 **‘At St Joseph’s with God’s guidance, we love, learn, respect and forgive’.**

**Pupil premium strategy statement**

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| **1. Summary information: 2019-20** | | | | | |
| **School** | St Joseph’s Catholic Academy | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £56,808 | **Date of most recent PP Review** | 03:05:2018 |
| **Total number of pupils** | 264 | **Number of pupils eligible for PP** | 43 | **Date for next internal review of this strategy** | 18:10:2020 |

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| **Budget description** | **2019/20** | **Comment** |
| Morning Club | £2,800 |  |
| Teaching (additional hours) | £4,074 |  |
| Teaching assistants | £29,000 |  |
| Resources | £1,000 |  |
| Uniforms | £500 |  |
| Residential | £900 |  |
| Faith in families | £13000 |  |
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| Total | £51,274 | Amount to allocate : £11286 TBC |

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| **2. Current attainment – Accurate End of Year 2018-2019** | | | |
|  | *PP Progress Score* | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving to at least secure in reading, writing and maths** | R = 44%  W = 42%  M = 44% | 52 |  |

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| **% making expected progress in reading**  **% making better than expected progress in reading**  **reading** | Exp = 81%  GP = 27%  27 |  |  |
| **% making expected progress in writing**  **% making better than expected progress in writing** | Exp = 87%  GP = 52% |  |  |
| **% making expected progress in maths**  **% making better than expected progress in maths** | Exp = 87%  GP = 37% |  |  |
| **Overall % attendance for PP children**  **Overall % attendance for PP children** | 94.86%  95.99% |  |  |

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| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | |
| **A.** | Vocabulary acquisition |  |
| **B.** | Low self esteem |  |
| **C.** | Making accelerated progress |  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **D.** | Parental confidence to provide academic support at home |  |
| **4. Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | 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 teachers and TAs | **Progress of PP Cohort in KS1 and KS2:**  Colours in red present figures below the required six steps.    **Progress in all year groups:**   |  |  |  | | --- | --- | --- | |  | PP | Non- PP | | Reading | 6.6 | 6.2 | | Writing | 7.6 | 6.5 | | Maths | 6.8 | 6.2 |   **Progress by year group:**   |  |  |  | | --- | --- | --- | | **YEAR 1** | PP | Non-PP | | Reading | 6.0 | 6.0 | | Writing | 7.2 | 6.4 | | Maths | 6.5 | 6.3 |  |  |  |  | | --- | --- | --- | | **YEAR 2** | PP | Non-PP | | Reading | 5.0 | 5.8 | | Writing | 5.1 | 5.5 | | Maths | 5.7 | 5.5 |  |  |  |  | | --- | --- | --- | | **YEAR 3** | PP | Non-PP | | Reading | 5.3 | 6.1 | | Writing | 5.5 | 6.0 | | Maths | 5.8 | 6.0 |  |  |  |  | | --- | --- | --- | | **YEAR 4** | PP | Non-PP | | Reading | 7.1 | 6.0 | | Writing | 6.7 | 6.4 | | Maths | 7.3 | 6.2 |  |  |  |  | | --- | --- | --- | | **YEAR 5** | PP | Non-PP | | Reading | 8.0 | 6.6 | | Writing | 9.0 | 6.9 | | Maths | 8.2 | 6.6 |  |  |  |  | | --- | --- | --- | | **YEAR 6** | PP | Non-PP | | Reading | 7.0 | 6.3 | | Writing | 8.8 | 8.5 | | Maths | 6.8 | 6.6 |   **Year 6 SATS Data:**  A sizeable proportion of Pupil Premium were in the year 6 cohort for the academic year 2018-2019. In total 19 out of 40 children (48%) qualified for Pupil Premium funding. The statistics for ARE data for year 6 Pupil Premium are represented below, figures in red represent non-Pupil Premium attainment:     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Pupil Premium pupils | No of pupils included in group | No of pupils achieving ARE | % achieving ARE | No of pupils achieving GD | % of pupils achieving GD | | Reading | 19 18 | 11 | 58% 61% | 6 | 32% 33% | | Writing | 19 | 10 | 53% 55% | 3 | 16% 17% | | Maths | 19 | 11 | 58% 61% | 3 | 16% 17% | | GAPS | 19 | 12 | 63% 66% | 3 | 16% 17% | | Reading, writing & Maths combined | 19 | 8 | 42% 44% | 1 | 5% 5.5% |   **Additional Information:**  SLT have monitored the attainment and progress of Pupil Premium children, through RAG book scrutinies, book scrutinies, pupil progress meetings and learning walks.  Overall the school has seen a significant and sustained raise in presentation standards, this has also been true with regard to Pupil Premium eligible children.  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.  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. The school did hold a Craft Evening specifically for Pupil Premium children, the school received very positive feedback and will be looking to increase attendance during planned 2019-2020 sessions. |
| **B.** | To monitor, promote and maintain the rates of progress across every year in KS2 for high attaining pupils eligible for PP. | Data showing the progress of More Able children in KS2 (5 pupils).   |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | | Pupil Premium | 7.8 | 6.6 | 6.0 | | Non-Pupil Premium | 6.0 | 6.6 | 6.1 |   The focus of pupil progress meetings has been to ensure More able Pupil Premium pupils make expected progress. Pupil Premium attainment and progress has been part of all pupil progress and book scrutiny meetings. Teacher have been challenged on more able data to ensure that Pupil Premium pupils make at least expected progress. Where children have been identified as more able in one specific subject, greater support has been given in other areas of the curriculum. |
| **C.** | Increased attendance in sports groups, after school clubs and the year 6 residential trip. | 100% of year 6 Pupil Premium children attended the Condover Hall residential trip.  Pupil Premium children given priority for after and before school provision and clubs. In total 56% of pupils attended extracurricular after school clubs. The school will aim to improve this figure by offering a greater range of activities within the school day in 2019-2020.  All year 6 Pupil Premium children were offered after school maths and English support. This support included: more able maths sessions, after school tuition, lunch time reading club and Time Table Rock Stars. |
| **D.** | To provide early targeted intervention for underperforming disadvantaged pupils as identified through achievement data  All intervention groups to prioritize pupil premium children | Despite ARE being lower than the national average for Pupil Premium children, the school has made positive strides to improve its progress data, as demonstrated in the tables above.  Staff are made aware of who Pupil Premium children are at the beginning of the academic year, along with information detailing prior need.  The books of Pupil Premium books are clearly marked on the cover, this enables pupils books to be quickly identified and marked first by teacher. Research has shown that this has a positive impact on the progress of children.  Pupil Premium children are given priority for education and pastoral support. |

