



'At St Joseph's with God's guidance, we love, learn, respect and forgive'.

Pupil premium strategy statement

1. Summary information: 2020-2021					
School	St Joseph's Catholic Academy				
Academic Year	2020-2021	Total PP budget	£ 59, 464	Date of most recent PP Review	Summer 2020
Total number of	268	Number of pupils eligible for	51	Date for next internal review of this	Spring 2021

Budget description	2020-2021
Morning Club	£ 2, 884
Teaching (additional hours)	£ 586
Teaching assistants	£ 20, 244 £ 32, 600
Uniforms	£ 500
Residential	£ 900
Faith in families	£ 1, 750
Total	£ 59, 464

2. Current attainment – Accurate End of Year 2019-2020

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving to at least secure in reading, writing and maths	R = 66% W = 81% M = 66% Combined = 59%	R = 87% W = 87% M = 88% Combined = 83%
% making expected progress in reading % making better than expected progress in reading	Exp = 68% GP = 29%	Exp = 84% GP = 36%
% making expected progress in writing % making better than expected progress in writing	Exp = 81% GP = 27%	Exp = 79% GP = 22%
% making expected progress in maths % making better than expected progress in maths	Exp = 71% GP = 22%	Exp = 83% GP = 27%
Overall % attendance for PP children Overall % attendance for PP children	94.5% 95.3%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Reading Fluency	
B.	Low self-esteem and confidence	
C.	Making accelerated progress	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental confidence to provide academic support at home	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To assist children and families of PP children during the lockdown crisis and support them on their return to school.	<p>High attendance of PP cohort during the new academic year.</p> <p>PP families are well resourced during any future lockdown periods.</p> <p>High interaction between school and the parents of PP children.</p> <p>PP children making at least expected progress in new academic term.</p>

<p>B.</p>	<p>To close the gap for children in school compared to non-PP in reading, writing and maths.</p> <p>Teachers identify PP children's strengths and weaknesses.</p> <p>Progress of PP children will be monitored through Pupil Progress Reviews, internal data and Pupil Voice questionnaires.</p> <p>Underperforming children are identified early.</p> <p>All teaching staff and support staff are aware of who the PP children are.</p>	<p>Reduce the gap between PP children and non-PP children throughout the school.</p> <p>Attainment gap narrowed.</p> <p>Number of children making at least expected progress will remain in line or increase from previous years.</p>
<p>C.</p>	<p>Raise self-esteem of PP cohort through initiatives such as St Joseph's Pride.</p> <p>Conduct Pupil Voice questionnaires.</p> <p>Provide basic school necessities to children, eg school dinners, uniform and other school equipment.</p> <p>Increased attendance in sports groups, after school clubs and the year 6 residential trip.</p> <p>PP children to have good access to enrichment activities and financially supported for school trips.</p>	<p>PP children to take pride in their work and confidently talk about their experiences and achievements.</p> <p>High proportion of PP children attending extracurricular activities in comparison to previous year.</p> <p>PP children to use enrichment experiences to raise self-esteem and attainment in school.</p>

D.	To increase the fluency of children's reading. For all PP children to be confident readers, enabling them to fully access all areas of the curriculum. Children will be assessed regularly at end points to measure attainment and progress. Class teachers to model a love of reading within their classroom.	PP children's attainment and progress in reading to be at least comparable to non-PP children.
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5. Planned expenditure

Academic year

2020-2021

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	When will you review implementation?
<p>The gap closing between PP children and others in all year groups for reading, writing and maths. Closing gap within school versus non disadvantaged children in all year groups and at the end of Year 6</p>	<p>Presenting the progress of PP children first at pupil progress reviews and monitoring and moderation activities focusing on PP children</p> <p>All teaching staff aware of PP cohort across the school. This includes % of PP in all year groups, SEN, EAL, WB and sibling information.</p> <p>All PP children's book to be clearly marked with a sticker.</p> <p>Priority to be given to PP children for interventions and more able booster sessions.</p> <p>New guided and shared reading strategies throughout KS2</p>	<p>Discussion about these children first puts them at the forefront of everyone's minds including during observations, learning walks book scrutiny and moderation activities</p> <p>Teachers to mark PP books first as evidence shows this has most impact.</p> <p>Teaching staff having whole school awareness of PP provision and need, gives greater whole school cohesion and awareness to PP needs.</p>	<p>HT to analyze PP data at termly assessment points.</p> <p>Outcomes to be presented termly to SLT and Governors</p> <p>Quality first teaching monitored for disadvantaged children first in observations and book scrutiny</p> <p>Governor review of disadvantaged children and the strategy</p> <p>Pupil interviews and pupil voice questionnaires</p> <p>RAG rated book scrutinies in English, maths and RE to target PP cohort.</p>	<p>HT</p>	<p>Every term</p>

