



Pupil premium report for St Joseph's

Pupil premium spending 2020/2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020/2021	Date of next pupil premium review:	September 2021
Total number of pupils at Sept 2020	176 including nursery	Total pupil premium budget:	£72,630
Percentage of pupils eligible for pupil premium:	35%	Number of pupils eligible for pupil premium:	61

STRATEGY STATEMENT

- Strategies that are designed to be support in school: Learning mentor support, shine time staff and resources, financial support for visits and visitors, extra support for extra curriculum activities, support for breakfast club, financial support for transport (bus passes).support with uniform, extra hours in nursery.
- During Covid Closure interventions cannot be implement but we offered weekly hampers instead of the daily packed lunches were subsidized by school as they were over the amount provided for FSM, printed work packs made available for collection each week for families who were unable to work online or print at home.. Teacher phone calls weekly to support families and speak to children to connect to school community, learning mentor contacting families who they had previously been supporting.

Intervention sessions using a range of strategies designed to target the needs of these pupils. Introduction of therapeutic curriculum to meet the needs of pupils dealing with trauma and separation anxiety

- Barriers that have impacted:
 - School closures due to Coronavirus and consequently the ongoing support that children would normally receive in school.
 - Unable to start the Pupil Premium passport system that was scheduled to start,
 - Staffing costs have remained consistent despite the school being open to limited numbers.
 - No internal data available from 21st March 2020 as children were not present at the end of term for assessment week
 - Attendance has been impacted by self-isolating, shielding and impact on numbers with parental concerns about safety

The overall aims of our pupil premium strategy

- To reduce attainment gap between the school's disadvantaged pupils across the curriculum and others nationally by 10 percentage points
- To raise the in-school attainment of both disadvantaged pupils and their peers

Assessment information

EYFS				
	Pupils eligible for pupil premium (PP)		Pupils not eligible for PP	
	School Average	National average	School Average	National average
Good level of development (GLD)	75%	56%	71%	71.8%
Reading	100%	58.3%	78.6%	76.9%
Writing	87.5%	62.5%	71.4%	73.7%
Number	100%	66.6%	85.7%	79.8%
Shape	100%	69.4%	78.8%	81.5%

YEAR 1 PHONICS SCREENING CHECK		NO 2019 DATA AVAILABLE – 2020 RESIT DATA TO BE AVAILABLE FROM DECEMBER 2020	
Pupils eligible for PP	Pupils not eligible for PP	National average	

END OF KSI 2020 DATA NOT PUBLISHED BASED ON 2019 DATA			
	Pupils eligible for PP	Pupils not eligible for PP	
	School average (8 pupils)	School average	National average
% achieving expected standard or above in reading, writing and maths	40%	57%	78%
% achieving expected standard in reading	83.3%	59.09%	75%
% achieving expected standard in writing	50%	54.5%	76%
% achieving expected standard in maths	50%	59.09%	76%

END OF KS2 2020 DATA NOT PUBLISHED BASED ON 2019 DATA

	Pupils eligible for PP (12 pupils)		Pupils not eligible for PP	
	School average	National average	School average	National average
% achieving expected standard or above in reading, writing and maths	67%	11%	69%	71%
% achieving expected standard in reading	75%	62%	85%	79%
% achieving expected standard in writing	67%	68%	92%	84%
% achieving expected standard in maths	67%	67%	77%	84%
% achieving above expected standard or above in reading, writing and maths	0%	5%	0%	13%
% achieving above expected standard in reading	25%	17%	15%	32%
% achieving above expected standard in writing	17%	11%	15%	24%
% achieving above expected standard in maths	8%	16%	8%	31%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor oral language and low vocabulary
B	Low starting points in the year due to behavior, pupils struggling with boundaries.
C	Anxieties and stress due to complex situations therefore impacting on ability to focus on learning in school.

