

# St Joseph's Catholic Primary School

## Pupil Premium Strategy Statement Report 2019-2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Funding for the Financial Year 2017-2018

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1900 for each pupil identified in the spring school census as having left local authority care because of one of the following:

- Adoption
- A Special guardianship
- A child arrangements order
- A residence order

More information can be found on the government website: [www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings).

# Pupil Premium Strategy Statement

1. Summary information					
School	St Joseph's Catholic Primary School				
Date for plan	2019-2020 Budget		69,620.0	Date of most recent PP Review	Sept 2019
Total number of pupils	372			Date for next internal review of this strategy Updated plan set in line with new academic year and SDP	March 2020
Planned Spend for Financial Year 2019 - 2020	66,000	Allocation of PP for Financial Year (EST)	66,000		
Number of pupils eligible for PP	55	Total Number of PP+SEN	5/55	Total Number of PP+EAL	6/55
Pre School PP funding – this is allocated termly and paid into E19 for individual children	Summer Term 2019- 9 pupils	Autumn Term 2019 and Spring 2020 - 6 pupils			
Reception 2019 pupil premium allocation	9	£ 537.95			

• Statutory Attainment Key stage 2 July 2019				
Pupils Eligible 55 Pupils	Pupils eligible for PP: 4		All pupils (inc PP)	
	School	National	School	National
% Making Average Scaled Score of progress in reading	0.44	0.32		
% Making Average Scaled Score of progress in writing	-5.74	0.27		

% Making Average Scaled Score of progress in maths	-0.34	0.37		
<b>3. Barriers to future attainment (for pupils eligible for PP)</b> <b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>				
<b>A.</b>	Improve standards of writing for all pupil premium children across the school			
<b>B.</b>	Improve standards and progress in reading for all pupil premium children across the school			
<b>C.</b>	Ensure money is used more effectively to target the learning of the children and impact on their emotional wellbeing and educational outcomes and that this is evidenced and monitored effectively by the school and Governing Body			
External barriers (issues which also require action outside school, such as low attendance rates)				
<b>D.</b>	Lack of parental engagement with school and understanding of how to help their children			
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			<b>Monitoring</b>	
<b>A.</b>	Ensure all pupil premium achieve the same attainment and progress inline with the national figure.		Monitored regularly through: data analysis; Pupil Progress meetings, Learning Walks by the Senior Leadership Team.  Half termly in Key Stage progress meetings and weekly at classroom level.	
<b>B.</b>	Progress and attainment in <b>reading and writing</b> for the more able Pupil premium children.			
<b>C.</b>	Engage the disillusioned to have academic belief enabling them to aspire to further their education in the future.			

		<p>Pupil planning and evaluation discussions / learning walks to enable focussed and relevant curriculum planning.</p> <p>Triangulation of evidence with the Nurture team termly</p>
<b>D.</b>	Further develop the impact of the Alternative Curriculum through improving children's attitudes, behaviour and participation and developing the environment around school.	<p>Pupil interviews</p> <p>Children SEF</p> <p>Learning walks by the senior leadership team.</p>

**Planned expenditure Academic Year 2019-2020**

A: Desired outcome	Provision Provided	Objective	Evaluation How will you ensure it is implemented well?
	<p><b>High Quality First Teaching</b> allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning styles to fulfil their potential; plan and deploy TA support for whole class interventions. Consider appropriate resources for the classroom.</p> <p>There are three principles that are essential to developing a more inclusive curriculum.</p>	<p><b>For a greater number of children to make good progress from their starting points in Reading Writing and Mathematics.</b></p>	<p>Continue to provide training and support for all staff to ensure high quality first teaching continues across the school. Improved moderation and formal assessments throughout the academic year. <b>Evidence of Impact:</b> <b>Attainment Evidence</b> refer to section 7 <b>Pupil Interviews and Lesson Observations</b> carried out by SLT <b>Pupil Progress meeting reviews</b> carried out by SLT</p>