<p>All staff able to talk confidently about PP children and their attainment and progress.</p> <p>All teaching staff to actively build positive relationships with PP parents where possible.</p>	<p>Appraisal targets for teachers and TAs focusing on disadvantaged groups linked to SEF and SIP.</p>	<p>Having a group as a separate focus means their attainment and progress is a focus at all PPM and appraisal discussions</p>	<p>Reviews mid-year and pupil progress meetings focusing on those children first</p> <p>Monitoring of KS2 tracking data to assess PP progress across all core subjects. Teachers to understand data and how to monitor it effectively.</p>	<p>HT SLT</p>	<p>At PPMs and appraisal reviews</p> <p>Key Stage meetings</p> <p>Designated staff meeting with PP focus.</p> <p>Staff to interact with PP parents on after school educational and extra-curricular activities.</p>
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<p>To maintain the % of disadvantaged pupils achieving a good level of development at the end of FS2</p> <p>% of disadvantaged children achieving GLD will be the same as non-disadvantaged children</p>	<p>Discussion at KS meetings</p> <p>Awareness of the children, their family and individual needs</p>	<p>All staff need to be aware of the children and their needs and that a focus needs to be on these children for their attainment and progress.</p> <p>School to develop positive links with PP parents from early years.</p>	<p>HT & EYFSL to analyze PP data at termly assessment points.</p> <p>Outcomes to be presented termly to SLT and Governors</p>	<p>HT EYF S leader</p>	<p>At pupil progress review points through the year</p>
<p>Total budgeted</p>					<p>£ 500</p>

ii. Targeted support

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?
<p>Higher than 60% of children at the end of Year 6 meeting the expected standard in reading, writing and maths</p>	<p>Small group support in Year 6 for reading and maths led by teachers.</p> <p>Check it 5 Maths in upper KS2 classes.</p> <p>Academic coaching</p> <p>Weekly 'Catch the Bus' interventions.</p> <p>PP champion to work with year 6 PP children.</p> <p>More able year 6 maths groups.</p>	<p>Good evidence that small group support teacher intervention works to help children make rapid progress</p> <p>Targeted small group support shows a very positive impact on maths and reading attainment and progress.</p> <p>Promote challenge throughout school experiences.</p> <p>Academic coaching and interventions from teachers have a good impact.</p>	<p>Phase leader to implement and monitor and reviewed with the HT.</p> <p>All staff aware of the need to meet the attainment and progress needs of the disadvantaged children in the class and with an appraisal target focused on this group</p>	<p>HT SLT</p>	<p>At every pupil progress review point in the year.</p> <p>Evidence to be sought in book scrutinies, work trawls and pupil voice questionnaires. .</p>

