

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Joseph's Catholic Primary Academy
Pupils in school	197 (including nursery)
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£69,640
Academic year or years covered by statement	Review for 18/19 action plan for 19/20
Publish date	November 2019.
Review date	November 2020
Statement authorised by	Sarah Pollard
Pupil premium lead	Jayne Bradley
Governor lead	Chris Mack

## Disadvantaged pupil progress scores for last academic year

Measure	Score KS1	Score KS2	GLD	Year 1 Phonics
Reading	KS1- 46%	71%	GLD- 75%	100%
Writing	KS1 – 46%	79%		
Maths	KS1 – 46%	71%		

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	In line with non-disadvantaged
Achieving high standard at KS2	In line with non- disadvantaged
Measure	Activity
Priority 1 - To raise standards across the curriculum	Interventions, extra support for reading, new reading books, reading/writing initiatives and times tables.
Priority 2 - To support the well-being of pupils and families.	Learning mentor, 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. Being part of a trail blazer pilot to support mental health well-being in children, cost of supply cover. Dolly Parton in imagination library for nursery, extra to 15 hours' sessions in nursery. Attendance prizes

<p>Barriers to learning these priorities address</p>	<p>Poor oral language skills and low vocabulary knowledge</p> <p>Pupils with severe speech issues</p> <p>Low starting points in the early years due to behaviour; pupils struggle with boundaries and this is displayed in their behaviour for learning. They are not ready to concentrate and follow school rules.</p> <p>An increasing number of pupils are anxious and stressed. They have genuine worries and anxieties that prevent them from being able to focus on their learning this at times is displayed by poor behaviour for learning.</p> <p>Attendance rates for pupils eligible for PP are 94% (below the target of all children for 96% this reduces their school hours and causes them to fall behind with their learning. Some Parents do not recognise the importance or attending the school daily or promptly. Parents taking holidays in school time due to cost are not recognising the cost to their children's education.</p> <p>Family and home related: e.g. emotional and home relationship difficulties, lower academic aspirations, housing and transport challenges etc.</p> <p>Lack of enrichment experiences</p>
<p>Projected spending</p>	<p>£56,960 – Staffing/teachers</p> <p>£4400 – Other staffing</p> <p>£8060 - Other</p>

## Teaching priorities for current academic year

Aim	Target	Target date
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.	Tests at end of school year.
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 data
Progress in Mathematics	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.	Tests at the end of the school year.
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
Other	To be able to offer pastoral support for pupils and families. The learning mentor to be seen as a support for families and to work with them to improve attendance in pupils. To provide a curriculum which enriches their learning and provides different opportunities outside of the curriculum such as 'shine time'. To develop a whole school project to develop resilience and aspiration for all pupils.	Review at the end of the financial year.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1 –Pupils not on track to achieve target.	Intervention opportunities- See above for more details.
Priority 2 – Pupils who are displaying signs of anxiety or stress/pupils referred by teaching staff or parents. Pupils with safe guarding issues	Various activities supporting attendance and well being
Barriers to learning these priorities address	Attendance, social/emotional issues, pupils not meeting their targets in academic subjects.
Projected spending	£69,420
Actual spending	£9000 staffing costs for learning mentor interventions £44000 staffing costs for intervention support £2000 for reading support scheme (GTFC)  Total spend £55,000

### Wider strategies for current academic year

Measure	Activity
Priority 1 Engagement of parents	Meeting with learning mentor and appropriate staff, attendance support, show cases within class rooms.
Priority 2 Enhancement opportunities	Shine time, visits to universities and colleges, trips, visitors in school, prizes.
Barriers to learning these priorities address	Raising aspirations for pupils and their families, widening horizons and opportunities, providing experiences other than in the curriculum.
Projected spending	£10,000
Actual spending	£1,600 for emotional support staffing costs £30 supporting for trips £50 subsidised support for after school clubs £600 residential subsidy £500 EWO (attendance support) £8,000 staffing costs for learning mentor £50 wrap around care subsidy

	<p>£3250 breakfast club support subsidy          £520 subsidising lunchtime milk          £1,000 Bus passes for 4 pupils          £1.50 per hamper for COVID closure (50 hampers)          12 weeks £900          Total spend: £16,500</p> <p>Total spend for year £71,500 (overspend taken from school budget)</p>
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## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>SEN issues,</p> <p>Lack of perseverance of pupils,</p> <p>CPD needs of staff, attendance</p>	<p>Work with SENCO and outside agencies.</p> <p>Whole school initiative and aspirations.</p> <p>Read, Write Inc/Fresh start training for staff.</p> <p>Working with learning mentor for attendance.</p>
Targeted support	<p>Intervention</p>	<p>Small groups support curriculum needs.</p> <p>Pastoral support e.g. outdoor therapy and one to one support with pastoral worker.</p>
Wider strategies	<p>Enhanced opportunities</p>	<p>Visits, Visitors, extra resources for different opportunities, e.g. planting</p>

## Review: last year's aims and outcomes

Aim	Outcome
Improve poor oral language skills and vocabulary	Pupils in year 1 achieved in the phonics screening 97%
Low starting points in early years.	<p>Overall 82% of pupils in FS2 achieved GLD 75%</p> <p>PP pupils achieved with 75% achieving communication and language.</p> <p>Overall 97% achieved the phonics screening and 100% of pp children achieved.</p>
<p>Attainment in reading and writing</p> <p>Maths</p>	<p>Key stage 2 prior attainment has improved over the last three years for disadvantaged pupils from 11.97% to 14.56%</p> <p><b>Reading:</b>            73% ARE            73% non-disadvantaged            27% disadvantaged achieved greater depth            13% non- disadvantaged achieved greater depth</p> <p><b>Writing:</b>            Disadvantaged 73% ARE            Non-disadvantaged 80%            Disadvantaged achieving greater depth 18%            Non disadvantaged achieving greater depth 20%            Disadvantaged 64% at ARE            Non disadvantaged is 67% ARE            Disadvantaged GD 7%            Non disadvantaged GD 9%</p>

No data available for 2019/2020 academic year due to school closure because of COVID19 national lockdown.

No internal data available from Lent and Pentecost term to assess the impact.

Staffing costs consistent even though school was unable to provide the interventions to PP children costs were from September to July.