

St Joseph's Catholic Voluntary Academy Pupil Premium Strategy Statement (primary)

1. Summary information					
School	St. Joseph's Catholic Voluntary Academy				
Academic Year	2019/20	Total PP budget	£103,820	Date of most recent PP Review	2016
Total number of pupils	393	Number of pupils eligible for PP	82	Date for next PP Strategy Review	July 2020

2. Current attainment – KS2 (Y6 – 9 pupils eligible for PP) 2018-2019		
	Pupils eligible for PP (St. Joseph's)	Pupils not eligible for PP (national average) NOT YET AVAILABLE
% Reaching expected in reading, writing & maths	78%	<i>71% (13%)</i>
% Reaching expected in reading	100%	
Progress score in reading	3.48	
% Reaching expected in writing	78%	
Progress score in writing	-1.9	
% Reaching expected in maths	78%	
Progress score in maths	1.9	
<p>Head lines</p> <ul style="list-style-type: none"> • KS2 results show that there is a minimal gap between PP and Non-PP in combined in our school (78% to 79%) • KS2 PP children – 100% expected standard in Reading and with a progress measure of 3.5 for PP compared to 1.8 for Non PP • KS2 Average scaled score for disadvantaged pupils in GAPS - 107 		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor vocabulary and oral language skills which impacts on all areas of the curriculum.
B.	Emotional, well-being, confidence and mental health issues impact on learning attitudes.
C.	Appropriate challenge for children to reach their full potential.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low aspirations and expectations of what children could achieve.
E.	Low attendance for many children.
F.	Low engagement/support from parents.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Language skills and vocabulary use of all pupils eligible for PP is improved in all year groups across all subjects. Progress scores in writing are in line with other children.	Children are confident storytellers and readers. They read their reading for quality vocabulary to use in their writing. Progress scores in writing are in line with other children. Children are confident to tackle problem solving and reasoning – evident from learning walks, pupil interviews and book looks.
B.	Children’s emotional needs are met to ensure they are ready to learn.	Children are confident to share their concerns with identified adults and are mentally ready to learn. ELSA baseline and support shows improvement.
C.	Children are appropriately challenged in Reading, Writing and Maths and therefore the % of Greater Depth increase. Progress and attainment is in line with other children.	Children make accelerated progress in Writing and Maths see though termly assessment, book looks and lesson drop ins.
D.	Children’s expectations and aspirations of themselves increases.	All pupils have high expectations for themselves and what they could achieve. They are equipped with the skills and knowledge needed for the next stage in their lives.

E.	Attendance of children eligible for PP improves.	Attendance in KS2 to increase to 96+ in line with National Average.
F.	An increased number of parents are engaged and support in their child's education.	More parents will attend liturgies, whole school events, storytelling sessions and days where we celebrate children's work.

5. Planned expenditure

Academic year **2019/2020**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	<p>Daily storytelling for FS2 children.</p> <p>Magpie-ing words and phrases during lessons is frequent.</p> <p>Knowledge organisers highlight key vocabulary for topics including RE.</p> <p>Quality texts to be used across the curriculum – fiction and non fiction</p>	<p>Evidence from learning walks and discussions with pupils shows that there needs to be more opportunities to immerse children in quality vocabulary and for them to play with language.</p> <p>Research shows that there is a significant word gap between different groups of children when they start school. (Jean Gross)</p>	<p>Children across school are confident storytellers and performers.</p> <p>Work in children's books will reflect the quality of language they are taught and are using in their writing.</p> <p>Knowledge organisers will be quality assured for progression by subject leaders.</p> <p>Use of quality texts are planned for across the curriculum.</p>	<p>Class teachers</p> <p>English Team</p> <p>Head of School</p> <p>Subject Leaders</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>

	Maths vocabulary to be displayed and added to Maths Magpie books.		Working walls and magpie books display maths vocabulary		
B	Awareness of anti bullying/ mental health/ how to deal with emotions shared with children during PSHE/ online safety sessions	Emotional needs have to be met to ensure that all children are ready for learning.	Children respond confidently to challenges set in class. Display work demonstrates learning that has taken place during Anti-Bullying week, online safety input, etc	Class teachers Subject leaders	Ongoing 19/20
C	Teaching to a mastery standard in all curriculum areas Reading Gladiators sessions for HA children in Y2/4/6. Reading for pleasure time allocated for all year groups. Homework clubs are provided to ensure help is at hand when needed. TTRockstars available for all children to use Talk for writing scaffolds learning for all children to be successful and creative writers.	Research shows that children who are removed from whole class teaching for interventions fall further behind their peers rather than being supported to keep up with them. Reading for pleasure has been proven to raise academic achievement of all pupils. TT Rockstars supports fluency in times tables.	Monitoring cycle builds in time to observe sessions, interview children and support with the training and development of all adults in a supportive role. Highly skilled staff delivering daily phonics sessions. Pupil Progress meetings and internal tracking of progress will identify children who are not on track or who need further support to reach their potential.	Class teachers English Lead Head	Ongoing throughout 19/20

