

## St Joseph's Catholic Primary School Pupil Premium Strategy Statement 2020-2021

### 1. Summary Information

Academic Year	Total PP Budget	Total Number of Pupils	Number of Pupils Eligible for PP	PP Review Date	Date for Internal Review
2020-2021	£85,630	202	63 (31% of pupil population)	N/A	Autumn 2020

### 2. Current Attainment

End of Key Stage 2 2019	St Joseph's Disadvantaged (15 pupils)	St Joseph's non-disadvantaged (13 pupils)	National Average for all pupils	National Average for non-disadvantaged pupils
% Achieving Expected Standard or above in Reading, writing and maths	79%	86%	65%	71%
% Achieving Expected Standard or above Reading	86%	100%	73%	78%
% Achieving Expected Standard or above Writing	86%	100%	78%	83%
% Achieving Expected Standard or above Grammar, Punctuation and Spelling	86%	100%	78%	83%
% Achieving Expected Standard or above Maths	86%	86%	79%	84%

### **3. Barriers to future attainment for pupils eligible for PP based on 2019 National Assessments**

#### **In school barriers**

<b>A</b>	<b>End of KS2 attainment in RWM was above national for all and non-disadvantaged pupils nationally, but below non-disadvantaged pupils in our school. However, there was no gap between RWM figures for both groups. There were 15 disadvantaged pupils in this cohort, each represented by 6.7%.</b>
<b>B</b>	<b>GLD for EYFS disadvantaged pupils was above the same group nationally and broadly in line with all pupils and non-disadvantaged pupils nationally. However, this group were below all pupils and non-disadvantaged pupils in school. There were 3 disadvantaged pupils in this cohort, each represented by 33.3%</b>
<b>C</b>	<b>Attainment in Year 1 phonics for disadvantaged pupils was in line with St Joseph's all pupils and non-disadvantaged pupils and above national non-disadvantaged pupils, above all pupils and disadvantaged pupils nationally. However, 20% of disadvantaged St Joseph's pupils achieved 37-40 compared to 40% for the same group nationally. There were 10 disadvantaged pupils in this cohort, each represented by 10%</b>
<b>D</b>	<b>End of KS1 attainment for disadvantaged pupils in reading (50%), writing (50%) and maths (50%) and RWM combined (50%) was below national disadvantaged results, below non-disadvantaged St Joseph's pupils and the same group nationally. There were 4 disadvantaged pupils in this cohort, each represented by 25% each.</b>

#### **External barriers based on 2019 Data**

<b>E</b>	<b>Well-being, attendance and punctuality. Attendance of disadvantaged pupils was 1.97% less than the school attendance and 2.43% less than the non-disadvantaged. However, attendance for disadvantaged pupils in last year's Y6 had only 2 pupils with less than 90% attendance and PA was 1.07% lower than national at 8.13%.</b>
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#### 4. Desired Outcomes

		<b>Success Criteria</b>
<b>F</b>	<b>Ensure that there is no difference between the attainment of disadvantaged pupils and that of non-disadvantaged pupils.</b>	<b>Attainment measures for disadvantaged pupils throughout the school as good as those for others in the cohort.</b>
<b>G</b>	<b>Increase the attendance of disadvantaged pupils to be over 96%.</b>	<b>Attendance of disadvantaged pupils to be over 96%.</b>

#### 5. Planned Expenditure

After considering evidence from The Sutton Trust (ST), the DfE's Supporting the Attainment of Disadvantaged Pupils publication and Ofsted's The Pupil Premium: an Update and effective practice from local schools, expenditure has been planned to address the following:

##### a) Quality of Teaching for All

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Retain Teaching Assistants</b>	<b>Effective Feedback (ST+8) Phonics (ST+4) Small Group Tuition (ST+4)</b>	<b>Termly review of individual progress for targeted pupils</b>	<b>P. McIlroy (DHT &amp; PP Champion) and M. McCrystal (EYFS &amp; KS1 Lead)</b>	<b>At termly pupil progress and Performance Management meetings</b>
<b>Total budgeted cost</b>					<b>£16,395</b>

