

# St Joseph's Catholic Primary School

'Following Jesus in all we do'



## Pupil Premium Strategy Report 2020-2021

### Summary information

Academic Year 2020-2021 (2021-2022 budget planning)		Date of Review: October 2021
Number of Pupils: 392		Number of pupils eligible for PP: 66 (17%)
Number of PP & SEN Pupils: <b>12% (8 pupils)</b>		Number of PP & EAL Pupils: <b>25%. (16 pupils)</b>
Number of PP Pupils within Each Phase: <b>EYFS: 11%      KS1: 18%.      KS2: 16%</b>		
PP Premium Budget £95,495 <b>Remaining Carry Forward £49,657</b> Total: £ <b>138,427</b>	Termly Spend Review: March 2021	Total Spend: £ 38,000 of income – carry forward due to Covid 19 impact

### Barriers to Future Attainment

#### Internal Barriers (In school)

1. Improve standards and progress in reading and writing for all Pupil Premium Children
2. Some children receiving PP have lower self-esteem and need to help to develop their sense of 'self'
3. During COVID-19 the varying levels of home learning taking place.
4. **Further impact of the COVID-19 January 2021 Lockdown. (Feb 2021)**

#### External Barriers (Home/Situation/Experiences)

1. Lack of Parental engagement with school and parental understanding of how to help their children
2. Some children may not have a structured routine within their family/support from significant adults
3. Impact of Covid 19 on the family home situation and child's sense of wellbeing

Desired Outcomes	Success Criteria
<b>A)</b> To improve progress and attainment in reading	Improved progress and attainment for <b>ALL</b> pupil premium pupils will be apparent and in specific cases accelerated progress will be made.
<b>B)</b> Engage the disillusioned to have academic belief enabling them to aspire to further their education in the future	Involvement of pupil premium children in their own learning journey.
<b>C)</b> Further develop the impact of the Alternative Curriculum through improving children's attitudes, behaviour and participation and developing the environment around school.	Create a positive influence on our children's lives helping them to grow and flourish and support the school's mental health and well-being curriculum.

### Evaluation. Date of Evaluation July 2021

A) Improve standards and progress in reading for all Pupil Premium Children

- **2020-2021 Findings**

**Y1 Attainment 22%** at ARE. **Progress 100%** achieving 3 steps progress over the year.

**Y2 Attainment 70%** at ARE. **Progress 100%** achieving 3 steps progress over the year.

**Y3 Attainment 30%** at ARE. **Progress 90%** achieving 3 steps progress over the year.

**Y4 Attainment 25%** at ARE. **Progress 51%** achieving 3 steps progress over the year.

**Y5 Attainment 31%** at ARE. **Progress 40%** achieving 3 steps progress over the year.

**Y6 Attainment 70%** at ARE **Progress 100%** achieving 3 steps progress over the year.

Overall excellent progress has been achieved this year. However even though good progress has been achieved in Year 4 and Year 5 however this needs to be a continued focus for 2021-2022

**B) Engage the disillusioned to have academic belief enabling them to aspire to further their education in the future**

- Attendance over the past four years has seen a steady increase from 91% to 93% at the end of 2020-2021. During the COVID 19 2<sup>nd</sup> lockdown 54% pupils attend school and the remaining 46% received support with computing equipment. The school's family support worker contacted families weekly. Along with the safeguarding team ensuring pupils were engaged daily with remote learning
- Attendance for 2021-2022 during autumn term one saw an average increase of attendance at 96%
- Wellbeing sessions were introduced across all key stages to help support all pupils social and emotional wellbeing and readiest to learn.
- Food parcels were provided throughout the year to support our pupil's wellbeing.
- The school's development of the curriculum is inspiring students to develop skills outside the core subjects.
- Year groups are now ability set for maths to help support all pupil's progress and support belief and to improve self-esteem within the subject.

**C) Further develop the impact of the Alternative Curriculum through improving children's attitudes, behaviour and participation and developing the environment around school.**

- All staff received Sensory training to support all pupils across the curriculum. The training provided an opportunity for all staff to gain confidence in using the school's sensory room for all pupils and supporting all subjects.
- Woodland Warriors (Forest school) have continued this academic year, providing opportunities for all pupils to link curriculum subjects to learn outside the classroom.
- The new Outdoor Classroom was ordered during 2020-2021 unfortunately due to COVID-19 constrictions the unit was unable to be delivered and installed until October 2021.

**Pupil Premium Reasonability**

**Head Teacher**

**Mrs Louise Bury**

**Pupil Premium Governor**

**Mr Chris Bills**

**Pupil Premium School Lead**

**Mrs Joanne McDonagh**

Activity this Year 2020-2021				
	Desired Outcome	Action	Monitoring/Impact	Staff Lead
<b>Enrichment</b>	A) To improve progress and attainment in reading.	Whole school focus Small Group interventions Reading programmes such as Better reading, rapid reading, EAL Support	Pupil interviews Monitoring by SMT Workbook scrutinises Pupil progress meeting	Class Teachers Mrs Atkinson/ Mrs Hackley
	B) Engage the disillusioned to have academic belief enabling them to aspire to further their education in the future.	Small group interventions with TAs. Smaller set maths groups	Pupil interviews Monitoring by SMT Parental questionnaires Pupil progress meeting	Class Teachers Miss Annese/ Mrs Hackley
<b>Enjoyment</b>			Pupil interviews Parental questionnaires Pupil progress meeting	Mrs McDonagh/Miss Farmer/Mrs Masters
	C) Further develop the impact of the Alternative Curriculum through improving children's attitudes, behaviour and participation and developing the environment around school.	Woodland Warrior sessions for all classes to support outdoor learning. Small group additional Music lessons for PP and SEN pupils.	Pupil interviews Parental questionnaires Pupil progress meeting	Mrs McDonagh Mrs Boswell
<b>Encouragement</b>	A) To improve progress and attainment in reading.	Small group interventions with TAs- Better Reading, Rapid reading, AR. EAL support HLTA to support the development in the enjoyment of reading.	Pupil interviews Monitoring by SMT Workbook scrutinises Pupil progress meeting	Mrs Atkinson/ Mrs Hackley
	B) Engage the disillusioned to have academic belief enabling them to aspire to further their education in the future.	Nurture support through the use of the nurture programme. Woodland Warrior Sessions to help aspire their attitudes to learning.	Pupil interviews Parental questionnaires Pupil progress meeting	Mrs McDonagh/Miss Farmer/Mrs Masters

	B) Improve attendance for all children	Funded Breakfast club sessions		
Staff Development	A) To upskill staff to cater for the emotional development and needs of our most disadvantaged pupils.	Sensory Education Training	Staff Evaluations Timetabling of Sensory room Observations Pupil interviews Data	
	B) Provide webinars and course for all staff and the school's community to support our pupils at home and school	National College		
Environment /Health and Wellbeing	A) To ensure the most provision is available for supporting enrichment and enjoyment of the opportunities provided.	Completion of the sensory room environment Outdoor Classroom Further development of the Nurture room		
	B) Provide onsite catering for disadvantage pupils	Catering for Break and Lunch Attending wrap around care (School Breakfast/Sun flowers)		

**Please also refer to the school's Pupil Premium Policy**