

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	KS1- £68,640 KS2- 114,840		
<b>Total number of pupils</b>	Infants:192 Juniors: 210	<b>Number of pupils eligible for PP</b>	Inf - 52 Juns - 87	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment KS2 ( 2019 ) -		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving age related expectations and above in reading	79%	75%
% achieving age related expectations and above in writing		
% achieving age related expectations and above in maths	84%	88%
<b>Current Attainment KS1 (2019)</b>		
% achieving age related expectations and above in reading	77%	73%
% achieving age related expectations and above in writing	72%	73%
% achieving age related expectations and above in maths	78%	84%

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3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Significantly low attainment on entry to Nursery and Reception
<b>B.</b>	Poor oral language skills which impacts on progress across the school
<b>C.</b>	Many children have little or no access to books, reading or toys at home- vocabulary is poor as a result
<b>D.</b>	Providing opportunities for music and extracurricular activities- particularly for the more able
<b>E.</b>	Lack of parental engagement
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
<b>A.</b>	Other opportunities – little or no access to good quality life experience e.g. visiting London, museums , seaside etc.
<b>B.</b>	Poor home learning environments
<b>C.</b>	Low aspirations – not knowing how to go about making choices for higher and further education
<b>D.</b>	High levels of social and economic deprivation
<b>E.</b>	Parental support at home with reading and maths

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Standards in communication and language and in reading and phonics are sustained for pupils eligible for PP across EYFS and KS1. The gap is closing.	All pupils make expected progress and are supported with language development through 'oracy', speech and language and social skills groups. (% of children achieving a Good Level of Development to be in line with national)
<b>B.</b>	Challenge for high ability PP children to ensure sustained rates of progress.	Pupils eligible for PP as high ability make as much progress as 'others'. Opportunities are provided for extending pupils in lessons and providing high quality extended texts for children to read in class and independently. (improved % of children working at a higher standard)

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<b>C.</b>	Emotional and behavioural problems are a problem for some of the pupil premium children, which acts as a barrier to learning. PP children are less resilient learners. Support parents with their additional needs and enhance communication between school and home.	Emotional support provided for all PP children throughout the year to ensure that they are able to focus on learning. Observations show that PP children are developing into resilient learners and are making rapid progress. There will be a reduction in the number of behaviour problems for this group of children over the year due to learning mentor support and working closely with families to provide appropriate support.
<b>D.</b>	Further progress in Reading, Writing and Maths so that National Targets continue to be sustained and surpassed at the end of Key Stage 2.	KS2 Pupils eligible for PP make the same expected progress in particular in reading and maths as all other pupils.
<b>E.</b>	Attainment of children in EYFS is at least in line with National.	GLD to be in line with national at the end of 2019– 2020. PP pupils targeted to achieve GLD.
<b>F.</b>	Increased participation in extracurricular clubs and music lessons	All children have access to an after-school club ( analysis of clubs to show increased % of PP children attending a club) Children from Vulnerable groups better represented in school trips, enrichment visits and extracurricular activities.
<b>G.</b>	Develop social skills through participation in Forest Schools. Using these skills to understand own role in society	A large proportion of Pupil Premium children do not have the opportunities to engage with others positively outside the classroom. Pupils need to have opportunities to develop intrinsic motivation and sound social and emotional skills. Pupil Premium children frequently lack the opportunity to connect with others on a social level, and to gain in self-confidence.
<b>H.</b>	Increased PP family engagement with learning	90% Parental Engagement at Parent Evenings or follow up meeting after. 100% meet with class teacher once in the school year. 100% of parents to attend at least one celebration event in the year (Assembly, production, sports event)
<b>I.</b>	A broader range of life experiences enhances children's vocabulary and aspirations	Create opportunities for all children and those in receipt of pupil premium to access information about higher education, skills, and jobs. Children to be supported at careers days, visits to universities and places of work.
<b>J.</b>	Maintain high levels of attendance for all pupil groups particularly for pupils eligible for PP.	Raised awareness of attendance (attendance awards etc.) Raised community awareness of the impact of low attendance on outcomes for children Improved attainment All children attend all trips in every year group (funding provided if necessary) Monitor representation of vulnerable groups in enrichment opportunities especially in English, Maths and Science as outlined in SDP. Personal invites given to parents of children eligible of pupil premium for school events