Children attaining at least as well as non-PP children	Prioritizing children for intervention who are PP (whatever their ability) and parents told what intervention their child is receiving School to strengthen relationships with PP parents and families, priority given to after school parents meetings. Increased staffing to provide additional support in class.	Interventions chosen that have had a good impact in the past and that have been researched for the effectiveness of the results e.g. Big Moves, Nesy spelling intervention, RWInc, Fresh Start, 1-1 tuition, More able maths, Reading groups, Reading Challenge, Play interaction and meet and greet. PP pupils accessing support as required by Faith In Families Support Worker. (L Toon) Priority given to PP children for Times Table Rock Star Clubs.	HT to analyze the effectiveness of interventions at termly assessment points and report to the SLT and teachers. Outcomes to be presented termly to SLT and Governors.		At the end of the year with a detailed analysis of the progress and attainment of disadvantaged children
Total budgeted cost					£ 52, 844
iii. Other approaches					
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?
Attendance of all children to be consistently very good at 95% or above.	Regular monitoring by the HT and Educational Welfare Officer with panel meetings where appropriate.	Where families are invited for a meeting about regular lateness or attendance below 90% we usually see an increase in punctuality and attendance. We can offer support where families need it such as a member of staff to 'meet and greet' or Early Help or Morning/after school club attendance.	Attendance and lateness are monitored every six weeks	HT and EWO	Every six weeks
Increase parental engagement and attendance at all information workshops and home learning events so that all Pupil Premium children have access to increased and	An audit and survey to gather the information then action based on the findings	The school understands the importance of parents as primary educators and seeks to inform and involve parents as much as possible in this process.	Production of literature assessing impact of school workshops and interaction. Also provide the opportunity for non-educational experiences for parents to have in school e.g. hosting an art and craft evening. Holding a SATs meeting where parents will be invited for a presentation on SATs. School to produce written evidence from feedback gathered from parent interaction sessions.	HT and SLT	Ongoing

sustained support.	<p>Build on this year's St Joseph's Pride initiative for children in KS2.</p> <p>Ensure funding for all PP children have full school uniform and equipment suitable for school.</p> <p>Ensure all pupils dietary requirements are met daily and they develop an understanding of healthy eating.</p> <p>Enrichment activities (trips, theatre visits) provided free of charge.</p>	<p>Boost self-esteem of PP children so that they are fully integrated into school life, playing a full and active role.</p> <p>Ensure that all PP children are well cared for in an emotional and physical sense.</p>	<p>Wall displays.</p> <p>PP children represented on school council team.</p> <p>Monitoring of school uniforms.</p> <p>Checks on PP attendance of PP cohort for school trips and clubs.</p>	HT and SLT	Ongoing
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Total budgeted cost	£1,750
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6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To close the gap for children in school, and for all teachers to focus on the progress of disadvantaged pupils from different starting points, presenting the progress of PP children first at pupil progress reviews and having a focus within appraisal targets for staff.</p> <p>Each child to make at least the required 6 points for the academic year.</p>	<p>Quality First Teaching. Monitoring of PP children at the beginning and throughout the year. Book scrutinions and Pupil Voice questionnaires. Produce individual PP support record</p>	<p>See additional information in Section A below for relevant information.</p>	<p>The Covid lockdown period and the time lost in school has had a significant impact on progress and attainment. Having been in regular contact with PP families over the lockdown period it is very clear the differing amount of support and exposure to school based activities each child may have had. Pupil progress meetings were informative and having a PP focused staff meeting at the beginning of the year was beneficial as it allowed staff to focus quickly on the differing needs of their PP cohort. TA timetable for supporting KS2 readers was disrupted due to her being required to cover classes. If possible this time needs to be ring fenced in future. Greater in class support from teachers needs to be put in place for year 6 as take up on after school interventions attendance was low.</p>	<p>£ 500</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve reading fluency.</p> <p>To improve progress and attainment at the end of year 6.</p>	<p>Nessy</p> <p>Targeted reading with PP children to improve their fluency.</p> <p>PP children to participate in daily reading activities with class and class teacher.</p> <p>Lunch time reading sessions. After school maths support.</p> <p>Check it 5</p> <p>On the Bus Intervention</p>	<p>Data taken from end of year estimates show that although attainment for year 6 was low, progress was in line with that of non-PP children.</p>	<p>Predicted results for year 6 SATS was low, despite progress being in line with non-PP children attainment would have been low. Greater support and scrutiny for next year's year 6 cohort, along with support for teachers and children in year 5 and 6.</p> <p>Small group work has been effective in school, particularly for reading, however after school participation from children was low in some areas.</p>	<p>£ 52, 844</p>
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve attendance and provide home support.</p> <p>To develop the resilience and confidence of PP children.</p>	<p>Liaise closely with the families of PP throughout the year.</p> <p>Ensure the regular monitoring of attendance and attendance patterns for individuals and siblings.</p> <p>Involve EWO in monitoring attendances.</p> <p>Breakfast and after school facilities provided for children.</p> <p>St Joseph Pride set up for lower attaining PP children in KS2.</p>	<p>Every effort was made to advertise events and encourage attendance at school, take up for these events were varied.</p> <p>Attendance for PP children at the school was slightly lower than that of non-PP at 94.5%.</p> <p>Although the PP individual tracking proformas show some children really improve their attendances, there are others where attendance is historically low.</p> <p>Attendance for after school clubs was a little lower than during the previous year despite PP having priority.</p>	<p>Due to the Covid crisis there may be an increased number of families who qualify for PP support.</p> <p>The school will provide an action plan to aid PP pupils and their families in their return to school.</p> <p>A meeting to discuss this with parents will be scheduled for the Autumn term.</p> <p>School leaders will need to identify and find ways to rectify patterns of poor attendance.</p> <p>The school will hold a PP Craft evening in the Autumn term to strengthen bonds between home and school.</p> <p>Liaising with PP families via telephone during the school closure period was effective in strengthening bonds. This needs to be built on in the future.</p> <p>St Joseph's Pride will continue next year as this did have a positive impact on the self-esteem of the children.</p>	<p>£ 1, 750</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Section A

