

Pupil Premium Strategy Statement

1. Summary information					
School	The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools				
Academic Year	2020/2021	Total PP budget	Infant:£47,520 Junior:£187,440		
Total number of pupils	Infant: 150 pupils Junior:209 pupils	Number of pupils eligible for PP	Infant: 36 pupils Junior:142 pupils	Date for next internal review of this strategy	Mid-term review October 2020 Feb 2021

Progress and results 2019/2020

As a result of the national lockdown, formal assessment in primary schools for the academic year 2019/2020 was cancelled. The cancellation applied to the end of key stage 1 and key stage 2 assessments (including tests and teacher assessment); phonics screening check; multiplication tables check; science sampling tests; and the Early Years Foundation Stage Profile.

At St Joseph's the formal assessment for 2020/2021 will take place in line with current Government guidance.

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 maths	84%	88%
Current Attainment KS1 (2019)		
% achieving age related expectations and above in reading	77%	73%
% achieving age related expectations and above in writing	72%	73%

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

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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Standards in communication/language and in reading and phonics are sustained for pupils eligible for PP across EYFS and KS1.	<ul style="list-style-type: none"> All pupils make at least expected progress and are supported with language development through 'oracy', speech and language and social skills groups, bucket time (% of children achieving a Good Level of Development to be at least in line with national)
B.	Challenge for high ability PP children to ensure sustained rates of progress.	<ul style="list-style-type: none"> 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 greater depth standard)
C.	To embed teachers providing high quality feedback for pupils and individualised tracking of disadvantaged pupils to ensure that gaps are closed and remain closed.	<ul style="list-style-type: none"> All school assessment tools are effectively used to identify, address and monitor PP pupils' learning gaps. Staff providing high quality, impactful feedback to pupils in order to move their learning on.
D.	To support pupils whose emotional and behavioural problems are a barrier to their learning.	<ul style="list-style-type: none"> Emotional support provided for PP children, who require it, throughout the year in order to ensure that they are able to focus on learning. Support parents with their additional needs and enhance communication between school and home.
E.	Further progress in Reading, Writing and Maths so that National Targets continue to at least be sustained at the end of each key stage and surpassed by at the end of Key Stage 2.	<ul style="list-style-type: none"> KS2 Pupils eligible for PP to make the same expected progress in core curriculum subjects in line with all other pupils.
F.	Attainment of PP children in EYFS is at least in line with National.	<ul style="list-style-type: none"> GLD to be at least in line with national at the end of 2020/2021. PP pupils targeted to achieve GLD.
G.	Increased participation in extracurricular clubs and music lessons; to include opportunities for pupils to receive support with their home learning.	<ul style="list-style-type: none"> Ensure that all children have access to an extracurricular 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. Opportunities for PP pupils to receive support with home learning.
H.	To provide opportunities for pupils to develop social skills including through participation in use of the school's Forest zone	<ul style="list-style-type: none"> Increased opportunities for PP pupils to engage with others positively outside the classroom. These opportunities develop intrinsic motivation and sound social and emotional skills, which help pupils understand their own role in society.
I.	Increased PP family engagement with learning	<ul style="list-style-type: none"> 90% Parental Engagement at Parent Evenings or follow up meeting after. 100% meet with class teacher at least once in the school year. 100% of parents to attend at least one celebration event in the year (Assembly, production, sports event) Increased parent workshops to support parents with how to help their child's learning. Support for families to include distribution of laptops and Wi-Fi connection. Provision made for attending school trips and activities
J.	A broader range of life experiences enhances children's vocabulary and aspirations	<ul style="list-style-type: none"> 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. Monitor representation of vulnerable groups in enrichment opportunities especially in English, Maths and Science Cultural capital

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K.	Maintain high levels of attendance for all pupil groups particularly for pupils eligible for PP.	<ul style="list-style-type: none"> • Raised awareness of attendance (attendance awards etc.) • Raised community awareness of the impact of low attendance on outcomes for children. • Improved progress and attainment.
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5. Planned expenditure

Academic year	2020/2021
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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
A. Standards in communication/ language and in reading and phonics are sustained for pupils eligible for PP across EYFS and KS1.	<p>Continue targeted TA hours in reception and Year 1 to promote oracy and reading development.</p> <p>Focused reading lessons, each week, for all classes in KS1 and KS2.</p> <p>CPD for KS2 staff - phonics scheme RWI. In order to ensure that Catch up phonics and reading intervention and spelling programmes are effectively delivered by TA's</p> <p>Small focused phonics group for all pupils in EYFS and KS1. This will be active throughout EYFS and KS1.</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.</p> <p>Exposure to challenging texts that are rich in vocabulary.</p> <p>Impact will be evidenced through pupil voice and progress/attainment data</p>	<p>Monitoring and evaluation of all phonic groups and interventions within the EYFS and Year 1 /2 classes to ensure that children are being encouraged to develop their oracy skills- practicing saying sentences and through the development of phonics teaching.</p> <p>Monitoring of small, focused phonics groups.</p> <p>Assess and evaluate progress half termly with the class teacher and staff providing intervention support.</p> <p>Analysis of data at each data point through the year</p>	<p>Phonics and Reading Lead (MT)</p> <p>SENCO</p>	November 2020