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| **5. Planned expenditure** | | | | | |
| **Academic year** | **2019-20** |  |  |  |  |
| 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?** |
| 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 | Presenting the progress of PP children first at pupil progress reviews and monitoring and moderation activities focusing on PP children  All teaching staff aware of PP cohort across the school. This includes % of PP in all year groups, SEN, EAL, WB and sibling information.  All PP children’s book to be clearly marked with a sticker.  Priority to be given to PP children for interventions and more able booster sessions.  New guided and shared reading strategies throughout KS2 | Discussion about these children first puts them at the forefront of everyone’s minds including during observations, learning walks book scrutiny and moderation activities  Teachers to mark PP books first as evidence shows this has most impact.  Teaching staff having whole school awareness of PP provision and need, gives greater whole school cohesion and awareness to PP needs. | HT to analyze PP data at termly assessment points.  Outcomes to be presented termly to SLT and Governors  Quality first teaching monitored for disadvantaged children first in observations and book scrutiny  Governor review of disadvantaged children and the strategy  Pupil interviews and pupil voice questionnaires  RAG rated book scruitinies in English, maths and RE to target PP cohort. | **HT** | **Every term** |
| All staff able to talk confidently about PP children and their attainment and progress.  All teaching staff to actively build positive relationships with PP parents where possible. | Appraisal targets for teachers and TAs focusing on disadvantaged groups linked to SEF and SIP. | Having a group as a separate focus means their attainment and progress is a focus at all PPM and appraisal discussions | Reviews mid-year and pupil progress meetings focusing on those children first  Monitoring of KS2 tracking data to assess PP progress across all core subjects. Teachers to understand data and how to monitor it effectively. | HT SLT | At PPMs and appraisal reviews  Key Stage meetings  Designated staff meeting with PP focus.  Staff to interact with PP parents on after school educational and extra-curricular activities. |

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| To maintain the % of disadvantaged pupils achieving a good level of development at the end of FS2  % of disadvantaged children achieving GLD will be the same as non-disadvantaged children | Discussion at KS meetings  Awareness of the children, their family and individual needs | 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.  School to develop positive links with PP parents from early years. | HT & EYFSL to analyze PP data at termly assessment points.  Outcomes to be presented termly to SLT and Governors | HT  EYFS leader | At pupil progress review points through the year | | |
|  |  |  | **Total budgeted** | | | **cost** | £ |
| **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?** | | |
| Higher than 60% of children at the end of Year 6 meeting the expected standard in reading, writing and maths | 1-1 tuition in Year 6 for reading and maths.  Academic coaching  Weekly ‘Catch the Bus’ interventions.  PP champion to work with year 6 PP children.  More able year 6 maths groups. | Good evidence that 1-1 teacher intervention works to help children make rapid progress  1-1 tuition shows a very positive impact on maths and reading attainment and progress.  Academic coaching and interventions from teachers have a good impact.  Currently, in the year 6 cohort there are 19 children. This equates to 38% of all PP children in KS1 and 2. | Phase leader to implement and monitor and reviewed with the HT.  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 | HT SLT | At every pupil progress review point in the year.  Evidence to be sought in book scrutinies, work trawls and pupil voice questionnaires. . | | |

