at</p>	<p>Early identification provides pupils with early help and support to improve S&L difficulties, with school staff working alongside trained colleagues to develop and carry out proven programmes.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest Early Intervention is an effective way to improve</p>	<p>Termly data meetings to discuss impact of S&L programmes on individual PP pupils, and provide further support where necessary.</p> <p>Meetings between EYFS staff and SEND lead to ensure individual support plans are actioned.</p> <p>Effective planning and timetabling of additional early intervention support.</p>	<p>PCr KB (EYFS lead)</p> <p>DD (SEND lead)</p>	<p>Half termly as part of assessment</p> <p>Termly through data analysis</p>

	<p>least once weekly 1:1 reading with staff.</p> <p>Staff training for evidence based intervention programmes targeting the development of language skills.</p> <p>3x weekly speech and language provision throughout</p> <p>To improve the language skills of those in Reception, EYFS lead to bid for access to the Nuffield Early Language Intervention (NELI) programme. If unsuccessful, this can be purchased through OUP and will be facilitated by the EYFS lead. (£1,080)</p>	<p>attainment, and it is suitable as an approach that we can embed across the school. Talk4Writing is proven to have language skills and communication at the heart of its pedagogy.</p>	<p>School Monitoring by Leadership team.</p> <p>Whole school monitoring of Primary Literacy Project to ensure consistency of delivery and careful modelling of appropriate language skills.</p>		
Total spend					£41,155
li. Targeted Support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will this be implemented?	Staff Lead	When will this be reviewed?
Limited opportunities to develop life and cultural experiences for some pupils eligible for PP.	<p>Individual Support through regular and professional counselling provision.</p> <p>Mentoring programme from Rec-Y6.</p> <p>Personalised 1:1 curriculum where specific need has been identified.</p> <p>Growth Mindset Philosophy adopted in all year groups.</p> <p>Residential, educational visits and clubs.</p>	<p>Our pupils are exhibiting great emotional challenges at a younger age which has required action to be taken to address this - including the impact of the current pandemic. Evidence suggests that, although varying across programmes, behaviour interventions can produce large improvements in</p>	<p>Monitor attendance at clubs/visits.</p> <p>Monitor behaviour logs.</p> <p>Pupil questionnaires will show the impact of these actions on PP pupils. Their attitude to both school and aspirations will have improved.</p>	PCr/DD	Half termly following events or behaviour monitoring.

	<p>Consistent behaviour system shared across school.</p> <p>Staff training across all areas with a focus on mental health and well-being courses - virtual CPD (£5,500).</p> <p>To support those pupils who have anxieties and worries during COVID, MHWB lead to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions (£500).</p> <p>Greater opportunities identified for PP pupils through involvement in clubs - choir (including singing at The Sage and St Matthew's Church), sports (including school representation, links to Improtech), plus subsidised and free involvement in all after school clubs (£2,500)</p> <p>Curriculum enhancement through visits outside school, including theatre, museums etc. (£2,500)</p> <p>Attending residential at Thuston OAC in June which will enhance their aspirations and self confidence (£1,600)</p>	<p>academic performance and a decrease in challenging behaviours. Effect sizes are larger for targeted mentorship programmes, matched to pupils with particular needs, than for universal interventions.</p> <p>Increased confidence and self-aspiration will develop by PP pupil involvement in enhancing activities, as well as a 'YET' approach to learning.</p> <p>2019/20 records show a positive impact of the behaviour system across the school with fewer children missing the 'Green Treat' reward.</p>	<p>Pupil and family feedback alongside staff reports to measure impact.</p>		
<p>Oral language skills in EYFS are lower for pupils</p>	<p>Use planned interventions with trained adults with children for whom oral language is a barrier to learning in EYFS.</p>	<p>Nursery assessments and discussions with EYFS staff revealed the need to tackle speech and language with more regular support.</p>	<p>Data Tracking analysis alongside pupil, family and staff feedback.</p>	<p>KB (EYFS lead)</p>	<p>Weekly updates throughout 2020/21 as</p>