**b) Targeted Support**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Additional Teaching Staff £39,063</b>	<b>Effective Feedback (ST+8) Mastery Learning (ST+5)</b>	<b>Termly review of progress for targeted pupils</b>	<b>P. McIlroy (DHT &amp; PP Champion) and M. McCrystal (EYFS &amp; KS1 Lead)</b>	<b>Termly pupil progress and Performance Management review meetings</b>
<b>A to G</b>	<b>Learning Mentors £20,908</b>	<b>Improved well- being and mental health, attendance, punctuality and achievement (ST+6) Behaviour intervention (ST+4)</b>	<b>Termly review of progress for targeted pupils Learning mentors to monitor attendance and put actions in place for pupils needing support.</b>	<b>Learning Mentors (Head Teacher to review each term)</b>	<b>At termly attendance meetings and governors' meetings</b>
<b>G</b>	<b>Inclusion SLA £1950</b>	<b>Improved well- being and mental health, attendance, punctuality and achievement (ST+6)</b>	<b>Attendance and punctuality case studies</b>	<b>Learning Mentors</b>	<b>At termly pupil progress meetings and Performance Management review meetings</b>
<b>A, E, F, G</b>	<b>Educational Visits £600</b>	<b>Improved well- being and mental health, attendance, punctuality and</b>	<b>Promote and monitor attendance on residential visit</b>	<b>P. McIlroy</b>	<b>Prior to and after residential visit</b>

		<b>achievement (ST+6)</b>	<b>by Y6 PP children</b>		
<b>A to G</b>	<b>Educational Phycologist £3,000</b>	<b>Improved well- being and mental health, attendance, punctuality and achievement (ST+6)</b>	<b>Termly review of progress and attendance reports for targeted pupils</b>	<b>P. McIlroy</b>	<b>At termly pupil progress meetings and supervision meetings</b>
<b>A to G</b>	<b>SEN SLA £6,523</b>	<b>Improved well- being and mental health, attendance, punctuality and achievement (ST+6)</b>	<b>Termly review of progress and attendance reports for targeted pupils</b>	<b>P. McIlroy</b>	<b>At termly pupil progress meetings and supervision meetings</b>
<b>Total budgeted cost</b>					<b>£72,044</b>

**6. Review of Expenditure from Previous Academic Year 2019-2020**

**a) Quality of Teaching for All**

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned
Improved Achievement	Retain Teaching Assistants	<p>School closed from March 20<sup>th</sup> 2020 due to the impact of the global Covid 19 pandemic. No national assessments were undertaken, consequently there is no data available to allow a detailed analysis of impact. However, teacher assessment data for Year 6 pupils has been used to compare with national assessments in 2019 and to demonstrate pupil progress from Year 2.</p> <p>Teaching assistants continued to work in school to undertake a variety of responsibilities including:</p> <ul style="list-style-type: none"> <li>• Supervising and supporting the learning of children of key workers and vulnerable pupils who were in school.</li> <li>• Preparing work for pupils who were not in school.</li> <li>• Allowing teaching staff time to contact parents and pupils who were not in school and time to prepare resources.</li> </ul> <p>Teacher assessment for Year 6 pupils in 2020 (included below) indicates that the attainment for these pupils was at least good and progress was outstanding.</p>	<p>Other pupils benefited from this approach as well as disadvantaged pupils. This approach will continue with a greater emphasis on teachers demonstrating the impact of additional intervention on attainment and progress.</p>

**b) Targeted Support**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
<p><b>Improved achievement</b></p>	<p><b>Additional Teaching Staff</b></p>	<p>School closed from March 20<sup>th</sup> 2020 due to the impact of the global Covid 19 pandemic. No national assessments were undertaken, consequently there is no data available to allow a detailed analysis of impact.</p> <p>However, teacher assessment data for Year 6 pupils has been used to compare with national assessments in 2019 and to demonstrate pupil progress from Year 2.</p> <p>Additional teaching staff continued to work in school to undertake a variety of responsibilities including:</p> <ul style="list-style-type: none"> <li>• Teaching children of key workers and vulnerable pupils who were in school.</li> <li>• Preparing work for pupils who were not in school.</li> <li>• Contacting parents and pupils who were not in school.</li> </ul> <p>Teacher assessment for Year 6 pupils in 2020 indicates that the attainment for these pupils was at least good and progress was outstanding.</p>	<p>Teaching staff to provide further support at the end of KS2 to ensure that progress measures are above national measures</p>