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5. Planned expenditure					
Academic year		2019/2020			
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. Standards in communication and language and in reading and phonics are sustained for pupils eligible for PP across EYFS and KS1. The gap is closing.</p>	<p>Additional TA hours in reception and Year 1 to promote oracy and reading development.</p> <p>Small focused phonics group for all pupils in EYFS and KS1. This will be active throughout EYFS and KS1. Catch up phonics and reading intervention and spelling programmes delivered by TA's during assembly time on a rotational timetable.</p> <p>Reading intervention for vulnerable readers.</p>	<p>High quality feedback and oracy skills will have a long-term impact upon the attainment of many of our PP children.</p> <p>Reading skills will develop at a quicker rate on closing the gap.</p> <p>Children's poor oral skills impact negatively on their ability to speak and write effectively. Exposure to challenging tests that are rich in vocabulary.</p>	<p>Monitoring of interventions within the EYFS and Year 1 /2 class to ensure that children are being encouraged to develop their oracy skills- practicing saying sentences and through the development of phonics teaching. Monitoring of small focused phonics groups. Assess and evaluate progress half termly with the class teacher and staff providing intervention support.</p>	<p>AHT/DHT/ Phonics and English Lead</p>	<p>November 2019</p>

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<p>B. Challenge for high ability PP children to ensure sustained rates of progress.</p>	<p>CPD on providing stretch and challenge for high attaining</p>	<p>Impact on delivering high quality learning opportunities for PP children.</p> <p>National research and current work in school has shown the effectiveness of using open questioning and developing higher order thinking skills. As a result, attainment and progress will be accelerated. This approach will continue to be used to enable more able pupils to achieve greater depth by the end of Y6 in reading and writing.</p>	<p>INSET training – ‘Maths No Problem’ English – Non-Negotiables and lesson structure Moderation of greater depth and high standard. Observations with a focus on challenge</p> <p>Monitoring through book scrutiny and lesson observations.</p>	<p>AHT/DHT/ Maths &amp; English Leads</p>	<p>September 2019</p>
<p>C. PP children less resilient and collaborative as learners</p>	<p>Continue to build on Staff INSET from September 2018 and pedagogy development of Growth Mind set learning. To develop further approaches used by Carol Dweck on resilient learners.</p>	<p>Based on Carol Dweck’s theory of growth mindset and learning. School wants to continue to develop the mindset culture and develop the ethos across school. School also wants to continue to develop cooperative learning in the classroom so that children are supportive of each other’s learning and the ceiling is removed for all pupils.</p> <p>Research shows that meta-cognition and self-regulation approaches have consistently high levels of impact. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Discussions with children about learning.</p> <p>Additional training and regular focus on 5 Rs.</p> <p>Develop through PSHE and meditation sessions through collective worship.</p>	<p>SLT</p>	<p>December 2019</p>
<b>Total budgeted cost</b>					<p>£771,000.00</p>

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6. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>D. Further progress in Reading, Writing and Maths so that National Targets continue to be sustained and surpassed at the end of Key Stage 2.</p>	<p>Y6 booster sessions with a Maths and Reading focus.</p> <p>Easter school 2019 to close gaps and support children with revision in a calm and quiet environment with access to teachers and the internet.</p> <p>Y5 PP pupils targeted Summer term 2019 for entry to Year 6</p>	<p>PP pupils' attainment significantly higher than National expectations at the expected standard in reading, writing and maths. PP pupils slightly below all pupils in reading (EXS), GPS (EXS) and Maths (GDS)</p> <p>Evidence from the Education Endowment Fund Pupil Premium Toolkit says that small class teaching, collaborative learning, and tuition has between +3 and 5 months impact</p>	<p>High quality teachers running booster sessions.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SLT, subject leaders, SDP &amp; Governors. Drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Every 10 weeks data input and analysis followed by pupil progress meetings with the SLT.</p>	<p>SLT and Year 6 team</p>	<p>July 2020</p>