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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>School engaging with NACE challenge award.</p> <p>Links with UK Maths Trust</p>	<p>Impact on delivering high quality learning opportunities for PP children.</p>	<p>Maths, Reading and Writing CPD for staff.</p> <p>Moderation of greater depth and high standard.</p> <p>Observations with a focus on challenge</p> <p>Monitoring through book scrutiny and lesson observations.</p>	<p>HT/DHT/ Maths, Reading & Writing Leads</p>	<p>December 2020</p>
<p>C. To embed the use of individualised tracking of disadvantaged pupils to ensure that gaps are closed and remain closed.</p>	<p>School use of Management tracker, teacher tracker and Edukey.</p> <p>Use of EEF 'DIY evaluation guidance;</p> <p>Staff CPD</p> <p>Effective use of feedback across the curriculum.</p>	<p>EEF research:</p> <p>Making more out of assessments in schools does not mean doing more assessments, doing more marking; it means we should look critically at the reliability, validity, purpose and value of all types of assessment used in our schools, and it prompts us to question the opportunity costs of each assessment you use. If assessment in your school performs a function to support learning that no other tool could, and it does it so in a way that provides reliable data to draw valid inferences about learning, you will be well on your way to great assessment.'</p>	<p>Monitoring and evaluation of interventions to ensure that children are making accelerated progress and the gap between pp and PP pupils is closed.</p> <p>Assess and evaluate progress half termly with the class teacher and staff providing intervention support.</p>	<p>SLT Assessment Lead SENCO</p>	<p>December 2020</p>
<p>D. To support pupils whose emotional and behavioural issues are a barrier to their learning.</p>	<p>Early morning nurture group</p> <p>School learning mentors</p> <p>Links with external support where appropriate</p> <p>CPD for staff on how to address and break down these barriers to learning.</p>	<p>EEF research:</p> <p>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	<p>Discussions with children about learning.</p> <p>Develop through PSHE and meditation sessions through collective worship – monitoring of this subjects.</p> <p>Reviewing and evaluating the impact of mentoring sessions</p> <p>Ongoing review of pupils' assessment data where emotional and behaviour issues are a barrier to their learning</p>	<p>SLT</p>	<p>December 2020</p>
Total budgeted cost					<p>£100,000</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>E. 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>Targeted in class focus for Reading, Writing and Maths</p> <p>Y5 PP pupils targeted Autumn term 2021 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 booster sessions run by teachers</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Headteacher, SLT, subject leaders, & Governors.</p> <p>External reviews</p> <p>Drop-ins by SLT.</p> <p>Regular book scrutinies/pupil conferencing</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Following data input and analysis SLT lead pupil progress meetings with year groups teams.</p>	<p>SLT, Assessment Lead, Subject leaders and Year 6 team</p>	<p>December 2020</p>

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F.	Attainment of children in EYFS is at least in line with National.	Target speech and language support for identified children. High impact interventions for reading, writing and maths.	Evidence from the Education Endowment Fund Pupil Premium Toolkit says that early years intervention has +5 months impact	SLT and EYFS leader regular support and monitoring. SENCO working with speech and language teacher/support staff SLT learning walks / books/pupil voice Team planning, meetings and feedback Pupil Progress meetings – regular assessment and gap analysis with detailed tracking.	SLT and EYFS team	July 2020
Total budgeted cost						£50,000

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
Increased participation in a range of extracurricular clubs and music lessons; to include opportunities for pupils to receive support with their home learning.	Provide access to after school clubs to enrich children's experiences and support their learning.	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 & emotional skills.	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. 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 .	School Business Manager Class teachers	December 2020
PP pupils develop a love of reading and read for pleasure	Pupils provided with their own reading level book to take home and keep – where appropriate a copy of the class text. Peer reading book clubs Accelerated reader	<u>Research by the National Literacy Trust</u> has shown that children who are eligible for free school meals are much less likely to own books of their own. Their study revealed a strong link between young peoples' reading ability and their access to books at home. They conclude that " <i>“without access to books of their own children are less likely to have positive experiences of reading, less likely to do well at school and less likely to be engaged in reading in any form.”</i>	Pupils are engaged and find pleasure in reading. They will be able to articulate this through a number of means. There is will be an overall improvement in pupils progress across the curriculum. Pupil voice will indicate a love for reading especially amongst boys	Reading lead and DHT/SLT	December 2020