ADDITIONAL BARRIERS

External barriers

D	Low attendance
E	Low academic aspirations
F	Housing and transport challenges – transient nature of families/increased numbers of school moves.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To raise standards across the curriculum to reduce the gap between the pupil premium and non-pupil premium across all areas of the curriculum but in particular within maths and literacy.	<p>Gap between PP and non-PP is narrowed in maths, reading and writing.</p> <p>Increased numbers of PP children attaining higher level combined standard at end of KS2</p> <p>Gap between PP and non-PP is reduced in all foundation subject areas</p>
B	To raise aspirations	<p>Children self-esteem, resilience and perseverance increase and are able to challenge themselves to try new challenges.</p> <p>The pupil premium grant (PPG) is used to ensure that disadvantaged pupils have full access to all the school's enrichment and extra-curricular activities.</p> <p>The PPG is used to support students to visit universities in year 6 and take part in curriculum enrichment programmes.</p> <p>The school promotes the personal development of disadvantaged pupils by encouraging them to engage in student leadership, for example on school councils or as pupil ambassadors.</p> <p>Disadvantaged pupils are fully represented in sports teams, concerts and plays and promotes their wider engagement in these</p>
C	To provide opportunities to experience enrichment opportunities	<p>Increased numbers of participation by PP participating in after school clubs.</p> <p>Increased number of PP children accessing breakfast club/wrap around.</p> <p>Increased number of PP children attending small groups such as music lessons, outdoor therapy, the emotion coach or worry bugs groups.</p>
D	To improve resilience, self-esteem and well-being	<p>Increased number of PP children supported to attend sporting activities such as after school clubs, competitions, intra-house and inter-house competitions.</p> <p>Pupil voice shows sensory circuits, wellbeing curriculum, emotion coach, learning mentor support is benefitting their mental health and well-being.</p> <p>Decreased incidents of PP failing to challenge themselves in class, small groups.</p> <p>Improved attention and focus in class.</p>

Planned expenditure for current academic year

ACADEMIC YEAR							
Quality of teaching for all							
Action	Intended outcome	Barrier to overcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Effective in class support from class teacher for children based on attainment	Children grouped by attainment are targeted for support to build confidence in themselves and thereby raise aspirations	A, B, D	Within class attainment grouping (EEF)	Lesson observations Book trawls	AHT – curriculum	January 2021	£45,000
Collaborative learning for reading comprehension strategies	Children increase their ability to understand and monitor text for errors. Improved understanding in all subjects. Improved fluency and speed	A, B, D	Reading comprehension strategies (EEF)	Intervention timetables reviews	AHT- curriculum Literacy lead	February 2021	£8,500 staffing costs
Fresh start for y5/6	Children will received phonics input and targeted differentiated work to develop fluency and reading speed.	A, D	Phonics support (EEF)	Lesson observations Book trawls	Class teachers Literacy lead AHT	December 2020	£2000 resources
Total budgeted cost:							£55,500

Targeted support

Action	Intended outcome	Barrier to overcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Learning mentor to take small groups for 1:2 music lessons	Children will have access to music lessons to learn to play an instrument.	B,C, D	Children benefit from enrichment experience of individual or small group music lessons to raise self-esteem and aspirations	Feedback forms Observations Pupil voice	Learning mentor	December 2020	£15.96 per ukulele x3 £47.85 plus staffing costs
Learning mentor to take small groups for outdoor learning sessions	Children will develop their resilience and self-esteem and have the opportunity to learn new skills for gardening. Recordable flowers for developing language and instructions for others.	A, C,D	Children benefit from enrichment experience of small group outdoor therapy session. Learn new skills for gardening. Time to talk and discuss worries, concerns Recordable flowers for outside in the forest school area to develop language and oracy skills.	Feedback forms Observations Pupil voice	Learning mentor	December 2020	£49.98 plus staffing costs
Learning mentor to take small groups for worry bugs session.	Children will work in small groups to make 'worry bugs' for their class. Each child will be given one to hand to class teacher /learning mentor if they have worries or concerns to discuss.	A, C, D	Children develop turn taking resilience, group work skills, and improved self-esteem (sharing with peers how the scheme works).	Pupil voice Staff feedback Observations	Learning mentor	December 2020	£100 resources for wool plus staffing costs
LBQ scheme	Children will be supported to access LBQ resources which are supporting children to raise attainment.	A, B, D	EEF raising attainment and closing the gap.	Data analysis	SLT	Lent term 2020	£2850 30% of cost allocated to PP

RWI reading scheme	<p>Phonics books linked to children's level will allow children to make accelerated progress for reading as the reading books are matched with the children's phonic level.</p> <p>Fluency and ability to decode improves outcomes in all subjects including foundation subjects and maths as well as literacy.</p> <p>Children will improve their fluency in reading and phonic scores are improved from baseline scores.</p> <p>Increased levels of home reading.</p> <p>Children develop a love of reading and enjoyment of reading at home.</p>	A, B, C, D	<p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4230049/</p> <p>EEF improving literacy in KSI guidance OFSTED requires systematic phonics with scheme integrity.</p>	<p>Data analysis will show improved phonics scores.</p> <p>Reading books are shown to be used more frequently children are given phonics level reading books.</p>	SLT Literacy lead	Pentecost term but each data drop in Advent, Lent and Pentecost	£5519.38 total cost £1991.25 allocated to PP
Speech and language intervention program	<p>Children will accelerated progress in all areas from their starting point.</p> <p>Children are more confident in their speech and make accelerated progress in their</p>	A, C, D	EEF studies which show overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.				£60.00 plus staff costs
Total budgeted cost:							£3107.83