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<p>E. Attainment of children in EYFS is at least in line with National.</p>	<p>Target speech and language support for identified children. High impact interventions for reading, writing and maths.</p>	<p>Evidence from the Education Endowment Fund Pupil Premium Toolkit says that early years intervention has +5 months impact</p>	<p>SLT and EYFS leader regular support and monitoring. SENCO working with speech and language teacher. SLT learning walks / books / Early excellence Team planning meeting feedback Pupil Progress meetings – regular assessment and gap analysis with detailed tracking.</p>	<p>SLT and EYFS team</p>	<p>July 2020</p>
<p>F. Increased participation in extracurricular clubs and music lessons</p>	<p>Provide access to after school clubs to enrich children's experiences</p>	<p>The additional opportunities offered to pupils at school enhance the learning that takes place, they provide experiences intended to develop aspiration and ambition and they also develop teamwork skills and social &amp; emotional skills.</p>	<p>School business manager will keep an up-to date record of children currently in school and cross-check this every time a trip or event takes place.</p> <p>SBM will liaise with class teachers who can then inform parents confidentially that school will pay for their child to ensure that they are able to participate in every available learning related activity</p>	<p>School Business Manager.  Subject leaders  Class teachers</p>	<p>December 2019</p>

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<p>G. Develop social skills through participation in Forest Schools. Using these skills to understand own role in society</p>	<p>Forest Schools Lead Practitioner to work with all Pupil Premium children.</p> <p>New resources will improve practise in Forest Schools lessons.</p> <p>Pupil Premium children take part in Forest Schools on a fortnightly basis.</p> <p>Children are given opportunities to set own targets and goals – developing intrinsic motivation for their learning.</p>	<p>At Forest School all participants are viewed as:</p> <ul style="list-style-type: none"> <li>• Equal, unique, and valuable competent to explore &amp; discover</li> <li>• Entitled to experience appropriate risk and challenge</li> <li>• Entitled to choose, and to initiate and drive their own learning and development</li> <li>• Entitled to experience regular success</li> <li>• Entitled to develop positive relationships with themselves and other people</li> <li>• Entitled to develop a strong, positive relationship with their natural world</li> </ul> <p>This learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world, yet each session also shares a common set of principles, aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.</p>	<p>Pupil Premium children surveys show positive attitude towards Forest Schools.</p> <p>Pupil Premium children’s relationships with their peers and other adults in the school are more positive.</p> <p>Pupils can talk with more confidence about what they have been learning.</p> <p>Teachers use attitudes and motivations taught in Forest Schools in their classroom practise.</p>	<p>Forest School Lead Practitioner and champion in KS2</p>	<p>Autumn 2019</p>
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<p>H. Increased PP family engagement with learning</p>	<p>Target PP families in Summer and Autumn term to attend maths or English lesson with their child. Ensure letters and newsletter keep parents up to date in terms of dates of events etc</p> <p>Parental engagement programme to continue based on school priorities Track attendance and follow up where there has been a lack of attendance</p>	<p>Parental engagement is improving but there are still some families who are difficult to engage.</p>	<p>Track parental attendance at events</p>	<p>HT/DHT</p>	<p>October 2019</p>
<p>I. A broader range of life experiences enhances children's vocabulary and aspirations</p>	<p>Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance, and teamwork are developed through participation in group activities and overnight stays on residential visits. Pupils can participate fully in school trips and residential trip Provide funding for eligible children to attend after school clubs, music tuition and residential trips in order to participate in enrichment activities, promote teamwork and wider experiences.</p>	<p>Research shows that limited life experiences impacts on a child's capacity to learn and understand. Increasing these opportunities builds self-esteem and encourages positive attitudes to learning.</p>	<p>Admin Officer to check eligibility and manage funding provided.</p> <p>Class teachers to liaise with HT regarding potential funding opportunities</p>	<p>DHT</p>	<p>December 2019</p>
<b>Total budgeted cost</b>					<p>£95,000.00</p>