Progress of PP Cohort in KS1 and KS2:

NB the data present does not account for the Pentecost Term because of the Covid crisis.

Progress in all year groups:

	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	1.6	1.9	3.9	4.2		
Writing	1.5	1.8	4.0	3.9		
Maths	1.7	1.9	3.9	4.1		

Progress by year group:

Year 1	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	0.6	1.6	3.8	4.4		
Writing	1.7	1.8	3.8	4.0		
Maths	0.9	1.6	4.4	3.9		

Year 2	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	2.1	1.6	4.3	4.9		
Writing	1.1	1.7	3.9	4.0		
Maths	1.8	1.9	3.6	4.0		

Year 3	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	0.9	1.7	3.0	3.6		
Writing	1.4	1.8	3.8	3.9		
Maths	2.0	2.0	3.9	4.1		

Year 4	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	2.0	2.0	4.0	4.0		
Writing	2.0	1.9	3.6	3.4		
Maths	2.2	1.7	3.6	4.0		

Year 5	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	2.3	2.4	4.5	4.4		
Writing	2.3	1.8	4.7	4.1		
Maths	2.3	2.4	4.2	4.5		

	Advent		Lent		Pentecost	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	1.5	1.8	4.2	4.2		
Writing	0.8	1.9	4.3	4.2		
Maths	0.8	1.6	3.8	4.2		

Section B

Year 6 SATS Data:

Due to the cancellation of SATs for 2019-2020, the following data is a prediction of attainment for the year 6 Pupil Premium cohort.

Pupil Premium pupils	No of pupils included in group	No of pupils achieving ARE	No of pupils achieving GD
Reading	6	1	0
Writing	6	2	0
Maths	6	1	0
GAPS	6	2	0

Additional Information:

Tracking and Monitoring: SLT have monitored the attainment and progress of Pupil Premium children, through RAG book scrutinies, book scrutinies, pupil progress meetings, pupil voice questionnaires and learning walks.

St Joseph's Pride: Where pupil voice questions have been undertaken, the findings have been shared with staff to allow for a better understanding of children's thoughts and opinions. Where necessary actions have been taken. After conducting a Pupil Voice questionnaire with the KS2 cohort of children we have set up the St Joseph's Pride Program where children celebrate their work and their achievements.

Home/School Relations : The school has worked hard to develop home school relations, parents have been informed of events through the school diary, parent mail, texts and through conversations with teachers. Where specific after school events have been held in order to help parents, for example Times Table Rock Stars, Year 4 Times Table Test Information Evening and Year 6 SATs Preparation extra effort was made ensure PP parents were made aware of events and felt welcomed. The school did intend to hold an additional Craft Evening specifically for the families of Pupil Premium children, however this was cancelled due to the Covid Crisis.

Covid Period: During the lock down period, contact was made with the families of each Pupil Premium child. Where resources to help aid home learning was problematic for families, relevant work was either printed off and picked up from school or delivered to the families at home. Often families appreciated the opportunity to talk with the school and this will ensure that when children do return to school, home/school relations are stronger and this can developed further over the next academic year.

Covid Catch Up 2020-2021: Tracking and monitoring the progress and attainment of the Pupil Premium cohort will be a priority for the next academic year, along with working with the families of PP to close the academic and social gap.