Staff lead **All** **Cost** £ Staffing Expenditure – E01 Not EPPG

B: Desired outcome	Provision Provided	Objective	Evaluation How will you ensure it is implemented well?
<p><b>Mathematics progress and attainment is in line with national. All PP children can talk about their involvement in their learning.</b></p>	<p>Small group interventions in class working alongside the class teacher</p>	<p><b>To help children develop their mathematical skills and help remove any potential barriers to their mathematical learning at KS1</b></p>	<p>Learning walks show children working on appropriate activities and at the right time. <b>Evidence of Impact:</b> <b>Attainment Evidence</b> all pupils on the intervention made 1-2 APs across the year. <b>Pupil Interviews and Lesson Observations</b> carried out by SLT <b>Pupil Progress meeting reviews</b> by SLT</p>

Staff lead Trained TA J Kuzimska = 6hrs per week

C: Desired outcome	Provision Provided	Objective	Evaluation How will you ensure it is implemented well?
<p><b>An environment that creates positive mental health and wellbeing within school and allows an alternative and relevant curriculum to grow, a curriculum that supports and develops a cultural capital</b></p>	<p>Woodland Warriors' sessions With Mrs Barker and Mrs Davies –Hale. Provided focused interventions by the class teacher and TA Smart Moves Nurture – Mrs Boddy until July 2019. Phonics – Claire R Language support Mrs Kuzimska for EAL PP children</p>	<p><b>To support the school's mental health and well-being curriculum by delivering an outdoor curriculum programme to Key Stage 1 and 2</b></p>	<p>Pupil interviews, Teacher staff interviews Monitoring of Class room interventions by SLT Learning walk</p>

Staff lead Trained TA **Becky Boddy 6hrs** Angie Davies Hale 7.5hrs; Joanna Collingwood 4.5 hrs; Claire R 1.40 - 3.15 1hr 35mins for 2 days.

**Cost Total for B & C = Budget allocation E03 EPPG planned: £11050; Pension cost 1680. Total cost out of EPPG £12730 (75% of year 4528.41; NI £189.94; Pension£ 689.50)**

D: Desired outcome	Provision Provided	Objective	Evaluation How will you ensure it is implemented well?
<p><b>Impact of Computing on pupils learning attitudes and attainment</b></p>	<p>IT resources laptops Provide computing equipment for access to software (Century, Purple Mash and the reading Cloud) to help raise attainment and progress across all subjects.</p>	<p>To help children develop their academic abilities and desire for learning through computing.  To develop self-awareness of the dangers facing modern society involving CSE, Social media and targeted advertising.</p>	<p>Attainment and progress to be monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and learning Walks by the Senior Leadership</p>

<b>Staff lead: J McDonagh (W Bowring L Malpass)</b>		<b>Cost</b>	<b>£ 17455 One off cost Budget allocation E20 EPPG</b>		
<b>E: Desired outcome</b>		<b>Provision Provided</b>		<b>Objective</b>	<b>Evaluation</b> How will you ensure it is implemented well?
<b>An environment that creates positive mental health and wellbeing within school and allows an alternative and relevant curriculum to grow</b>		<p>Development of environment of the school: nurture room and outdoor facilities. Doorway off nurture room. Knock out cupboard in room to provide more space.</p> <p>Time given for children to look at the environment and talk about their needs; participate in evaluative conversations.</p> <p>Development of the Calm room and sensory room – into next year too</p>		<p>To support the school's mental health and well-being curriculum and create a positive environment for our children to further increase academic progress for targeted children.</p> <p>To provide a place for the vulnerable to eat their lunch / work outside of the nurture room.</p>	Provision to be continued in the light of progress and beginning of the impact of 'soft' data on pupil's academic progress
<b>Staff Lead SLT</b>	<b>Cost</b>	<b>E12 £5000</b>			
<b>F: Desired outcome</b>		<b>Provision Provided</b>		<b>Objective</b>	<b>Evaluation</b> How will you ensure it is implemented well?
<p><b>Parental engagement is strong across the school. Parents feel listened to and feel they have a role in their children's education. They feel skilled to support their children on their learning journey. Membership of the National Trust used effectively.</b></p> <p><b>Provision for nurture for needy families through wrap around care</b></p>		<p>Opportunities for parent to share their needs. A weekly parent group to develop learning support and skill-based activities. A termly parent partnership meeting</p> <p><b>Trips out for parents and children to National Trust and other opportunities explore through the local community</b></p> <p>Apr – July £438.60 - 66days; £6.65 per day Sept- Dec Jan - Mar</p>		<p>To engage parents</p> <p>To support nurture of the children and to support parents</p>	<p>Line managed by Annie Masters, monitored by SLT. Speaking to parents Parent questionnaires</p> <p>Purchase cost of National Trust</p>