<p><b>Improved achievement</b></p>	<p><b>SEN SLA</b></p>	<p>School closed from March 20<sup>th</sup> 2020, due to the impact of the global Covid 19 pandemic. No national assessments were undertaken, consequently there is no data available to allow a detailed analysis of impact.</p> <p>However, children entitled to the support from the pupil premium were well supported and staff in school liaised with the LA SEND team to ensure that pupils were being well supported and were well prepared for their return to school in September 2020.</p> <p>Teacher assessment for Year 6 pupils in 2020 (included below) indicates that the attainment for these pupils was at least good and progress was outstanding.</p>	<p>Maintain successful practices and ensure that SEND support staff direct teachers and TAs towards specific learning needs of targeted pupils to bring about improved progress.</p>
<p><b>Improved achievement behaviour, attendance and punctuality</b></p>	<p><b>Learning Mentors</b></p>	<p>School closed from March 20<sup>th</sup> 2020 due to the impact of the global Covid 19 pandemic. No national assessments were undertaken, consequently there is no data available to allow a detailed analysis of impact.</p> <p>However, vulnerable pupils and those who had previously caused concern regarding attendance were spoken to twice a week by a teacher or learning mentor on the phone, as was their parent or carer. Visits were made to some families at a safe distance and wearing PPE to ensure that we had sight of some pupils and were able to direct them to specific home learning tasks. All pupils who were not in school had work packs delivered to them on two separate occasions. In addition, all parents/carers and their children were spoken to by their class teacher,</p>	<p>Greater focus from Learning Mentor and attendance service to ensure that disadvantaged pupils' attendance improves to close the gap with other pupils.</p>

		<p>learning mentor or senior member of staff every week at least once, to ensure that they were engaging in learning.</p> <p>Our learning mentor supported families who reported concerns with their children's behaviour and with matters relating to safeguarding. Families were well supported by our mentor and external agencies as required. Furthermore, the learning mentor ensured that pupil premium children were well prepared for their return to school in September.</p> <p>Attendance of these pupils since we returned to school in September has been excellent (not counting absence due to Covid 19 related circumstances).</p> <p>Teacher assessment for Year 6 pupils in 2020 (included below) indicates that the attainment for these pupils was at least good and progress was outstanding.</p> <p>See attendance data below.</p>	
<p><b>Improved attendance and punctuality</b></p>	<p><b>Inclusion SLA</b></p>	<p>See attendance data below.</p>	<p><b>Further liaison and challenge of Inclusion team and of parents by Learning Mentors and attendance service to ensure that disadvantaged pupils' attendance improves to diminish the</b></p>

			<b>difference with other pupils.</b>
<b>Improved achievement behaviour, attendance and punctuality</b>	<b>Educational Psychologist</b>	<b>Due to school closure and restrictions regarding attending meetings face to face. Educational psychology support during the period of school closure was limited to staff liaison and preparation for pupils returning to school in September 2020. Since returning, the educational psychologist has been able to support school, always adhering to the most recent LA and national guidance.</b>	<b>Ensure that specific interventions and support is provided to pupils and families to meet their individual needs</b>

**c) Other Approaches**

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned
Improved achievement and well-being	Educational Visits	<p>Despite it being difficult to measure the academic impact of such opportunities, there is evidence from the Sutton Trust and anecdotal evidence in school that these opportunities are good for all pupils.</p> <p>The provision of this money ensures that all pupils can access these opportunities.</p> <p>All children entitled to PP support attended the residential outdoor adventurous activities trip. The experience assisted all in developing team building, resilience, perseverance and self-reliance knowledge, skills and understanding. The bonds formed with staff and classmates assisted them throughout the year.</p>	Funding educational visits ensures that all pupils can access this additional provision.

### Attendance Autumn Half Term 1

<b>Group</b>	<b>Attendance</b>
<b>Whole School</b>	<b>96.5%</b>
<b>Pupil Premium</b>	<b>92%</b>
<b>Others</b>	<b>96%</b>

Children supported by the Pupil Premium with attendance concerns will be targeted for support for their families by the learning mentor and LA school attendance service.

### Global Covid 19 Pandemic

Since the school re-opened to all children in September, pupils have been well-engaged and supported to achieve the best possible outcomes by all staff. Catch up funding has been targeted at pupils in Year 2 and Year 6 to ensure that they are well prepared for their next stage in education, in the form of a support TA 3 mornings each week. Furthermore, catch up funding has been targeted at improving writing for children in all classes from Year 1 to Yea 6. Writing was chosen as many pupils had been well supported by parents and carers in engaging with reading and maths.