

Pupil premium strategy

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2020/21	Total PP budget	£21,575 Based on 16 children (3 of whom left the school in July 2020)	Date of most recent PP Review	October 2020
Total number of pupils	97	Number of pupils currently eligible for PP within the school	18	Date for next internal review of this strategy	October 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Gaps in prior learning-due to the significant loss in teaching time due to COVID19 and School Closures despite remote learning. Clear disparity between engagement and participation levels.	
B.	Other specific needs including Speech and language, medical needs such as ADHD.	
C.	Pupils mental health and anxiety linked to COVID19	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Low attendance linked to COVID anxiety within the family	
E.	Parental capacity, additional demands on the family during Lockdown and impact on learning.	
F.	A lack of regular routines, magnified during unstructured Lockdown period, which can lead to poor sleep patterns. Increased time on electronics	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps are identified and targeted intervention and strategies linked to QFT are in place. Gaps are identified and targeted teaching address them	Staff have an informed picture of gaps in learning and a plan in place Children make progress from their return to school starting point.

		Children take responsibility for their own learning and are invested in their own progress and achievement.
B.	Identified medical needs are met and family, school, medics and outside agencies are working to support pupils, This will be measured by engagement within the classroom, engagement of Parents and other professionals. Pupils feeling happy and settled within school and demonstrating improving behaviours within the home as a result of the support provided.	Pupils who have been identified with additional needs that are a barrier to their ability to achieve within the classroom have a clear plan that supports and enhances provision within the classroom and beyond. Outside agencies are involved where need cannot be met from within school expertise. Where appropriate a CAF or TAF is in place and there is a shared ownership amongst the professionals involved as well as Parents and Carers. Outside Agencies are, where appropriate, brought in to help make informed decisions about provision and support both within the school and the home environment. IEPs and Provision maps reflect his.
C.	Disadvantaged children's emotional and social needs are met within the school and supported at home enabling them to concentrate on learning.	Pupils are happy to be in school Any emotional needs are identified and support in place. This will in
D.	Pupils have raised expectations and know how to be successful and what is required to achieve these aspirations.	Pupils to have a broader experience with extended school opportunities linked to personal interests and aspirations.

4. Planned expenditure				
Academic year	2020/21			
How will Pupil Premium be spent in 2020/21				
Desired outcome	Chosen action / approach Quality First Teaching for All	Success Criteria	Staff lead	When will you review implementation? Cost?
A. Pupils achieve in line with their Non-pupil premium peers and make accelerated progress as gaps in learning are addressed.	<p>Curriculum redesign support all children in addressing Gaps caused by the Summer Term Lockdown</p> <p>Support in class –same day intervention reduced curriculum in the Autumn term to allow for greater focus on the core subjects. Accelerated Reader tracks engagement and understanding so that all children are closely monitored and there is a good school and home working relationship.</p> <p>Enrichment opportunities within the class Bubble support growth in self-esteem, motivation and aspiration.</p> <p>Metacognition develops skills of reflection and pupils are able to recognise strategies they can use to support and develop their learning.</p>	<p>Engagement is high in all curriculum areas Same day intervention is in place</p> <p>Motivation is high</p> <p>A love for reading develops further thanks to reading 'real' books.</p>	C.G-R . Class Teacher	<p>October 2020, termly thereafter Review of impact at SEC committee and in termly Headteacher report.</p> <p>Additional teacher support in the classroom : £8,525</p>
B. When absent from school due to isolation both family and school-ie a Bubble Closure Pupils continue to learn at home.	<p>Tech support in place-using Laptops provided by DFE-fund any additional ones that might be required.</p> <p>Learning Mentor/ Class Teacher to engage daily with children working remotely to ensure engagement.</p>	<p>Pupils eligible for PP are able to engage fully with the ongoing curriculum from home. Pupils and families feel supported remotely.</p> <p>Children have input from specialist teachers ensuring that provision within the classroom is appropriate, meets needs and ensures</p>	PPCo and SENDCo L.M	<p>January 2021, termly thereafter</p> <p>Learning Mentor £7,000</p>

		progress. EHCP applications are supported.		
Total budgeted cost				

Targeted Support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this support?	How will we ensure that it is implemented well?	Staff Lead	Review?
<p>Pupils to have their basic needs met physically, mentally, and emotionally so they are ready to learn.</p> <p>Families supported</p>	<p>Trained ELSA practitioner in place to support identified areas of concern. Support and advice to Class Bubble Staff. Additional staff member to be trained</p> <p>Bought in specific counselling for those Pupil premium children with more specific and complex needs.</p> <p>Learning Mentor supporting basic needs of the family including Food bank Vouchers and Children Family Wellbeing (CFW)</p>	<p>PP vulnerable children requiring additional emotional support since returning to school in September – 75% vs 25% NPP</p> <p>When basic needs are addressed all are in a better place and regulated so learning can take place. Particularly important for those children transitioning to High School</p> <p>Links developed between home and school. Relevant outside agencies engaged and meet needs that the school is unable to.</p>	<p>Professional dialogue between class teacher and outside agencies</p> <p>Professional dialogue with Private Play Therapist</p> <p>CAF and TAF meetings and links with CFW</p>	<p>Learning Mentor/ ELSA trained</p> <p>Additional member of staff ELSA trained</p>	<p>Weekly and as required.</p> <p>ELSA training £300</p> <p>Specialist Counselling provision £4,320 additional if required</p>
Identified gaps in learning addressed.	Quality First Teaching and feedback to address gaps.	Understanding in place so that pupils have a	Class drop ins Professional dialogue Pupil progress meetings	Headteacher	Termly and ongoing