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ii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
J. Maintain high levels of attendance for all pupil groups particularly for pupils eligible for PP.	Robust system of monitoring and contacting persistent absentee parents (including HT interviews for holiday requests). Reward system for outstanding attendance Attendance Advisory Support service	Ofsted (2014) Pupil Premium Report observed that the most successful schools offer support, where necessary, to improve pupils' attendance.	Fortnightly meetings between DHT and Attendance Officer Evaluation of impact on attendance and punctuality of any children accessing this approach  Children's attendance figures improve. Aim for 97% and above attendance. Reduce the number of children with lower than 90% attendance (persistent absentees).  Work in partnership with disadvantaged children whose attendance and punctuality needs improvement Monitor and track every 6 weeks	DHT/ EWO	Every 6 weeks with SLT
				<b>cost</b>	£5000
				<b>Total budgeted cost</b>	£180,000

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7. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
1.To further develop assessment procedures in the broader curriculum	'Assessment Journey' approach to ensure all curriculum areas are assessed. Information used to track progress and attainment of all groups. Particular emphasis on children eligible for PP grant.	Assessment journey being used by all teachers to assess all areas of the curriculum.  The school's assessment and tracking enabled all pupils to be monitored.	Continue use of Assessment journey to target particular groups - PP pupils who are not on track to meet expected at the end of Key stage 2	£5000
2. To provide teachers with opportunities to self-evaluate their subject knowledge and teaching skills in order to secure highly effective teaching.	Teaching and learning teams created to support and strengthen different areas of teaching and pedagogy	Teaching and learning teams successfully implemented across the school. Teachers given opportunities to evaluate their own and each other's teaching within the themes of differentiation, questioning, challenge, AFL, and independent learning.	Working in phase teams has been highly successful. Next step to organise teams across phases.	£15000



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<p><b>B</b> Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP particularly in reading and maths</p>	<p>Reading resources in KS1 to ensure children have access to extended texts</p> <p>Encourage and model reading for pleasure through improved reading corner/areas in classrooms.</p> <p>Children to listen to their teachers read to them regularly</p>	<p>Book looks indicate that children are making progress with use of grammar and syntax</p> <p>Challenges evident in all aspects of the curriculum – mastery curriculum is being embedded.</p> <p>High impact. Monitoring and work scrutiny has shown that PP children are engaged in writing activities and that all pupils, no matter what ability, take a pride in their work. Books show evidence of progress</p> <p>Children’s confidence and use of mathematical language has improved during the course of the year.</p>	<p>Increase proportions of pupils in KS1 achieving greater particularly in writing and maths.</p> <p>Continue with targeted interventions in 2019/2020. Additional TA in the Juniors employed to work with groups of PP children in the afternoon to meet individual needs and accelerate progress in maths.</p>	<p>£15000.00</p>
<p><b>C</b> Further progress in Reading, Writing and Maths so that National Targets continue to be sustained and surpassed at the end of Key Stage 2.</p>	<p>Additional Teaching: Y6 booster sessions with a Maths and Reading focus.</p> <p>Smaller classes – 3 classes of 18 pupils for targeted support.</p> <p>Easter school to close gaps and support children with revision in a calm and quiet environment with access to teachers and the internet. Y6 Small class teaching</p>	<p>Additional teacher in Year 6 Spring term has had the desired impact. Children on track to meet targets set.</p> <p>Easter school well attended with 39 children attending.</p>	<p>Continue with before and after school boosters.</p> <p>Continue with support and approach. Ensure more able pupils are provided with opportunities to develop skills at a greater depth.</p>	<p>£6000.00</p> <p>£5000</p> <p>£1500</p>

