

# St Joseph's RC Primary School



## Pupil Premium Strategy

September 2019

## Pupil Premium Strategy Statement 2019-2020

### 1. Summary information

#### St Joseph's RC Primary School

Academic Year	2019-20	Total PP budget	£51,360	Date of most recent PP Review	September 2019
Total number of pupils	235	Number of pupils eligible for PP in Jan 2019 census	38	Date for next PP Strategy Review	September 2020

#### Number of eligible pupils by class (September 2019)

Year Group	Pupils in class	Number of PP pupils	% of PP pupils
Nursery	23	4	17%
Reception	29	2	7%
Year 1	30	4	13%
Year 2	31	6	19%
Year 3	31	5	16%
Year 4	30	4	13%
Year 5	30	8	27%
Year 6	30	12	40%
Total	234	45	19%

Attainment July 2019

<b>KS2</b>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>%/ numbers achieving the expected standard or above in reading, writing, maths</b>	33%	80%	65%

Attainment July 2019			
KS2 Progress Scores	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading			
Writing			
Maths			

Attainment July 2019			
KS1	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	60%	88%	
Writing	80%	77%	
Maths	80%	85%	

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Progress in all areas in KS2
B.	Attendance for a small number of Pupil Premium persistent absenteeism (%age)
C.	Lack of aspirations and opportunities
D.	Difficulties with early speech and language (EYFS)

E.	Parental Engagement
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
F.	Social Deprivation – St Joseph’s School is in an area of deprivation.

<b>2. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>																											
<b>A.</b>	<p>Improved progress in all areas in KS2</p> <ul style="list-style-type: none"> <li>PP pupils will have made expected or better progress by the end of KS2</li> </ul> <p><u>Targets 2019-20 for PP Pupils</u></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>EXS+</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Y6 (12 pupils)</td> <td>92%</td> <td>93%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Y5 (8 pupils)</td> <td>88%</td> <td>88%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Progress</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y6 (12 pupils)</td> <td>+2.8</td> <td>+2.5</td> <td>+2.5</td> </tr> <tr> <td>Y5 (8 pupils)</td> <td>+3.3</td> <td>+4.3</td> <td>+1.0</td> </tr> </tbody> </table> <p>This will be measured termly for Y5 and half termly for Y6, with the use of KS2 SATS papers to assess.</p>	EXS+	Reading	Writing	Maths	RWM	Y6 (12 pupils)	92%	93%	92%	92%	Y5 (8 pupils)	88%	88%	75%	75%	Progress	Reading	Writing	Maths	Y6 (12 pupils)	+2.8	+2.5	+2.5	Y5 (8 pupils)	+3.3	+4.3	+1.0	<p>The progress made by Disadvantaged pupils will be expected or better in Reading, Writing and Maths.</p> <p>The percentage of Disadvantaged pupils achieving EXS+ in all areas to be in line or above national averages.</p>
EXS+	Reading	Writing	Maths	RWM																									
Y6 (12 pupils)	92%	93%	92%	92%																									
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<b>B.</b>	<p>Improved attendance of PP persistent absentees</p> <ul style="list-style-type: none"> <li>Pupil Premium attendance for 2018-19 (95.51%) was above national PP attendance (94.3%)</li> <li>Attendance for a small number of Pupil Premium pupils with persistent absenteeism was an issue and will improve during the year.</li> </ul> <p>This will be measured through termly analysis of attendance data.</p>	<p>Pupil Premium pupils who have been persistent absentees in 2018-19 will have attendance above 90% in 2019-20</p>																											