<b>Staff Lead: Annie Masters</b>	<b>Cost</b>	<b>Budget allocation E19 £1500 out of 3000 allocation in E 19</b>	
<b>G: Desired outcome</b>	<b>Provision Provided</b>	<b>Objective</b>	<b>Evaluation</b> How will you ensure it is implemented well?
<b>A positive environment for our children, promote self-esteem, self-confidence, communication skills and leadership skills through sport and use of alternative provision.</b>	WBA Outreach every Wednesday. Programme lunchtime club to improve children's mental health, physical health and well-being.  Wild Goose Farm visits during the Spring term led by Annie Masters – weekly visits timetabled for Monday afternoons - <b>implication on offering afternoon hours for TA support for this term</b>	To support the school's mental health and well-being curriculum and create a positive environment for our children, promote self-esteem, self-confidence , communication skills and leadership skills.	Ensure pupil premium children are catered for within the programmes set up. Monitor the children's progress and development. Speak to the children about the provision and what they have enjoyed
<b>Staff lead: J McDonagh / L Dean</b>	<b>Cost</b>	<b>WBA Budget £4680.00 Budget allocation E27 / Wild Goose Farm E27</b>	
<b>H: Desired outcome</b>	<b>Provision Provided</b>	<b>Objective</b>	<b>Evaluation</b> How will you ensure it is implemented well?
<b>All children on Pupil Premium register at KS2 have a hot meal</b>	Money for Free School Meals children at KS2	To ensure that all children have a cooked meal	Planned into the budget
	<b>Cost</b>	<b>£18,897.00 Budget allocation E25</b>	
<b>H: Desired outcome</b>	<b>Provision Provided</b>	<b>Objective</b>	<b>Evaluation</b> How will you ensure it is implemented well?



<p><b>All children on Pupil Premium are able to attend clubs, educational visits, uniform etc.</b></p>	<p>Extra curriculum activities  <b>12 weeks Violin: 7 x £57 Clarinet 1 x45</b></p>	<p>To ensure Pupil Premium have access to extra curriculum activities to support positive mental health.</p>	<p>Ensure pupil premium children are catered for within the programme.  Speak to the children about the provision and what they have enjoyed</p>
	<p><b>Cost</b></p>	<p><b>Budget allocation E19</b> £ 1500 out of £3000 allocation in E19 <b><u>75% of year cost £815.94</u></b></p>	

## Review of expenditure Academic Year 2018-2019

Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
<p>Improve attainment and progress in writing for ALL children across the school. Ensure a +ve progress score at end of KS2. Progress and attainment in <b>reading and writing</b> are more in line across the school. Transference of skills within non-core subjects is evident</p>	<p>High Quality First Teaching' allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning styles to fulfil their potential; plan and deploy TA support for whole class interventions.</p> <p>There are three principles that are essential to developing a more inclusive curriculum</p>	<p><b>High Quality First Teaching:</b> Attainment and progress monitored termly through: data analysis; Pupil Progress meetings, Pupil interviews and Learning Walks by the Senior Leadership Team. Training in house and Monitoring of TA deployment by SLT.</p>		<p>Pupil premium for attainment 23% for reading and 35% below the national 2017 figure. Pupil premium for progress Although attainment is below the national 2017 figure 52% of Pupil premium children made 3+ APS points in writing and 54% for reading</p> <p>Continuing for 2018-2019 SMT to monitor and report to SLT</p>
Staff lead All		Cost	£ Staffing Expenditure – not EPPG	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
<p><b>To help children develop their mathematical skills and help remove any potential barriers to their mathematical learning.</b></p>	<p><b>To team teach with the class teacher and provided intervention support across Key Stage Two for four days a week.</b></p>	<p>Attainment and progress monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and Learning Walks by the Senior Leadership Team. Evidencing that intervention strategies are transferred into everyday classroom practice</p>		<p>Pupil Premium for attainment 41% below the national 2017 figure Although attainment is below the national 2017 figure 52% of Pupil premium children made 3+ APS</p> <p>Continuing for 2018-2019 SMT to monitor and report to SLT</p>

