

SJNA Pupil premium strategy statement

School overview

Metric	Data
School name	St Joseph's Catholic Primary
Pupils in school	128
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£51 005
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January, April, July 2020
Pupil premium lead	K Dunne
Governor lead	S Mariadas

Disadvantaged pupil attainment scores for last academic year (Summer 2019)

Measure	Total % of pupils at expected or above	Total % of pupils in receipt of PP at expected or above
EYFS GLD	67	50
Year 1 Phonics Check	84	80
Year 2 Phonics Check	50	0
End of Key Stage 1 - Reading	58	67
End of Key Stage 1 - Writing	53	33
End of Key Stage 1 - Maths	53	33
End of Key Stage 2 - Reading	68	40
End of Key Stage 2 - Writing	79	80
End of Key Stage 2 - Maths	79	60

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received paid-for training and refresher training to deliver RWI phonics effectively.
Priority 2	Improve the teaching and learning of reading across the school to increase % of disadvantaged pupils achieving EXS and GD in reading.
Priority 3	To ensure that the school has high quality resources to support pupils' reading progress from Reception to Year 6 fostering a lifelong love of reading.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low attendance • Language and auditory processing skills in KS1 are lower for those children eligible for PP than other pupils. • Children's additional needs mean that equalling or exceeding National averages is a considerable challenge.
Projected spending	Library Subscription £3500 Accelerated Reader £1267 CPD Teaching and Learning in phonics and reading £1800 Teacher assistant hours to support RWI and targeted support in reading. £18 000

Teaching priorities for current academic year (*Attainment targets to be confirmed with class teachers.*)

Aim	Targets for pupils in receipt of PP	Target date
Attainment in Reading	KS2 reading 60% GD and 40% EXS Y5 50% GD and 83% EXS Y4 100% EXS Y3 83% EXS 33% GD Y2 75% EXS 22%GD Y1 75% EXS	July 2021
Attainment in Writing	KS2 80% EXS 20% GD Y5 33% GD and 83% EXS Y4 100% EXS Y3 67% EXS 16% GD Y2 50% EXS Y1 75% EXS	July 2021
Attainment in Mathematics	KS2 60% GD and 40% EXS Y5 50% GD and 83% EXS Y4 100% EXS Y3 83% EXS 33% GD Y2 75% EXS 22% GD Y1 75% EXS	July 2021
Phonics	Year 1 75% Year 2 75%	June 2021
Other	Attendance for disadvantaged pupil will be at or above 96%.	July 2021

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	Targeted intervention in small groups or 1:1 with learning support for disadvantaged pupils falling behind age related expectations.
Priority 2	Targeted intervention for children with specific needs. E.g. Speech and language.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Ensuring that learning support (interventions) is used effectively and is reviewed for impact regularly and changed if necessary. SEMH issues faced by pupils. Previous outcomes for pupils in receipt of the PPG are not as strong as other groups.
Projected spending	Teacher assistant hours to support targeted intervention. £18 000 Thrive subscription £600 Speech/ Language Link £500 Nessy £450

Wider strategies for current academic year

Measure	Activity
Priority 1	To support pupils with SEMH needs so that effective My Plans impact on the quality of learning and all children make good progress.
Priority 2	Disadvantaged children are able to participate in all enrichment activities that support engagement in the curriculum and therefore learning.
Priority 3	Attendance improves for disadvantaged pupils
Barriers to learning these priorities address	<ul style="list-style-type: none"> Parent capacity to support and develop their child in areas such as SEMH and improving learning. Low attendance and / or poor punctuality of disadvantaged pupils. Deprivation leading to narrow life opportunities, aspirations and enrichment experiences.
Projected spending	Educational Psychologist £1560 Welfare and Attendance Officer £3990 Subsidise trips/ Enrichment opportunities £1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure that staff development is appropriately prioritised towards phonics and reading.</p> <p>Ensure that the English Curriculum Lead is empowered to support all staff to effectively teach phonics and reading.</p>	<p>Use of INSET days</p> <p>English lead to be mentored by the English advisor.</p> <p>English lead to work closely with teachers to upskill their confidence and competence in improving children's reading levels.</p>
Targeted support	Ensure that intervention is appropriately targeted and effective.	Close monitoring of before, during and after data so that effectiveness can be maintained or improved.
Wider strategies	Engaging the families facing the most challenges.	<p>Building relationships with families.</p> <p>Working closely with the Welfare and Attendance Officer.</p>

Review: last year's aims and outcomes

Due to the implications of Covid-19 measured impacts in relation to the entire academic year cannot be obtained.

Aim	Outcome (Data refers to the school's internal data for Spring 2020.)
<ul style="list-style-type: none"> Quality first teaching ensures better than expected progress for PP children. 	<p>There was an increase in % of children attaining EXS in Maths from KS1 to KS2 when considering the school's 2020 spring term data.</p> <p><u>Maths</u></p> <p>Y6 Increase in EXS from 50% to 63%</p> <p>Y5 Improvement in EXS from 80% to 100%</p> <p>Y4 Improvement in GDS from 33% to 50%</p> <p><u>Writing</u></p> <p>Y4 Improvement in EXS from 50% to 83%.</p> <p>Speech and language skills of pupils improved using assessments from Infant Link Programme. We will continue with speech and language intervention in 20/21</p>
<ul style="list-style-type: none"> PP children's reading improves in line with non-PP children nationally at the end of EYFS, Key Stage 1 and at the end of KS2. 	<ul style="list-style-type: none"> Y5 maintained 100% at EXS. Improvement in % of GD. Y4 maintained expected % of EXS and improved % of GD. Y3 100% now at EXS. 100% improvement in SS <p>Up until the Covid-19 lockdown planned interventions worked well in particular the individual tuition and pre/post teaching in school groups. During lockdown vulnerable children who attended school in the summer term benefited from small groups work.</p> <p>The school will take advantage of the government's National Tutoring Programme and Universal Catch Up Premium to boost the impact of this tuition during the next academic year.</p>
<ul style="list-style-type: none"> Learning behaviours 	Up until March 2020, opportunities for emotional regulation

<p>of disadvantaged pupils i.e. passive, lack of focus, lack of aspiration, low resilience and poor growth mindset will continue to improve and support improvement in progress and attainment.</p> <ul style="list-style-type: none"> • Social Emotional Mental Health issues faced by pupils, specifically self-esteem, confidence, anxiety, resilience and anger will continue to be addressed so that they are ready to learn and make good progress across the curriculum. • The needs of pupils with attachment issues will be met so that they are ready to learn and make good progress across the curriculum. 	<p>appeared to have a positive impact on the pupils' social and emotional behaviour and readiness to learn. Disadvantaged families were rung or visited weekly as part of FSM delivery during the lockdown. This gave school staff to help support parents with pupils with social/ emotional needs during this time. Emotional health and well-being to be continue to be a key priority for the Autumn 2020 term.</p> <p>From September 2019– March 2020, pupils benefited from a wide range of enrichment activities. Pupils report that such activities support their engagement in their learning across the curriculum.</p> <p>The needs of pupils with attachment issues have been appropriately targeted and My Plans show that progress was made. However, this is an area we are likely to see decline as the children return to school after the lockdown.</p> <p>Attendance did not improve. The school has commissioned the support of a Welfare and Attendance Officer in 2020/21.</p> <p>There were no permanent, fixed term or internal exclusions in 2019/21.</p>
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