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	<p>Positive shared reading experiences with peers, staff and adults at home.</p> <p>Development of school library</p>				
<p>To provide opportunities for pupils to develop social skills including through participation in Forest Zone and newly developed outdoor learning areas</p>	<p>Outdoor Lead Practitioner to work with all Pupil Premium children.</p> <p>New resources will improve practise in Forest Zone lessons.</p> <p>Pupil Premium children take part in Forest Zone 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 the Forest Zone all participants are viewed as:</p> <ul style="list-style-type: none"> • Equal, unique and valuable competent to explore & discover • Entitled to experience appropriate risk and challenge • Entitled to choose, and to initiate and drive their own learning and development • Entitled to experience regular success • Entitled to develop positive relationships with themselves and other people • Entitled to develop a strong, positive relationship with their natural world <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 Zone offers.</p>	<p>Pupil Premium children surveys show positive attitude towards the Forest Zone and outdoor learning</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 the Forest Zone in their classroom practise.</p> <p>Pupils develop a deeper understanding of sustainability</p>	<p>Outdoor learning lead</p>	<p>December 2020</p>

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<p>Increased PP family engagement with learning</p>	<p>Target PP families each term to attend maths or English lesson with their child.</p> <p>Continue to 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>Support for families with accessing Google Classroom</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>Providing workshops for targeted parents on how to support their child's learning.</p> <p>Early help lead to provide targeted support to families.</p>	<p>HT/DHT</p>	<p>November 2020</p>
<p>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 team-work are developed through participation in group activities and overnight stays on residential visits. Pupils are able to participate fully in school trips and residential trip</p> <p>Provide funding for eligible children to attend after school clubs, music tuition and residential trips in order to participate in enrichment activities, promote team work 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>Officer Manager and Admin team to check eligibility and liaise with SBM over available funding.</p> <p>Class teachers to liaise with HT regarding potential funding opportunities</p>	<p>Core subject leads DHT</p>	<p>December 2020</p>
cost					<p>£80,000</p>
Total budgeted cost					

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7. Review of expenditure				
Previous Academic Year		2019/2020		
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
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>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>Rapid reading being used to target particular pupils across Y3 – Y6. Impact monitored via internal data and pupil conferencing</p> <p>Built in successful Phonics system in school - groups working successfully across Key stage 1 and EYFS</p> <p>Lexia well attended – 30 licences. Ongoing tracking shows improvements in children's reading age, fluency and understanding.</p>	<p>Initial support to continue for Year 3 to be phonics based for those not passing Phonics at the end of KS1</p> <p>Continue to work with WANDLE Hub on phonics provision in EYFS and KS1</p> <p>Continue Lexia provision – focus on how to support PP pupils to access the provision at home in addition to in school</p> <p>Targeted reading groups to support decoding and comprehension skills</p>	£30,000
Challenge for high ability PP children to ensure sustained rates of progress.	CPD on providing stretch and challenge for high attaining	CPD in place for staff – English and Maths – continue this through next academic year	Links to other opportunities for pupils to be challenged in their learning – NACE - UKMT	£30,000
PP children more resilient and collaborative as learners	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.	Strategies used within school Further CPD required for new staff joined 2019/2020	To focus further on pupils' barriers to learning in particular emotional and social.	£8,000

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<p>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>Boosters and support were effective for pupils.</p> <p>Provision was unable to continue due to COVID 19 restrictions – this will continue 2020/2021</p>	<p>Continue with provision 2020/2021</p>	<p>£20,000</p>
<p>Attainment of children in EYFS is at least in line with National.</p>	<p>Speech and language interventions in place in Infants and Junior school.</p> <p>ELKLAN trained TA's delivering speech and language programme to identified children.</p> <p>Children in EYFS were on track to meet 73% GLD target in July 2020 (based on in year tracking up to February 2020)</p>	<p>Provision was unable to continue due to COVID 19 restrictions – this will continue 2020/2021</p>	<p>Continue with provision 2020/2021</p>	<p>£8500</p>
<p>Maintain high levels of attendance for all pupil groups particularly for pupils eligible for PP.</p>	<p>Robust system of monitoring and contacting persistent absentee parents (including HT interviews for holiday requests).</p> <p>Reward system for outstanding attendance</p> <p>Attendance Advisory Support service</p>	<p>Attendance continues to be closely monitored and evaluated for all vulnerable groups.</p> <p>Attendance reported on in each monthly newsletter.</p> <p>Team EWO work closely with DHT to monitor and track particular pupils in terms of lateness and attendance.</p>	<p>Pupils continued to be closely monitored during school COVID lockdown. This included regular phone calls, in school provision provided and food vouchers.</p> <p>Contact additionally made outside of school hours and at the weekend where necessary.</p> <p>Continue with provision 2020/2021</p>	<p>£5000</p>

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<p>Develop social skills through participation through the Forest zone Using these skills to understand own role in society</p>	<p>Outdoor learning Lead Practitioner to work with all Pupil Premium children.</p> <p>New resources will improve practise for Forest zone lessons.</p> <p>Pupil Premium children take part in Forest zone learning n a fortnightly basis.</p> <p>Children are given opportunities to set own targets and goals – developing intrinsic motivation for their learning.</p>	<p>School forest zone used to support pupils in school.</p>	<p>Further CPD for staff and greater provision for PP pupils required.</p>	<p>£2500</p>
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8. Additional detail

The school has carefully analysed the outcomes to draw out strengths and areas for improvement. School will continue rigorously work on areas for improvement. The schools' overarching priorities have been distributed to all parents and are on the schools' website.