Pupil premium strategy statement

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2020-2021	**Total PP budget £74,250**		**Date of most recent PP Review**	September 2020
Total number of pupils	131	**Number of pupils eligible for PP including Ever6**	42	**Date for next internal review of this strategy**	December 2020

2. Current attainment and progress

The grid shows the % of PP children that were making good or better progress at March 2020 . On our tracking system 2 points by March was good progress.	2019-2020 Reading				2019-2020 Writing				2019-2020 Maths			
It also displays the average of children for PP and Non PP that were working at age related expectations.	PP		Non PP		PP		Non PP		PP		Non PP	
	ARE	**Progress**	**ARE**	**Progress**	**ARE**	**Progress**	**ARE**	**Progress**	ARE	Progress	ARE	Progress
Reception Cohort 68-75% on track GLD PP 50% on track												
Year 1 (Cohort 13 3 PP children) ARE at March 16 **%PP Progress Reading 100%Writing 100% Maths 100%**	**15.3**	**2.7**	**16**	**1.0**	**15**	**2.0**	**16**	**1.0**	**15.3**	**1.7**	**16.2**	**1.2**
Year 2 (Cohort 19 9 PP children) ARE at March 19 **% PP Progress Reading 100%Writing 100% Maths 100%**	**19.2**	**2.6**	**19.2**	**2.6**	**18.6**	**2.2**	**18**	**2.0**	**18.8**	**2.0**	**18.9**	**2.3**
Year 3 (Cohort 23 8 PP children) ARE at March 22 **% PP Progress Reading 88%Writing 75% Maths 100%**	**21**	**1.7**	**22**	**1.7**	**19**	**1.3**	**21.9**	**1.7**	**20.9**	**2.2**	**21.9**	**1.7**

Year 4 (Cohort 32 13 PP children) ARE at March 25 **% PP Progress Reading 100% Writing 100% Maths 100%**	23.4	2.2	25.2	2.2	23.3	2.1	24.8	2.1	23.2	2.2	24.7	2.2
Year 5 (Cohort 18 4 PP children) ARE at March 28 **% PP Progress Reading 100% Writing 100% Maths 100%**	27.5	2.3	27.9	2.1	27.3	2.3	27.7	2.1	27.8	2.3	27.9	2.2
Year 6 (Cohort 30 15 PP children) ARE at March 31 **% PP Progress Reading 100% Writing 93% Maths 93%**	29.5	2.1	31.1	2.3	29.1	1.9	30.9	2.3	29.4	2.1	31	2.2

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers 24% of our PP children are also on the SEND register as such barriers to learning are:

A.	Behaviour, social and emotional difficulties for some PP children in Years 3, 4 and 5
B.	Specific learning difficulties for some PP children in our current year 3, 4 and 5
C.	

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance of PP children is lower than non PP children at

	4. Desired outcomes *(Desired outcomes and how they will be measured)*	**Success criteria**
A.	Improve emotional literacy of PP children	PP children in Y3, 4 and 5 make accelerated progress in reading writing and maths

B.	Higher rates of progress for the PP children in current year 3, 4 and 5	PP children make accelerated progress in reading writing and Maths PP children receive targeted interventions from the teacher and TAs ,which are monitored by the SLT fortnightly
C.		
D.	Reduce the number of persistent absentees among PP children so that attendance figure is in line with non PP children	Office staff to follow updated absence policy, contacting families by ten am and liaising with EWO as needed More hours for the EWO to be purchased to enable us to work more closely with the PP families.

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?**
Delivery of high quality teaching and inclusive approach in every classroom	Whole school approach further embedded .	Thrive is a proven successful programme that helps heal the emotional gaps that children may have which then enables them to access the curriculum more fully Staff CPD on building resilience, self-control and self- efficacy, where staff and pupils support each other alongside the importance of a rich oral culture in the classroom are proven key factors in improving outcomes for PP children	HT to ensure whole school approach adopted through monitoring programme and data tracked half termly	TL CK	December 2020
Higher rates of progress for the PP children in current year 3, 4 and 5	Additional TAs to enable support in Year R/1, 3 4 and 5	PP children in Y, 3 and 4 and 5 need high levels of intervention to keep them on task and close the gap in their attainment in reading, writing and maths	Bi weekly SLT learning walks, weekly book trawls and half termly pupil progress meetings	TL CK	December 2020
				Total budgeted cost	**£34,172 (NP, AB)**

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?
Improve emotional literacy of PP children	Thrive practitioner timetabled to work with identified PP children	Last academic year 67% of the children receiving Thrive made at least expected progress in RW and 50 % in M. In many cases there was accelerated progress The behaviour of disadvantaged children with emotional needs is good as a result of the programme.	Thrive Practitioner to report Thrive data to HT who will match against data for RW and M	TL LB	December 2020
	(ii) Thrive resources bought to support imterventions and wellbeing				
				Total budgeted cost	**LB £24,144**

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?
To ensure the PP children have equal access and educational opportunities to quality education and resources as non PP children.	(i) Fees paid for school meals, breakfast club, and educational visits	Inclusive approach enables PP children to participate fully in educational opportunities including building self - esteem and relationships with other children	PP children receiving financial support are tracked for attendance and progress	Admin staff	December 2020

	(ii) Educational resources bought to enhance educational provision including interactive learning materials Discovery coding, Tapestry and Twinkl	Children display high levels of engagement in lessons through use of attractive and stimulating resources	PP children receiving financial support are tracked for attendance and progress	TL CK	December 2020
To ensure the attendance of PP families is good and in line with Non PP families	(iii) More EWO hours are bought	To enable us to work more closely with our PP families and change the culture for targeted families. Where the EWO has worked with targeted families in the past , an improvement has been seen.	Data will be analysed in every EWO meeting to evidence improvements in targeted families.	LL NL TL	December 2020
				Total budgeted cost	**15,670**