 St Joseph’s Catholic Primary School Pupil Premium Strategy

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| **1. Summary Information** | | | | |
| **Academic Year** | **Total PP budget** | **Total Number of pupils** | **Number of pupils eligible for PP** | **% PP Pupils** |
| 2019 - 2020 | £81,060 | 200 | 55 | 27.5% |

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| **2.Y6 Attainment July 2019**  **30 pupils** | **Reading**  **ARE Av Sc Sc** | | | **Writing**  **ARE** | **GPS**  **ARE Av Sc Sc** | | | **Maths**  **ARE Av Sc Sc** | | **Combined**  **ARE** | **Progress R** | **Progress Wr** | **Progress M** |  |
| School PP children (11) | | 55% | 104.1 | 82% | 73% | | 104.9 | 82% | 104.6 | 18.2% | -1.2 | 0 | -1.1 |  |
| School | | 70% | 104.9 | 80% | 83% | | 105.2 | 83% | 104.2 | 63.3% | -0.2 | 0.1 | -1.4 |  |
| National all others | | 73% | 103 | 78% | 78% | 106 | | 79% | 105 | 65% | 0 | 0 | 0 |  |

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| **3.Barriers to future attainment (PP pupils including high ability)** | | |
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| In school barriers | | |
| A. | Speech and language | |
| B. | CLA having very emotional /traumatic experiences that inhibit learning | |
| C. | Poor home learning environments, due to many different reasons, for some children | |
| D. | SEN | |
| E. | EAL | |
| External Barriers | | |
| F. | | Attendance and punctuality for some children |
| G . | | Low income families struggling to pay for trips etc |