<p>eligible for PP</p>	<p>Speech and language provision extended to ensure more regular (3x weekly) intervention support for targeted children.</p> <p>Open communication with Speech Therapists to develop targeted and personalised interventions.</p>	<p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.</p> <p>Ofsted Pupil premium project (NE&H).</p> <p>Education endowment foundation.</p> <p>Sutton trust- PP the next steps</p>	<p>Termly data meetings to discuss impact of S&L programmes on individual PP pupils, and provide further support where necessary.</p> <p>Meetings between EYFS staff and SEND lead to ensure individual support plans are actioned.</p>	<p>DD (SENC O)</p>	<p>part of SLT meetings</p>
<p>To engage parents and families of pupils eligible for PP, providing strategies for supporting their child at home and engaging further in school life and strengthening engagement</p>	<p>Building up aspirations and skills of parents of PP pupils through:</p> <p>Open morning sessions with parents working alongside the child, identifying skills and knowledge transferable to the home.</p> <p>Parent workshops, including with Foundation of Light, targeting PP families (with some focus around positive mental health initiatives)</p> <p>Improved e-communication through social media</p> <p>Improved support for parents, both online and in paper form e.g. Knowledge Organisers, pre learning links (£830 expected costs)</p>	<p>Giving parents support in how to help their child enhances the knowledge, skills and confidence in the parent.</p> <p>'Low risk' opportunities, such as Open Mornings, feeds this confidence, with more focused programmes aimed at specific parents and families.</p>	<p>Discussions with parents on impact of programmes etc.</p> <p>Feedback in questionnaires and responses to activities.</p>	<p>PCr</p>	<p>Termly</p>

of PP pupils with a focus on support for parents and hard to reach families.					
Continue to increase the attendance rates for pupils eligible for PP.	<p>Half termly analysis of PP attendance, focussing on PA's from 2019-2020.</p> <p>Communication through letters and meetings ensure attendance is a high focus and issues will be quickly resolved.</p> <p>Involvement of Attendance Officer where necessary (£5,000)</p>	<p>Analysis of attendance data identifies both issues regarding attendance, as well as patterns of absence.</p> <p>Involvement of parents from an early stage, stressing the importance of good attendance to attainment, ensures positive impact.</p> <p>Involvement of outside support will ensure importance of attendance to individual families.</p>	Records of attendance analysis, including termly reports to Governors, will show impact of actions	PCr/MLI	<p>Weekly attendance meetings</p> <p>Half termly reporting</p>
				Total spend	£18,430
iii. Additional Support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will this be implemented?	Staff Lead	When will this be reviewed?
To engage parents and families of pupils	Individual pupils and families are targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1, small group booster lessons and pupil/	Previous data shows us that children who have accessed a range of educational opportunities within and	More children entitled to pupil premium will access the services and opportunities	SLT	Termly

<p>eligible for PP, providing strategies for supporting their child at home and engaging further in school life and strengthening engagement of PP pupils with a focus on support for parents and hard to reach families.</p>	<p>parental mental well-being opportunities where identified.</p> <p>No children to miss out on educational trips or residential visits due to cost alone.</p> <p>Foundation for Light to have identified families and pupils directed to the programmes.</p> <p>Free uniform given to struggling families (£930)</p> <p>Poverty proofing process to identify how to support PP families (£1,000)</p>	<p>beyond the school day achieve more highly. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p>	<p>available to them. This will be logged electronically.</p> <p>All children in school, including those entitled to pupil premium, will access educational and residential trips.</p> <p>School clubs will specifically target pupils eligible for PP.</p> <p>Attendance at clubs and learning mornings will be monitored.</p>		
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<p>Ensure the emotional well-being of all children</p>	<p>Children participate in regular counselling, mentorship and emotional resilience sessions (£490).</p> <p>CPD programme to upskill TA teams in a range of appropriate programmes to support mental health, including 'Fun Friends' and 'Friends for Life'.</p> <p>Consistent approach to behaviour management by all staff and reward programmes implemented.</p> <p>Developed PSHE curriculum, including Kidsafe accredited trainers.</p> <p>To support those pupils who have anxieties and worries during COVID, MHWB lead to purchase appropriate resources (including books, intervention material, physical resources) to support the delivery of MHWB interventions.</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes.</p> <p>Effect sizes are larger for targeted mentorship matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers. Staff will reflect on their training sessions and evaluate how this has impacted upon their results,</p>	<p>SA (Well-being lead)</p> <p>SLT</p> <p>DD (SENCO)</p>	<p>Termly</p>
Total spend					<p>£ 2,420</p>
Overall total predicted spend					<p>£62,005</p>