Staff lead Trained TA		Cost	£3042.41 TA GRADE 4 SCP 26 (4.5 hrs per week)	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To help children develop their phonemic awareness- their ability to hear, identify and manipulate phonemes in order to remove any barriers.	Small Group Intervention: Phonics / Reading targeting Y1-Y2 children	Attainment and progress monitored termly through data analysis; Pupil Progress meetings, Pupil interviews. Learning Walks by the Senior Leadership Team		2/12 KS1 children did not achieve KS1 Phonic Screening 2017-2018 Continuing for 2018-2019
Staff Lead Trained TA		Cost	£1571.30 TA GRADE 2 (3 hrs per week)	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To support the school's mental health and well-being curriculum and create a positive environment for our children and increase academic progress for targeted children.	Trained member of staff Resources for the room	Attainment and progress monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and learning Walks by the Senior Leadership Team..		Writing: 2/7 just below expected progress 5/7 at or above expected. Reading: 5/7 just below expected progress 2/7 at or above expected. Maths: 3/7 just below expected progress 4/7 at or above expected. Continuing for 2018-2019 With new development of assessment for wellbeing and mental health.
Staff Lead: Mrs Barker, Mrs McDonagh		Cost	£ Staffing Expenditure – not EPPG	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To create a positive environment for our children, promote self-esteem, self-confidence, communication skills and leadership skills	Commando Joe Programme	Attainment and progress monitored termly through data analysis; Pupil Progress meetings, Pupil interviews and learning Walks by the Senior Leadership Team. Independent evaluative report provided by Commando Joes in line with school assessment.		Sessions have prompted team work and problem solving activities. The sessions have also provided teachers the opportunity to timetable further intervention time.  The Company can no longer provide a service to this area of Worcestershire.
Staff lead: Mrs McDonagh and SLT		Cost	£11,000.00	