<p><b>C.</b></p>	<p>Pupil Premium pupils have higher aspirations and greater opportunities outside the classroom.</p> <ul style="list-style-type: none"> <li>● Children aim high due to aspirational approach in school.</li> <li>● Visitors into school</li> <li>● Curriculum enhancement</li> <li>● Range of after school clubs including choir, sports, chess, sewing, gardening and coding.</li> <li>● SATs Booster after school club</li> </ul> <p>These will be measured through</p> <ul style="list-style-type: none"> <li>● Pupil Questionnaires at the beginning and end of the academic year</li> <li>● Report on attendance of PP pupils at after school clubs etc</li> </ul>	<p>Pupil Premium children are involved in a wide range of activities beyond the classroom, ones they may not normally have opportunities to access.</p> <p>Aspirations of these pupils are raised due to both the opportunities and the aspirational approach within school.</p>
<p><b>D.</b></p>	<p>Improved speech and language for Pupil Premium children in the Early Years.</p> <ul style="list-style-type: none"> <li>● Children in EYFS and KS1 are supported through BLAST and Every Child a Talker programmes – measurable programme</li> <li>● Early identification of those needing Speech Therapy input – referrals made</li> <li>● Staff support speech therapists in carrying out follow-up sessions in school.</li> </ul> <p>These will be measured through the progress in the EYFS (Nursery to end of Reception)</p>	<p>Clear evidence that interventions and support from outside agencies is impacting on both S&amp;L, as well as self esteem and other areas of the EYFS curriculum</p>
<p><b>E.</b></p>	<p>Increased parental engagement through a variety of means</p> <ul style="list-style-type: none"> <li>● Termly Open morning sessions where parents can work alongside their children in class – measured through attendance logs and feedback from parents</li> <li>● Parent workshops, including involvement with Sunderland Foundation of Light, targeting Pupil Premium families (with some focus around positive mental health initiatives)</li> <li>● Improved electronic communication through social media</li> <li>● Improved support for parents, both online and in paper form</li> </ul> <p>These will be measured through responses to activities and parent questionnaire.</p>	<p>Through parental engagement and involvement in as many activities as possible, the progress of their child/children improves.</p> <p>Parents are increasingly informed about events in school.</p> <p>Parents have greater understanding of how to support their child at home</p>

<p><b>F.</b></p>	<p>Social Deprivation</p> <p>Measured through scrutiny of numbers involved in activities</p> <ul style="list-style-type: none"> <li>• Children will be given opportunities to participate in a variety of activities and a range of experiences which may not be available otherwise, eg: after school clubs, school trips, theatre productions, residential visits.</li> <li>• Free uniform given to struggling families</li> <li>• Poverty proofing process to identify how to support PP families</li> <li>• Support from SVP for local PP families</li> </ul>	<p>Children’s learning is underpinned by additional high-quality experiences which will improve progress and outcomes for all Pupil Premium children.</p> <p>Budgetary constraints have less impact on PP families due to school’s understanding of costs etc.</p>
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<b>Academic year</b>	<b>2019-20</b>
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A Improved progress in all areas in KS2</b>	<p>Quality first teaching in class supported through a range of good quality CPD for all staff and peer observation opportunities</p> <p>High quality teacher and TA led intervention programmes in all areas <b>(£19,000 p/a)</b></p> <p>Clear aspirational targets for all PP pupils, with specific interventions for gaps in learning.</p> <p>Installation and purchase of ICT hardware/ software to support all PP pupils, including computers, Ipads and screens, as well as Lexia software licences. Use of ICT hardware/ software to support learning for PP pupils. <b>(£16,000 p/a)</b></p>	<p>Quality first teaching impacts on individual performance in the classroom. Distinct interventions based around the need of the individual pupil/ group, such as Toe by Toe and On Target Maths, means specific learning can take place, addressing misconceptions and gaps in learning.</p> <p>Clear aspirational targets give staff and pupils a specific aim and teaching and learning can be focused on achieving that outcome.</p> <p>Use of quality ICT resources support and enhance the learning of pupils, often with diagnostic assessments supporting next steps</p>	<p>Ensure teaching throughout school is good or better so that a tangible improvement in outcomes is achieved since quality first teaching has a high impact. This is through regular scrutiny i.e. lesson observations and drop-ins, planning and work scrutiny by HT and SLT.</p> <p>CPD logs and feedback to whole staff</p> <p>Termly data analysis and meetings to discuss progress, impact of interventions and next steps (half termly for Year 6 pupils)</p> <p>Support from South Tyneside SIA.</p>	PCr/DD	Termly

