

# Pupil premium strategy

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2019/20	Total PP budget	£16,620 Based on 13 (3 of whom left the school in July 2019)	Date of most recent PP Review	October 2019
Total number of pupils	97	Number of pupils currently eligible for PP within the school	16	Date for next internal review of this strategy	October 2020

2. Attainment July 2019 based on 21 children Years R,1,2,3,4,5,6			
	Pupils eligible for PP (13)	2019 Data Outcomes	
		St Joseph's	National
% achieving in reading, writing and maths	62%	75%	64.8%
% making expected progress in reading	69%	75%	73.1%
% making expected progress in writing	62%	81.3%	78.4%
% making expected progress in maths	85%	87.5%	78.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils are ready to learn in class with significant pastoral needs (pupils are in a secure place mentally/ emotionally)
B.	Other specific needs including Speech and language, medical needs such as ADHD.
C.	Gaps in prior learning
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Access to resources such as life experiences, books, libraries
E.	Parental Engagement with school and perceptions of education.

<b>F.</b>	A lack of regular routines including Home reading, homework, spellings and having the correct equipment in school.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged children's emotional and social needs are met within the school and supported at home enabling them to concentrate on learning.	Routines are in place to ensure that all pupils are able to start the school day regulated and able to engage with their learning. Learning Mentor has oversight of all pupils requiring additional support and coordinates provision across the school. Key workers in each class established for all pupils.
<b>B.</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, which includes all the agencies involved. 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, bought in to help make informed decisions about provision and support both within the school and the home environment. IEPs and Provision maps reflect his.
<b>C.</b>	Gaps are identified and targeted teaching address them	Pupils achieve (or exceed) expected levels in reading and writing and maths or make expected (or exceed) expected progress.
<b>D.</b>	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.

5. Planned expenditure				
Academic year	2019/20			
How will Pupil Premium be spent in 2019/20?				
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>New DFE approved approach to Maths-Power Maths where children have same day intervention and the methods mean that all children are involved in the main class teaching with a view that no one is left behind.</p> <p>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 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 as a result of the focus on reading 'real' books.</p>	C.G-R . Class Teacher	<p>October 2019, termly thereafter Review of impact at SEC committee and in termly Headteacher report. £7,200</p> <p>£2,560</p> <p>£300</p> <p>£554</p> <p>£225</p>
B. Professional work together to ensure that PP children have all their needs met; educational, social and emotional and medical.	<p>CAF and TAF set up to support families, where appropriate. Early intervention works in place to support families and improve outcomes for the children educationally, medically and emotionally.</p> <p>ELSA trained member of staff</p> <p>School Therapy Dog</p> <p>Appropriate training for staff with those children with identified and specific needs.</p>	<p>Pupils eligible for PP make at least expected progress and are settled within the school environment.</p> <p>Pupils know who to approach and feel supported (team approach)</p> <p>Children have input from specialist teachers ensuring that provision</p>	PPCo and SENDCo L.M	<p>January 2019, termly thereafter</p> <p>£198</p> <p>£900</p> <p>£250</p> <p>£1,600</p>

		within the classroom is appropriate, meets needs and ensures progress. EHCP applications are supported.		£1,200 £1,600
<b>Total budgeted cost</b>				<b>16,587</b>

### 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?
Pupils to have their basic needs met physically, mentally, and emotionally so they are ready to learn.	Trained ELSA practitioner in place to support identified areas of concern.  Bought in specific counselling for those pupil premium children with more specific and complex needs.	PP vulnerable children requiring nurture – 100% vs 8% NPP When basic needs are addressed all are in a better place and regulated so learning can take place. Links developed between home and school. Relevant outside agencies engaged and meet needs that the school is unable to.	Professional dialogue between class teacher	Learning Mentor/ ELSA trained	Weekly and as required.
Identified gaps in learning addressed.	Quality First Teaching and feedback to address gaps. Targeted Interventions in place.	Understanding in place so that pupils have a firm foundation to confident build on.	Class drop ins Professional dialogue Pupil progress meetings Termly data	Headteacher	Termly and ongoing
Enrichment curriculum enriches pupils	Whole School enrichment	EEF research which suggests that an	Timetable and emphasis planned for	Headteacher	Termly