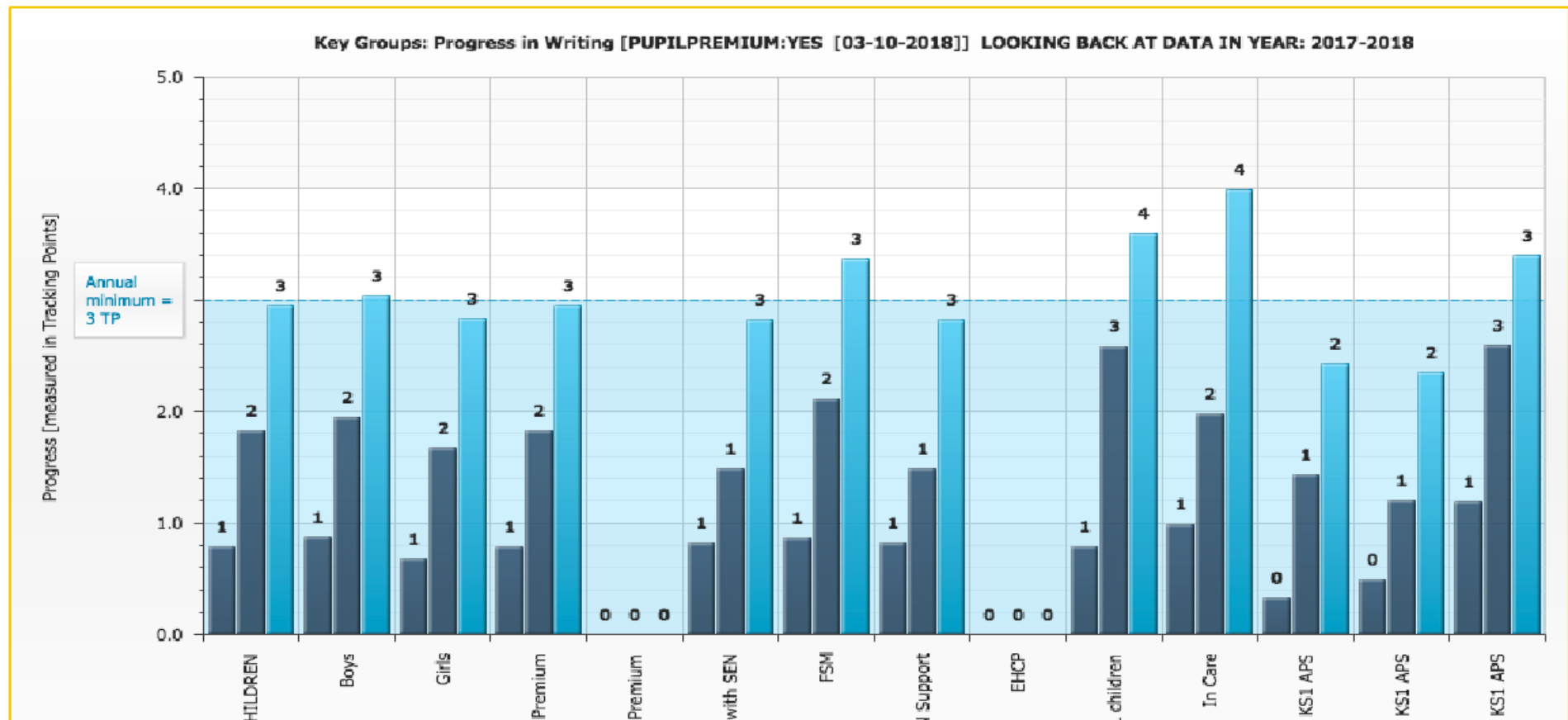
Desired outcome	Provision Provided	Evidence of impact:	Lessons learned
<b>To improve home / school communication KS 1 to enable EAL parents to better support their children with phonics and reading at home</b>	Bilingual Teaching assistant to provide support to children and parents in phonics.	Evidenced through timetabling of events and parent surveys / feedback and pupil progress / confidence	Awaiting evidence from EAL Co-ordinator Parent feedback- good. Further development with Mathematics workshops.
<b>Staff Lead: Mrs Piercy/Mrs J Kuzimska</b>		<b>Cost</b>	<b>£1848.69 TA Grade 2 ( 4½ hours per week)</b>
Desired outcome	Provision Provided	Evidence of impact:	Lessons learned
<b>To support a child who has social, emotional difficulties and whose behaviour is creating a barrier to his learning and that of his peers</b>	TA behavioural and learning support for two pupils	Monitoring of participation in curriculum resulting in progress and improved attainment	1 Child still requires a part time table an EHCP is currently being agreed 2 <sup>nd</sup> child has made 2-3 aps in writing, Reading and Maths,
<b>Staff Lead: Mrs Homer/Mrs Willis</b>		<b>Cost</b>	<b>£ 10,006.75 TA Grade 1 (26.25 hours per week; 5.25 per day)x2 =£20,013.50</b>
Desired outcome	Provision Provided	Evidence of impact:	Lessons learned
<b>To support the school's mental health and well-being curriculum by delivering an outdoor curriculum programme to Key Stage 1 and 2</b>	Woodland Warriors' sessions With Mrs Barker and Mrs Davies – Hale. Provided focused interventions by the class teacher and TA	Pupil interviews, Teacher staff interviews Monitoring of Class room interventions by SLT	The pilot trail of Century has enabled more structured interventions and 1-1 feedback sessions. Core subject co-ordinators to monitor intervention sessions
<b>Yearly Cost of Century</b>		<b>Cost</b>	<b>£2400</b>

Desired outcome	Provision Provided	Objective		<b>Evaluation</b> How will you ensure it is implemented well?
<b>To support the more able pupil premium children achieve greater depth</b>	To move an interactive white-board into the Oldcorne/Garnet meeting rooms.	Monitoring of interventions Monitoring of parental workshops. Parental interviews		.- <b>Requires action</b> Year 6 intervention: weekly interventions- 10 pupils all achieved greater depth in the KS2 2017-18. SATs.
Staff Lead <b>Mrs J McDonagh</b>		<b>Cost</b>	<b>£1300</b>	
<b>Total Spend for 2017-2018</b>		<b>£41 175.90</b>		

