 St Joseph’s Catholic Primary School Pupil Premium Strategy

|  |
| --- |
| **1. Summary Information** |
| **Academic Year** | **Total PP budget** | **Total Number of pupils** |  **Number of pupils eligible for PP** | **% PP Pupils** |
| 2020 - 2021 | £71,715 | 202 | 47 | 23% |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |

|  |
| --- |
| **3.Barriers to future attainment (PP pupils including high ability)** |
|  |
| 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 |

|  |
| --- |
| **4.Outcomes** |
| **Provision 1: Teaching** | **Funding Allocated** | **Purpose** | **Impact Criteria** |
| HLTA | £3,500 | HLTA 6 hours mindfulness, 8 hours for phonics pm is used to cover PPA in all KS1/2 classes delivering ‘Mindfulness’ sessions as part of the Covid recovery plan to help with mental health due to lockdown etc. | Children understand how the mind works, how to manage their own thoughts, how to regulate and encourage positive self-talk in order to focus on the ‘now.’ It also helps children work on using their senses to focus on themselves and their situation. Children’s anxiety and ability to focus is improved, which in turn increases their ability to make progress. |
| Quality First teaching and CPD for areas linked to School targets. | £2,000 | 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. Emphasis on challenge for all and self-regulated working/metacognition | 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 teachers  | £1,000 | To assess and work on a 1-1 basis with specific children to improve basic skills.etc. | Plans put in place to enable 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 | £4,500 | To provide additional support in class to allow disadvantaged children that have fallen behind additional intervention time with the teacher and/or TA. | Intervention carried out according to specific needs on either 1-1 or small group basis. Below is an example of timetabled interventions. *Daily timetabled interventions KS1 (20 mins) include:*Year 2 Additional reading/phonics (3 times weekly) Year 2 Additional writing (3 times weekly) *Daily interventions KS2 (30 mins) include:*Phonics/reading, Project X, Nessy dyslexia group, Spelling groups.*Weekly timetabled interventions EYFS/KS1 include:*EYFS Time to talkEYFS maths intervention *Weekly timetabled interventions KS2 include:*Year 6 boosters for reading, writing, maths. AGT Reading groups Additional reading Plus all other in class interventions pre-lesson intervention, in lesson interventions and post lesson interventions based on AFL by teacher.These should all improvement in attainment /progress |
| Additional TA in Reception | £2,000 | Wrap around support with SEND pupilIndividual 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.  |
| ICT for remote learning: 60 ipads or laptops, safety cases and trolley/charging points. | £20,000 | Allow all children to access remote learning and homework activities on digital platforms. | Children can access learning, are independent learners taking control of their own learning. |
| **Provision3: Wider strategy** | **Funding Allocated** | **Purpose** | **Impact Criteria** |
| Learning Mentor/Family worker | £15,400 Spring and Summer term following maternity leave | Additional family supportpastoral support for vulnerable children 1-1 educational support where needed1-1 sessions at least fortnightly with our 7 CLA childrenWriting CAF’s/TAF’s (Lead professional)Attending child protection conferences/core groupsDaily attendance | 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 CLA children and to work 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. |
| Financial hardship funding to cover clothing, gifts food vouchers etc. | £3,000 | To cover costs of various items, necessity or otherwise, needed for school or as a family (If there was a second lockdown this would increase significantly due to food vouchers etc.) | Supplements income and closes gaps for vulnerable and lower incomes family’s children to live and experience the same. Allows them to be in the right mental and physical state to learn and progress. |
| Emotional support and social communication by using TA to provide groups and clubs at lunchtime | £1,000 | For children to learn social and emotional skills as well as other important life skills in small and secure/safe groups. | To foster confidence and independence in children whilst developing important life skills to benefit their everyday life. |
| Hoodies for Pupil premium and vulnerable | £750 | As a school, we have decided to purchase hoodies for all children as we are asking them to come in PE clothing on their PE days from now on for various reasons. Pupil premium and vulnerable children’s hoodies will  | Children all have suitable, warm clothing for PE sessions and any team events which they are happy to wear at no extra cost to parents of pupil premium and vulnerable children. |
| Ethnic minority/gypsy, Roma and traveller achievement service | £4,900 | EAL support is needed for our 3 Syrian children, 1 Kurdish all refugees who have started with only the most basic grasp of English. Nikola Suzanna… | 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.  |
| Educational visits/class trips. Extra-curricular enrichment due to Covid restrictions | £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 access for vulnerable  | £1,000 | 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 childrenAny 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 | £62,740 of £71,715 |  |  |

Review July 2021