<p>providing a well-rounded, culturally rich education which impacts on attainment.</p> <p>Enriched approach to Homework also in place where the emphasis is on engagement with your child. Showcase in place at the end of each term</p>	<p>programme in place to run throughout the year with Reception/Year 1 joining after Christmas.</p>	<p>enriched curriculum can raise aspiration and motivation which has an impact on attainment.</p> <p>Focus on parents and families-support engagement and understanding.</p>	<p>the academic year. Feedback collated after each term to gauge children's enthusiasm and what they have gained from the experience.</p> <p>Check in session's available mid-way through the term to ensure all children have engaged and support offered if required. Showcase event for parent's to attend and celebrate and magpie ideas.</p>		
<p>Use Of metacognitive strategies to support children in reflecting on their own learning-to support self-esteem, motivation and self-efficiency.</p> <p>Use of metacognitive talk to support children's understanding of themselves as a learner.</p>	<p>Children to use planning strategies linked to the Write Stuff approach to writing.</p> <p>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.</p>	<p>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.</p>	<p>Metacognitive thinking is modelled by staff throughout the curriculum and the class has several strategies in place to ensure that this is a whole school/ class approach.</p> <p>The approaches will be evidenced in drops ins and subject observations.</p>	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 and where appropriate	Pupils to have access to extended services to support sociability	Pupils benefit from working with varied groups and being	All children assessed and barriers to learning addressed and monitored.	Learning Mentor/ HT	Termly and as required

to address their barriers to learning	beyond the school and social skills	introduced to a variety of experiences.			
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.	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 2018-2019				
Desired Outcome	Chosen Approach/Action	Success Criteria-Did we meet it?	Lessons Learnt	Cost
Pupils to have their basic needs met physically, mentally, and emotionally so they are ready to learn.	Learning Mentor Bought in Professional Counselling Nurture	The consistency in care from the Learning Mentor has helped our PP children feel secure and has ensured that there are less times when these children are out of class or feeling angry at less structured times of the day. ELSA trained member of staff has provided good care for those children who need more than the Learning Mentor can provide but doesn't meet the threshold for a private counselling service. Hence more children's needs are being addressed. The relevant outside agencies are engaged and meet needs that the school is unable to.	<p>The tiered approach to support is working well but depends on time for the ELSA trained member of staff to prepare and work with targeted children. Counselling is the next step for children who need intervention beyond the L.M or ELSA staffs experience but can be inconsistent-this need to be strengthened.</p> <p>The lack of a CAMHS link support worker has meant referral to CAMHS have been difficult to track and support. This is being addressed across the area. Staff whilst supportive have a lack of knowledge regarding to children's mental health</p>	

		Relationships between PP families and the school are strong thanks to the continued work of the L.M to build confidence and trust.	and training needs to be out in place.	
Identified gaps in learning addressed.	Quality First Teaching and feedback to address gaps. Targeted Interventions in place.	All children have benefited from the school's commitment to developing QFT. Staff have greater confidence and greater grasp and understanding of how children learn. Whole class teaching in Reading and Maths ( Keeping the whole class together) is supporting greater aspiration from the children	Increased and up to date knowledge of how children learn, retain knowledge and increase and develop schemas has really benefited PP children as well as other children. The continued emphasis on language acquisition, introduction of knowledge organisers has also helped to address gaps in learning. The introduction of Power Maths and a more uniformed approach to writing will support next steps.	
PP pupils read daily and are enthusiastic readers. Parental engagement increased	Look at reading provision beyond Year 2 strengthen parental engagement in Key Stage 2 Parental workshop on Reading in the Autumn term. Introduce E.R.I.C Everyone Reading In Class Emphasis is on everyone reading more. Continue to embed Whole class Guided reading and use VIPERS to structure sessions( Vocab, Inference, Predict, Explain, Retrieve, Sequence and Summarise)	Understanding in place so that pupils have a firm foundation to confident build on.	Interest in reading continues to improve and the ability to quiz supports this. Consistent parental involvement continues to be addressed and improves for periods.This must continue to be a focus. New approaches to Home learning in 19/20 support parental involvement.	
Principles of Instruction are introduced within the classroom with an initial focus on maths. Feedback and in class support ensures that all pupils feel confident	Oral feedback established within the classroom and children demonstrate their understanding by marking each other's work.			

<p>Children to have their emotional and social needs met.</p>		<p>Instructional approaches to learning are in place across the school this has been supported in some way by the involvement of the Maths Hub and staff are becoming more skilled at deepening learning as well as ensuring that children make links and engage prior learning. Children are better and verbalising their understanding and recognising why they know what they know. There is evidence that feedback has been given and acted on.</p> <p>Developing the cultural capital for the children in the school continues to be a focus and the school seeks out opportunities for the children to enrich and support the curriculum</p>	<p>In the moment feedback is having a positive impact on learning for all and staff are becoming more skilled at this overtime. New staff members need to be trained on this early on so that consistency in approach is in place.</p> <p>Targeted activities linked to individual children's needs, outside of the familiar school environment, built resilience.</p>	<p>£850</p>
---	--	--	--	-------------



**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.