<b>Total budgeted cost</b>					<b>£ 35,000</b>
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>B Improved attendance of PP persistent absentees</b>	<p>Half termly analysis of PP attendance, focussing on PA's from 2018-19 (6 pupils)</p> <p>Communication through letters and meetings ensure attendance is a high focus and issues will be quickly resolved.</p> <p>Involvement of Attendance Officer where necessary <b>(£5,000)</b></p>	<p>Analysis of attendance data identifies both issues regarding attendance, as well as patterns of absence.</p> <p>Involvement of parents from an early stage, stressing the importance of good attendance to attainment, ensures positive impact.</p> <p>Involvement of outside support will ensure importance of attendance to individual families.</p>	Records of attendance analysis, including termly reports to Governors, will show impact of actions	PCr	Termly
<b>Total Budgeted Cost</b>					<b>£5,000</b>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>C Pupil Premium pupils have higher aspirations and greater opportunities outside the classroom.</b>	<p>Children aim high due to aspirational approach in school - YET' approach.</p> <p>Greater opportunities identified for PP pupils through involvement in clubs - choir (including singing at The Sage and St Matthew's Church), sports (including school representation, links to Improtech), plus subsidised and free involvement in all after school clubs <b>(£4,500)</b></p> <p>Curriculum enhancement through visits outside school, including theatre, museums etc. <b>(£2,500)</b></p> <p>Attending residential at Thuston OAC in June which will enhance their aspirations and self confidence <b>(£1,600)</b></p>	<p>Increased confidence and self-aspiration will develop by PP pupil involvement in enhancing activities, as well as a 'YET' approach to learning.</p>	Pupil questionnaires will show the impact of these actions on PP pupils. Their attitude to both school and aspirations will have improved.	<p>PCr</p> <p>MW (PE lead)</p> <p>EMc (Creative lead)</p>	Termly
<b>Total budgeted cost</b>					<b>£ 8,600</b>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>D. Improved speech and language for Pupil Premium children in the Early Years.</b>	<p>Early identification of PP pupils with poor S&amp;L in Nursery (or on entry to Reception if they didn't attend our Nursery). Referrals made immediately to S&amp;L team.</p> <p>Work alongside S&amp;L team with individual PP pupils and Carry out follow up activities, including BLAST and ECAT programmes</p> <p>Ongoing quality first teaching with greater emphasis on S&amp;L activities in the classroom.</p>	<p>Early identification provides pupils with early help and support to improve S&amp;L difficulties, with school staff working alongside trained colleagues to develop and carry out proven programmes.</p>	<p>Termly data meetings to discuss impact of S&amp;L programmes on individual PP pupils, and provide further support where necessary.</p> <p>Meetings between EYFS staff and SEND lead to ensure individual support plans are actioned.</p>	<p>PCr</p> <p>KB (EYFS lead)</p> <p>DD (SEND lead)</p>	Termly
<b>Total Budgeted Cost</b>					£0
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>E. Increased parental engagement through a variety of means</b>	<p>Building up aspirations and skills of parents of PP pupils through:</p> <ul style="list-style-type: none"> <li>• Open morning sessions with parents working alongside child, identifying skills and knowledge transferable to the home.</li> <li>• Parent workshops, including with Foundation of Light, targeting PP families (with some focus around positive mental health initiatives)</li> <li>• Improved e-communication through social media</li> <li>• Improved support for parents, both online and in paper form e.g. Knowledge Organisers, pre learning links (<b>£830 app costs</b>)</li> </ul>	<p>Giving parents support in how to help their child enhances the knowledge, skills and confidence in the parent. 'Low risk' opportunities, such as Open Mornings, feeds this confidence, with more focused programmes aimed at specific parents and families.</p>	<p>Discussions with parents on impact of programmes etc. Feedback in questionnaires and responses to activities.</p>	PCr	Termly

Total budgeted cost					£830
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>F. Social Deprivation factors do not impact on learning</b>	<p>Children will be given opportunities to participate in a variety of activities and a range of experiences which may not be available otherwise, eg: after school clubs, school trips, theatre productions, residential visits. <b>(cost identified in C)</b></p> <p>Free uniform given to struggling families <b>(£930)</b></p> <p>Poverty proofing process to identify how to support PP families <b>(£1,000)</b></p> <p>Support from SVP for local PP families</p>	Reducing the impact of social deprivation, including simple things such as clean, new uniform, gives a more positive approach and better mental health to PP pupils.	Monitoring of uptake of actions to ensure PP families are accepting offers of support.	PCr	Termly
<b>Total budgeted cost</b>					<b>£1,930</b>
<b>Overall Budgeted Cost</b>					<b>£51,360</b>