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| **4.Outcomes** | | | |
| **Provision 1: Teaching** | **Funding Allocated** | **Purpose** | **Impact Criteria** |
| Part time teacher | £8,500 | To deliver maths and English to a small group of children 3 mornings per week | Children will improve their basic skills in order to close the gap in gaining age related expectations. They will also gain in confidence and improve their speaking and listening skills by being part of a small group. |
| HLTA | £3,710 | To deliver maths and English to a small group of children 2 mornings per week plus daily intervention for reading, spelling and writing | Children will improve their basic skills in order to close the gap in gaining age related expectations. They will also gain in confidence and improve their speaking and listening skills by being part of a small group. |
| Quality First teaching and CPD for areas linked to School targets. | £1,950 | To ensure teachers access the appropriate training and support in areas of weakness in line with the school priorities to ensure quality teaching for all. | Children make better progress due to better teaching and learning and increased confidence through teacher’s ability to deliver high quality, meaningful learning experiences. |
| Specialist teacher | £350 | To assess and work on a 1-1 basis with specific children to improve basic skills | Children make improved progress, school staff given specific intervention tasks for individual children. |
| **Provision 2: Targeted academic support** | **Funding Allocated** | **Purpose** | **Impact Criteria** |
| TA Hours | £31,136 | To work with targeted children on a weekly basis on both in class support and additional intervention groups out of class. | Intervention carried out according to specific needs on either 1-1 or small group basis. Below is an example of timetabled interventions. There are also TA led interventions that take place during class time as well as social/nurture type interventions that are not displayed below.  *Daily timetabled interventions KS1 (20 mins) include:*  Year 2 Additional reading (3 times weekly)  Year 2 Additional writing (3 times weekly)  *Daily timetabled interventions KS2 (30 mins) include:*  Read, write, Inc  Project X  Spelling group  SPAG group  *Weekly timetabled interventions EYFS/KS1 include:*  EYFS Time to talk  EYFS maths intervention  *Weekly timetabled interventions KS2 include:*  Read, write Ink  Phonics and social story  Read, write perform  Year 6 boosters for reading, writing, maths.  AGT Reading groups  Additional reading  Plus all other in class interventions based on the spot AFL by teacher.  All should improvement in attainment /progress |
| 1-1 TA | £17,870 | Wrap around support with SEND pupil  Individual lesson planning | Initially, 2 pupils were on a 1:1 basis in school by a level 2 TA. Pupil stays in calm and engaged and feels safe. Positive impact upon learning outcomes. |
| Speech and Language | £2,190 | To assess children and provide support where appropriate. | Targeted EYFS & KS1 pupils are assessed and supported by a speech therapist. A fully trained specialist TA on our staff then works on a 1-1 basis with all children over three afternoons each week. |
| **Provision3: Wider strategy** | **Funding Allocated** | **Purpose** | **Impact Criteria** |
| Learning Mentor/  Family worker | £7,700 for Autumn term | Additional family support  pastoral support for vulnerable children 1-1 educational support where needed  1-1 sessions at least fortnightly with our 7 CLA children  Writing CAF’s/TAF’s (Lead professional)  Attending child protection conferences/core groups  Daily attendance | For Autumn term the Learning Mentor:  Keeps daily attendance records kept and acted upon (including lates), half termly letters sent to parents – reduced absence.  TAF actions met by families with support from LM (resulting in more positive outcomes for children and so impact on learning)  Individualised sessions for all 7 CLA children and currently works with another 12 children on a regular basis and others on a ‘when needed’ basis (curriculum and well- being).  Attending CLA reviews and CP conferences and core groups and then following up with specific work as requested by CSC signposting to external providers where needed.  Target children seen weekly on a 1-1 basis depending on need.  Writing and attending PEP reviews for our CLA children. |
| Ethnic minority/gypsy, Roma and traveller achievement service | £4,800 | EAL support is needed for our 2 new Syrian children who have started with only the most basic grasp of English. | Initially, two children will receive 2 hours of additional EAL support per week from the service. This increased to 4 children from w/c 18/11. The service aids language acquisition and builds confidence speeding up progress. The service also provides feedback to teachers on next steps, providing a workable curriculum and assessment. |
| Supply cover in classes to allow BM to attend SEN, Child protection meetings etc. | £1,500 | To aid new Head teacher whilst Learning mentor is on maternity with volume of meetings. | The DSL remains up to date and in the picture with regards to latest developments. |
| Educational visits/class trips. | £1,000 | To help towards trips in school for families who are on FSM or just above the financial threshold | Children are motivated in their learning by stimulus of visits, events and visitors. Some visits are whole school subsidised.  Residential visit for Y6 pupils subsidised. |
| After school clubs | £900 | To provide a variety of activities that the children may not have access to.  To provide necessary clothing and equipment as appropriate to need. | Free Before and after school club when need is there to improve learning and attendance.  Various after school clubs subsidised/paid for, for PP children.  Fees paid and trips paid for CLA children  Any specialist equipment bought on a needs basis. |
| Outside Agencies | £500 | Some children need play therapy, counselling or behaviour support if they have been through a bereavement, family split, taken into care etc. | Children’s barriers to learning are overcome especially those who are high risk emotionally and /or with stress: stress and risks are reduced, especially for those children in families at CP or CiN. |
| Total Cost | £82,106 |  |  |

**Summary:**

Due to COVID-19 and school closure from 20th March 2020 until full reopening in September 2020, we are unable to provide data for the outcomes at the end of the year. Before lockdown in March 2020 the data showed that the vast majority of children had made good progress, particularly in reading, writing and mathematics, from their starting points in September. Children had made progress in their well-being and personal development supported by the Pupil and Family Support Worker and also through sessions with TAs and external agencies. During lockdown, all vulnerable families that were not in school were contacted 2/3 times a week to check in with them. We organised a very well attended ‘access day’ for all pupils towards the end of the Summer term for teachers to talk to children and check on their emotional well-being. Support was also offered over the phone and contact made with external agencies for some of our families in difficulty. This support included:

• Access to additional food parcels/food banks

• Virtual nurture groups via Zoom to support some children with anxiety

• Referrals made to CAMHS

• Phone calls to the children to support with issues

• Online transition for Y6 children starting high school

• Socially distanced home visits outdoors for those families who did not engage

* ICT equipment provided if needed.

• Support for home learning if needed including printing off worksheets if needed and delivering to the home.

• Access to Child and Family Well-being service-virtual support.