## 1. Additional detail :Attainment and Progress across the school

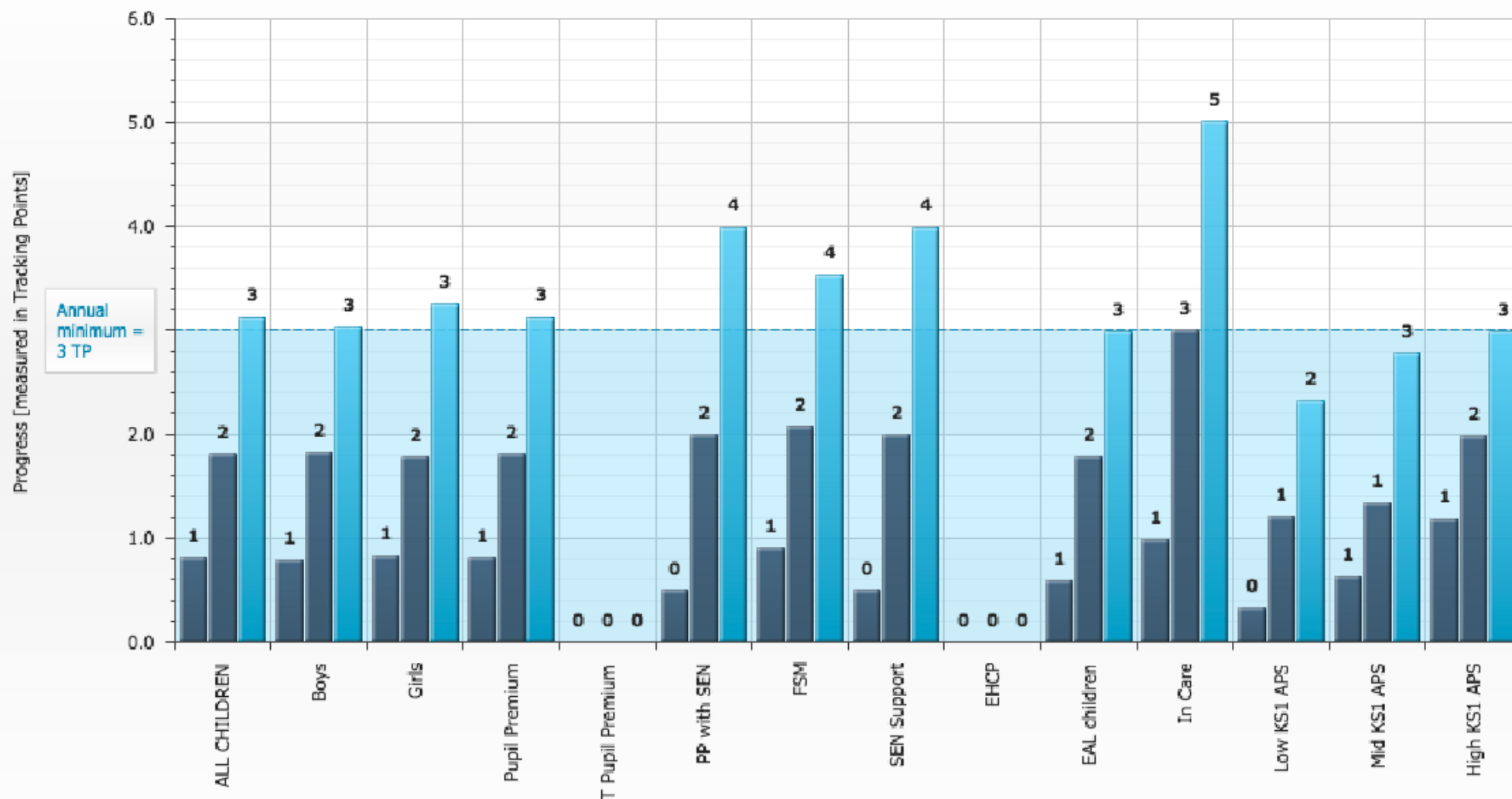
### Pupil Premium Progress 2017-2018

#### WRITING



## READING

Key Groups: Progress in Reading [PUPILPREMIUM:YES [03-10-2018]] LOOKING BACK AT DATA IN YEAR: 2017-2018



## MATHEMATICS