D	<p>Regular aspirations opportunities are built into the curriculum.</p> <p>Local business people are invited in to share the world of work with the children</p> <p>Involvement in 'Destination Rail' experience</p> <p>Prefects, chaplains and school council representatives know the importance of their role</p>	<p>Some pupils and their families have low aspirations and expectations of themselves and each other and foster a negative attitude to learning and the world of work.</p>	<p>Pupil interviews and discussions with staff will provide evidence that children have high aspirations.</p>	<p>Deputy</p> <p>Class teachers</p> <p>Head</p>	<p>Ongoing 19/20</p>
E	<p>Walking Bus – carpark drop off system</p> <p>Parents to be informed of children's attendance at parents evening and the impact this has on the children's learning and progress.</p> <p>Office team to track attendance and report weekly to SLT</p>	<p>Children who are consistently late or are absent from school fall significantly behind their peers. Children in our school report that they don't like being late as they miss their lessons.</p>	<p>Attendance reports show an improvement in persistent lates and absentees.</p>	<p>Office team</p> <p>Head</p>	<p>Ongoing 19/20</p>
Total budgeted cost					£26,320
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	<p>Lexia reading support for all children eligible for PP</p> <p>Echo reading groups for targeted children</p> <p>Timetable daily storytelling in FS2.</p> <p>Talk for writing is used across the school</p>	<p>Internal research showed many gaps in children's reading skills which are identified and targeted through the online Lexia programme at a personalised level.</p> <p>Echo reading has proven to develop fluency in order to aid comprehension (Herts for Learning 2018)</p> <p>Research shows that Exposing children to high quality story language on a daily basis build up a bank of words that can be used in a range of circumstances.</p>	<p>Lexia's tracking system shows strengths</p> <p>Baseline and end of short intervention period highlights progress made by PP children.</p> <p>Interview children about the impact of daily story – 'Can you tell me a story?'</p>	<p>SENCO</p> <p>FS2 Lead</p> <p>Class teachers</p>	<p>Ongoing 19/20</p>
B	<p>ELSA trained teaching assistants alongside SLT support staff to identify children who would benefit from this support.</p> <p>Support with emotional needs for identified KS2 pupils through Faith in Families.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs, emotional or behavioural issues can be effective, especially for older pupils.</p>	<p>Regular meetings with ELSA TA's for updates on progress towards personalised plans.</p> <p>More teaching support staff to be trained in ELSA.</p> <p>Faith in Families annual report will be shared with governors as part of the Autumn Head report.</p> <p>Support worker will be updated on a weekly basis on any issues noticed within school.</p>	<p>SENCO</p> <p>Head</p>	<p>Summer 2020</p>

C	<p>Personalised plans for all children eligible for PP</p> <p>Pre teach/post teaching sessions are allocated to improve reading/writing/maths skills 1 to 1 and small group.</p> <p>Analysis of assessment to identify key gaps in knowledge.</p>	<p>Individual needs of children need to be identified to know the barriers and areas for development including challenge.</p> <p>Some pupils need targeted support to catch up. Focusing on key skills will enable teachers to prioritise where support is given to pupils. This will increase their rate of progress.</p>	<p>Personalised plans are revisited regularly to ensure that the correct support is in place for each child.</p> <p>PP is a focus for Pupil progress meetings.</p>	<p>Class teachers</p> <p>SLT</p>	Ongoing 19/20
D	<p>Parents to be provided with packs of resources to support their children at home with their learning.</p> <p>Teachers and TAs to greet PP children in the mornings to ensure they are ready to start the day positively</p>	<p>Some children have unsettled home lives and come to school not ready to learn.</p> <p>Some families don't have the basic equipment at home for the children to do their homework.</p>	Discussions with pupils and staff	<p>Class teachers</p> <p>Head</p>	Ongoing 19/20
Total budgeted cost					£52,500

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	<p>Ensure our curriculum planning provides opportunities for children to access trips, visitors, opportunities, etc</p> <p>Offer PP children access to breakfast club, after school club, music lessons and sports clubs</p>	<p>Offer of subsidised clubs will increase overall attendance and reduce lateness.</p>	<p>Curriculum planning</p> <p>Monitoring of registers for clubs</p>	<p>Class teachers</p> <p>Head</p>	<p>Termly</p>
E	<p>Attendance of PP children is tracked by a member of the office team.</p> <p>Low attendance is reported to EWO</p> <p>Meetings are held with parents of persistent absentees.</p>	<p>Progress and attainment cannot be improved if children are persistently late or absent.</p>	<p>Information regarding attendance to be sent to the Head fortnightly.</p> <p>Updates from meetings to be shared with Head as and when required.</p>	<p>Office team</p> <p>Head</p>	<p>Fortnightly monitoring</p>

F	<p>Parents to be invited in regularly to celebrate children's work and to be involved in school experiences.</p> <p>Regular parent meetings for parents to understand the teaching approaches we use in school.</p> <p>Individual invites to be sent to PP children.</p>	<p>Research from the EEF states that parents play a crucial part in supporting their children's learning and that levels of parental engagement are associated with children's academic outcomes.</p>	<p>Gain parental feedback from events such as parent liturgies, work celebrations, etc.</p> <p>Registers and feedback from parents information sessions.</p>	SLT	Termly
Total budgeted cost					£25,000