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| 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, Nessy 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. | | SLT |  | At the end of the year with a detailed analysis of the progress and attainment of disadvantaged children | |
|  |  |  | **Total budgeted** | **cost** | | | £ |
| **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/afterschool 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 sustained support. | 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 |
| To ensure all PP pupils feel fully integrated and included in school life. | Ensure funding for all PP children have full school uniform and equipment suitable for school.  Ensure all pupils dietary requirements are met daily and they develop an understanding of healthy eating.  Enrichment activities (trips, theatre visits) provided free of charge. | Boost self-esteem of PP children so that they are fully integrated into school life, playing a full and active role.  Ensure that all PP children are well cared for in an emotional and physical sense. | Monitoring of school uniforms.  Checks on PP attendance of PP cohort for school trips and clubs. | | HT and SLT | | Ongoing |

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| **Total budgeted cost** |  |

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| **6. Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| **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** |
| |  | | --- | | 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 teachers and TAs | | Challenge Chasers (KS2 DP children focussing on Reading and Maths).  Introduce Fresh start for pupils identified as below ARE in Reading. (Yr 5&6) | **Progress of PP Cohort in KS1 and KS2:**  Colours in red present figures below the required six steps.    **Progress in all year groups:**   |  |  |  | | --- | --- | --- | |  | PP | Non- PP | | Reading | 6.6 | 6.2 | | Writing | 7.6 | 6.5 | | Maths | 6.8 | 6.2 |   **Progress by year group:**   |  |  |  | | --- | --- | --- | | **YEAR 1** | PP | Non-PP | | Reading | 6.0 | 6.0 | | Writing | 7.2 | 6.4 | | Maths | 6.5 | 6.3 |  |  |  |  | | --- | --- | --- | | **YEAR 2** | PP | Non-PP | | Reading | 5.0 | 5.8 | | Writing | 5.1 | 5.5 | | Maths | 5.7 | 5.5 |  |  |  |  | | --- | --- | --- | | **YEAR 3** | PP | Non-PP | | Reading | 5.3 | 6.1 | | Writing | 5.5 | 6.0 | | Maths | 5.8 | 6.0 |  |  |  |  | | --- | --- | --- | | **YEAR 4** | PP | Non-PP | | Reading | 7.1 | 6.0 | | Writing | 6.7 | 6.4 | | Maths | 7.3 | 6.2 |  |  |  |  | | --- | --- | --- | | **YEAR 5** | PP | Non-PP | | Reading | 8.0 | 6.6 | | Writing | 9.0 | 6.9 | | Maths | 8.2 | 6.6 |  |  |  |  | | --- | --- | --- | | **YEAR 6** | PP | Non-PP | | Reading | 7.0 | 6.3 | | Writing | 8.8 | 8.5 | | Maths | 6.8 | 6.6 |   **Year 6 SATS Data:**  A sizeable proportion of Pupil Premium were in the year 6 cohort for the academic year 2018-2019. In total 19 out of 40 children (48%) qualified for Pupil Premium funding. The statisitics for ARE data for year 6 Pupil Premium are represented below, figures in red represent non-Pupil Premum attainment: | Challenge Chasers needs restructuring to provide more targeted support from more staff members.  Fresh Start is having an impact and is continuing this year. It does need to start in year 5 to have the required impact. | £17,515 |
| **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** |
| |  | | --- | | To increase the % of  Disadvantaged pupils  achieving age related  expectations in reading,  writing & maths. | | Intervention sessions introduced to accelerate progress in yr 6; Maths =4x week, , GR 2 X week, Maths catch-up 2 X week   * 1. tuition sessions after school in Maths (Literacy from Jan 18)   Reading group x2 weekly to do shared reading. | Increased number of PP pupils achieved ARE in reading, writing, GAPs and maths.  Of those who received 1-1 tuition all 5 achieved ARE in writing & GAPs(1 got GD in both), 2 achieved ARE in reading and 2 in maths.  3pupils attending the reading group achieved ARE with the other 2 scoring 96 and 97. In total 10 pupils attended reading group and of these 8 achieved ARE, 3 achieved GD. Morning club sessions included reading sessions for PP. | Tuition worked well and we are continuing this year.  It works best if the class teacher can provide some of the tuition each term.  Intervention sessions worked well and catch the bus was particularly useful, this is planned to extend throughout KS2 and into Yr2 for this year.  The reading groups were very successful and are also continuing. Basing questioning on SAT’s style format (verbally) will help and checking for understanding of vocabulary in context as last year children did not know lots of the words they came across and only said so when asked. | £ 37941 |
| **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** |
| To increase the % of  Disadvantaged pupils  exceeding age related  expectations in reading,  writing & maths. | MA+ Maths Group 1 x week.  After school Maths group 1x week.   |  | | --- | |  | | Yes, as the 2 Disadvantaged pupils who attended did achieve GD in Maths.  In total 14 out 15 achieved GD in the MA+ group.  In the ARE after school group of 12, 9 achieved ARE, 2 of whom were PP. | The additional targeted challenge worked well for the MA+ pupils and we are continuing this again this year.  The afterschool club was also successful and this is also planned to run this year. | £5,688.50 |

**7. Additional detail**

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

Our full strategy document can be found online at[: www.aschool.sch.uk](http://www.aschool.sch.uk/)