Other approaches

Action	Intended outcome		What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost
Dollywoods' s imagination library	<p>Improve children's access to high quality reading books.</p> <p>Improve early literacy skills in EYFS</p> <p>Access to reading books at home for children to develop reading for pleasure skills.</p>	A, B, C, D	<p>EEF access to early literacy</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Morgan, P. L., Fuchs, D., Compton, D. L., Cordray, D. S., & Fuchs, L. S. (2008). Does early reading failure decrease children's reading motivation?. <i>Journal of learning disabilities</i>, 41 (5), 387-404.</p>	<p>EYFS model good reading for parents</p> <p>Children are accessing books at school and at home.</p>	EYFS lead Literacy lead	Pentecost term	£400
Free breakfast club from 8am	<p>Improve concentration and prevent children who are unable to access breakfast to support.</p>	B,D	<p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf</p> <p>Improved concentration for pupils will lead to improved outcomes for children as they are able to concentrate and make greater progress in class.</p> <p>Children are unable to focus when they are hungry and this means that children are less likely to be able to make academic progress.</p>	<p>No costs for food as these are covered by Greggs but 30% of staffing costs to be covered by pupil premium funding to support more children to attend</p>	SLT PP leased	Pentecost term	£8000
Total budgeted cost:							£8,400

ADDITIONAL INFORMATION

- Total budget plan exceeds the amount given for pupil premium spending, additional spending will come from school budget.
- New approaches to intervention mean that all TAs across school and learning mentor are deployed to support children who are PP and who are not in light of the COVID19 school closures

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount: £69,640

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned
Progress in reading	To close the gap and to improve standards in reading. Allow pupils to expand their reading genre and choices. To motivate pupils to read, to present more opportunities to be listened to. To provide intervention opportunities for understanding of text.	End of year tests were unable to take place to judge impact due to COVID19 closure	Up to lockdown this was working well but we felt that the regression during lockdown this priority has not been met fully
Progress in writing	To develop a purpose to writing. To support pupils to develop writing and provide experiences. To widen the range of quality text they have access to.	End of year tests were unable to take place to judge impact due to COVID19 closure	Up to lockdown this was working well but we felt that the regression during lockdown this priority has not been met fully
Progress in maths	To improve times tables, to encourage support from parents, to give year 6 electronic access to times table rock stars at home. To provide support to fill gaps and support needs.	End of year tests were unable to take place to judge impact due to COVID19 closure	Up to lockdown this was working well but we felt that the regression during lockdown this priority has not been met fully

Progress in phonics	To ensure phonics are introduced within early years and all fully immersed in the curriculum inside and out. Staff are skilled in the Read, Write Inc programme to ensure high quality teaching for all pupils	End of year phonics screening did not go ahead but all staff received the necessary RWI	Up to lockdown this was working well but we felt that the regression during lockdown this priority has not been met fully and the impact of the progress of phonics has been hindered.
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Targeted support

Action	Intended outcome	Impact	Lessons learned
Pupils who are displaying signs of anxiety or stress/pupils referred by teaching staff or parents. Pupils with safe guarding issues	Children supported to manage their anxiety and are able to access in class learning	Attendance improves and children are able to access learning	Attendance support to be ongoing and learning mentor to continue to work with target families to support with attendance. EWO involvement to continue.

Other approaches

Action	Intended outcome	Impact	Lessons learned
Engagement of parents	Meeting with learning mentor and appropriate staff, attendance support, show cases within class rooms to allow parents to engage informally and develop their relationship with school and support their	Parent attendance at school events has increased and parents are more engaged in the showcases.	Informal events increase parental engagement Formal one to one parents' evenings are less well attended than the informal showcases.
Enhancement opportunities	Children are able to access enhancement opportunities raising aspirations for pupils and their families, widening horizons and opportunities, providing experiences other than in the curriculum.	Children access the enhancement opportunities and are more involved in their learning because they are excited about their involvement in the after school clubs and trips.	Children and their families appreciate the support for trips and clubs and this is something, which we will need to continue.