	Targeted Interventions in place.	firm foundation to confident build on.	Termly data		
Continue to develop the use of metacognitive strategies to support children in reflecting on their own learning-to support self-esteem, motivation and self-efficiency.	Use of exit and entrance tickets, Fluency in five to stimulate the use of short and long-term memory. Children to use planning strategies linked to the Write Stuff approach to writing. Continued use of Knowledge organisers to give children the language linked to a subject and provide secure knowledge prior to and during an area of study.	EEF research supports that children who understand themselves as learners are able to call upon a variety of strategies taught to support their learning. This self-awareness also develops confidence. This is more effective when taught in groups.	Developing memory strategies shared by staff. Metacognitive thinking continues to modelled by staff throughout the curriculum and the class has several strategies in place to ensure that this is a whole school/ class approach. The approaches will be evidenced in drops ins and subject observations.	Head/ Subject Leads	Termly

Enrichment and Experience

Desired Outcome	Chosen Approach	What is the evidence and rationale for this support?	How will we ensure that it is implemented well?	Staff Lead	Review?
Children to have opportunities within school where allowed due to COVID restrictions.	Pupils to have access to extended services to support gaps in learning and social skills	Pupils have 1:1 support.	All children assessed and barriers to learning addressed and monitored.	Learning Mentor/ HT	Termly and as required
Pupils are given enrichment learning opportunities beyond the classroom.	Pupils to partake in all school visits to include museums, zoo, places of worship and residential trips. Funded in part by Pupil Premium. When COVID restrictions allows.	Experiences beyond the classroom with help to develop vocabulary and give pupils experiences they draw on when back in the classroom. Social skills are given another setting to practice in.	Planning at the beginning of each academic year.	All staff	

Review of Academic Year 2019-2020

Desired Outcome	Chosen Approach/Action	Success Criteria-Did we meet it?	Lessons Learnt	Cost
<p>Disadvantaged children's emotional and social needs are met within the school and supported at home enabling them to concentrate on learning.</p>	<p>Learning Mentor Bought in Professional Counselling Nurture</p>	<p>Learning Mentor has oversight of all the pupils and additional support for pupils and families is in place Routines at the start of the day are in place and attendance for all children has ensured that children start the day feeling positive. Key worker for PP children in place in each class-academic needs</p>	<p>Range of support required some in-house can best meet the needs whilst some support required is beyond the school's experience and capabilities. Provision will need to be reviewed in light of different experiences during school closures.</p>	
<p>Identifies medical needs are met and family, school, medics and outside agencies are working together to support pupils.</p> <p>This will be measured by engagement within the classroom, engagement of parents and other professionals. Pupils feeling happy and settled within school and demonstrating improving behaviours within the home as a result of the support provided.</p>	<p>Communication between all agencies continues to improve. Medical needs have been identified and where appropriate agencies are involved.</p> <p>Identifies pupils are able to engage with their learning as a result of medical intervention and support.</p>	<p>Despite the long lockdown period children have still been able to access services as a result of the continued monitoring and good communication between school, parents and outside agencies</p>	<p>Changes in school nursing have made the lines of communication more difficult so contact details for medics involved are essential.</p>	<p>£198 £900 £250 £1,600</p>

<p>Gaps are identified and targeted teaching in place to address them</p>	<p>Gaps have been identified and monitored through formative and summative assessment. The use of Accelerated Reader and Power Maths has supported identification and provision following identification. Interventions, where appropriate are in place. These have continued where possible during lockdown. Daily contact with the class teacher during Lockdown and at least weekly contact with the Learning Mentor</p>	<p>This will continue to be a focus following school closures. Children are engaged with their learning and have embraced Power Maths mastery approach to teaching maths Accelerated Reader has promoted a love of reading and the children are keen to quiz after that have read their book.</p>	<p>QFT has the biggest impact on all groups in closing the gap. This includes the mastery approach in maths. The impact of any intervention strategies takes time to embed.</p>	<p>£7,200 £2,560 £300 £554 £255</p>
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Measure of impact for Pupil Premium expenditure in 2018/19:

- A and B –** Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.
- C and D -** Monitor the work of the learning mentor by half termly supervision meetings and reports as necessary.
Monitor the attendance of PP children.
We will evaluate the impact on confidence and self-esteem through attendance.