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<p><b>D</b> Attainment of children in EYFS is at least in line with National.</p>	<p>Target speech and language support for identified children. High impact interventions for reading, writing and maths.</p>	<p>Speech and language interventions in place in Infants and Junior school. ELKLAN trained TA's delivering speech and language programme to identified children.</p> <p>Children in EYFS on track to meet 68% GLD target</p>	<p>Continue with this approach.</p>	<p>£6000 £1500.00</p>
<p><b>E</b> Ensure More Able Pupil Premium children reach the greater depth standard at KS1</p>	<p>Teacher focus group in class to be more able PP pupils. More able PP pupils to be carefully tracked through regular progress meetings and pupil progress board. More able moved on quickly to greater depth and mastery challenges within English and Maths</p>	<p>More able group – focus group in class. PP pupils tracked carefully and discussed in detail at pupil progress meetings. Mastery challenges embedded and used as part of normal classroom practice.</p>	<p>High % of children at KS1 reaching the GDS. Continue to bring writing and maths in line with reading in terms of the % attaining the GDS.</p>	<p>£1000</p>

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<p><b>F</b> Increased participation in extracurricular clubs and music lessons</p>	<p>Encourage uptake for extra-curricular activities by class teachers and year leads Opportunities for enrichment made available to children eligible for PP especially those who are more able.</p>	<p>PP pupils continue to be targeted for participation in clubs etc.</p>	<p>Continual monitoring of attendance in extra- curricular and enrichment activities with a focus on vulnerable groups.</p>	<p>£8500</p>
<p><b>G</b> Increased PP family engagement with learning</p>	<p>Target PP families in Spring 2 term to attend maths lesson with their child.</p> <p>Ensure letters and newsletter keep parents up to date in terms of dates of events etc</p> <p>Parental engagement programme to continue based on school priorities</p> <p>Track attendance and follow up where there has been a lack of attendance</p>	<p>Families attended lessons in Spring terms – reading or maths lesson. Good attendance.</p> <p>Parental engagement programme continues to run – attendance is improving but continue to be an issue.</p> <p>Attendance is tracked carefully and Team EWO work closely with the school to monitor the attendance of PP pupils. Where necessary, meetings have been set up and the EWO works with families to improve attendance. Monthly newsletters report on the overall attendance and the attendance of each class. This is having the desired impact as attendance has improved in certain classes.</p>	<p>Continue to target families and encourage participation in workshops.</p>	<p>£8000</p>

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<p><b>H</b> Higher aspirations</p>	<p>Careers Day in summer term for Years 5 and 6</p> <p>Year 5 visiting Goldsmith University</p> <p>PP More able Girls trip to Robotics event</p> <p>Links with Whitgift and Trinity schools for Sport</p> <p>Participation in National quiz events for general knowledge and Maths</p> <p>Visits organised for local politicians to speak to KS2 children</p> <p>Primary STEM event at BTG – Year 5 PP pupils to attend</p>	<p>PP pupils targeted for different opportunities. Participation has had a very positive impact.</p> <p>Children have been able to access trips; including residential – something they may not have been able to do without the financial subsidy. Learning and experience has been enhanced by educational trips</p>	<p>Continue to access different opportunities for all pupils in order to increase aspirations.</p>	<p>£2000</p>
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<p>I Maintain high levels of attendance for all pupil groups particularly for pupils eligible for PP.</p>	<p>Quality first teaching to ensure engagement and pupils love of school and learning Involvement of the school's Attendance Welfare Officer (AWO)</p>	<p>Attendance continues to be very good. Attendance reported on in each monthly newsletter. Team EWO work closely with HT to monitor and track particular pupils in terms of lateness and attendance.  The attendance of pupil premium pupils is 96.6% (Juniors) and 94% (Infants)</p>	<p>Continue to track the attendance of vulnerable pupils.  Ensuring PP pupils are regularly tracked and monitored for attendance Review parent participation Strategy meetings for these children with key professionals  The approach will continue</p>	<p>£2500</p>
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### 8. Additional detail

This year's outcomes for pupils (2019) in KS1 and 2 are good. The school has carefully analysed the results to draw out strengths and areas for improvement. The schools' overarching priorities have been distributed to all parents and are on the schools' website.