

# Pupil premium strategy statement

| 1. Summary information |                                     |                                                  |    |                                                |               |
|------------------------|-------------------------------------|--------------------------------------------------|----|------------------------------------------------|---------------|
| School                 | St Joseph's Catholic Primary School |                                                  |    |                                                |               |
| Academic Year          | 2019-2020                           | Total PP budget £58,080                          |    | Date of most recent PP Review                  | July 2019     |
| Total number of pupils | 147                                 | Number of pupils eligible for PP including Ever6 | 40 | Date for next internal review of this strategy | December 2019 |

| 2. Current attainment and progress                                           |                   |          |        |          |                   |          |        |          |                 |          |        |          |  |
|------------------------------------------------------------------------------|-------------------|----------|--------|----------|-------------------|----------|--------|----------|-----------------|----------|--------|----------|--|
| Our tracking system shows 3 points progress across the year as good progress | 2018-2019 Reading |          |        |          | 2018-2019 Writing |          |        |          | 2018-2019 Maths |          |        |          |  |
| % of cohort at age related expectations July 2019                            | PP                |          | Non PP |          | PP                |          | Non PP |          | PP              |          | Non PP |          |  |
|                                                                              | ARE               | Progress | ARE    | Progress | ARE               | Progress | ARE    | Progress | ARE             | Progress | ARE    | Progress |  |
| Reception Cohort 80% GLD PP 50% ARE =9                                       | 4                 | 5        | 8.6    | 4.9      | 6.7               | 4        | 8.9    | 4.4      | 5               | 5        | 8.9    | 4.4      |  |
| Year 1 Reading 68% 75%Writing 68% 75%Maths 69% 75% ARE = 12                  | 11.6              | 2.7      | 11.5   | 2.6      | 11.4              | 2.7      | 11.5   | 2.8      | 11.8            | 2.9      | 11.5   | 2.7      |  |
| Year 2 Reading 85% 50%Writing 80% 33%Maths 85% 50%ARE = 15                   | 14.2              | 3.6      | 15.6   | 3.2      | 13.2              | 2.8      | 15.4   | 3.6      | 14              | 2.8      | 15.6   | 3.4      |  |
| Year 3 Reading 68% 50%Writing 51% 50%Maths 54% 50%ARE= 18                    | 15.1              | 2.7      | 18.3   | 2.8      | 14.8              | 2.9      | 17.9   | 2.7      | 15.3            | 3.1      | 17.8   | 2.6      |  |
| Year 4 Reading 77%100% Writing 59% 67%Maths 71% 100% ARE= 21                 | 21                | 4        | 21.4   | 3.3      | 20.7              | 3.3      | 20.9   | 3.1      | 21              | 3        | 20.8   | 3.2      |  |
| Year 5 Reading 70% 45%Writing 58%36% Maths 62% 36%ARE= 24                    | 22.2              | 3.2      | 24.1   | 3.2      | 22.1              | 3.1      | 24     | 3.2      | 22.2            | 3.5      | 23.9   | 3.3      |  |
| Year 6 Reading 80% 88%Writing 73% 63% Maths 87% 88% ARE=27                   | 27                | 4.5      | 27.3   | 4        | 26.3              | 4.1      | 27.1   | 3.9      | 26.9            | 4.2      | 27.3   | 3.9      |  |

| 3. Barriers to future attainment (for pupils eligible for PP)                                             |                                                                                                                       |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In-school barriers 26% 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 1 to 6                                     |                                                                                                                                                                                           |
| B.                                                                                                        | Specific learning difficulties for some PP children in our current year 2, 3 and 6                                    |                                                                                                                                                                                           |
| 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 92.8%                                                      |                                                                                                                                                                                           |
| 4. Desired outcomes (Desired outcomes and how they will be measured)                                      |                                                                                                                       | Success criteria                                                                                                                                                                          |
| A.                                                                                                        | Improve emotional literacy of PP children                                                                             | PP children in Y2, 3, 4 and 6 make accelerated progress in reading writing and maths                                                                                                      |
| B.                                                                                                        | Higher rates of progress for the PP children in current year 3, and 4                                                 | PP children make accelerated progress in reading writing and Maths<br><br>PP children receive targeted interventions from the teacher and TAs ,which are monitored by the SLT fortnightly |
| C.                                                                                                        | Continue to ensure accelerated progress for the PP children in Y1,5 and 6                                             | PP children make accelerated progress in reading writing and Maths<br><br>PP children receive targeted interventions from the teacher and TAs ,which are monitored by the SLT fortnightly |
| 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<br><br>HT to meet with PP families where attendance is a concern             |

| 5. Planned expenditure                                                                                                                                                                  |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                      |            |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------|--------------------------------------|
| Academic year                                                                                                                                                                           |                                                                                                                | 2019-2020                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                      |            |                                      |
| 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<br>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<br>CK   | December 2019                        |
| Higher rates of progress for the PP children in current year 3, and 4<br>Continue to ensure accelerated progress for the PP children in Y1,5 and 6                                      | Additional TAs to enable support in Year 2 3 and 6<br>Additional hours for TA in Year 4 to support PP children | PP children in Y2, 3 and 4 need high level s 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<br>CK   | December 2018                        |
| Total budgeted cost                                                                                                                                                                     |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                      |            | £29,600 – NP/SC/RS                   |

| <b>ii. Targeted support</b>                                                                                                      |                                                                                                                                              |                                                                                                                                                                                                                                                  |                                                                                          |                   |                                             |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------|---------------------------------------------|
| <b>Desired outcome</b>                                                                                                           | <b>Chosen action / approach</b>                                                                                                              | <b>What is the evidence and rationale for this choice?</b>                                                                                                                                                                                       | <b>How will you ensure it is implemented well?</b>                                       | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Improve emotional literacy of PP children                                                                                        | Thrive practitioner timetabled to work with identified PP children                                                                           | Last academic year 60% of the children receiving Thrive made at least expected progress in RW and M and in many cases accelerated progress<br>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<br>LB          | December 2018                               |
| <b>Total budgeted cost</b>                                                                                                       |                                                                                                                                              |                                                                                                                                                                                                                                                  |                                                                                          |                   | <b>LB £16,810</b>                           |
| <b>iii. Other approaches</b>                                                                                                     |                                                                                                                                              |                                                                                                                                                                                                                                                  |                                                                                          |                   |                                             |
| <b>Desired outcome</b>                                                                                                           | <b>Chosen action / approach</b>                                                                                                              | <b>What is the evidence and rationale for this choice?</b>                                                                                                                                                                                       | <b>How will you ensure it is implemented well?</b>                                       | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| To ensure the PP children have equal access and educational opportunities to quality education and resources as non PP children. | (i)<br>Fees paid for music tuition, uniform, school meals, milk, 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       | September 2020                              |
|                                                                                                                                  | (ii)<br>Educational resources bought to enhance educational provision including interactive learning materials<br>Education city, 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<br>CK          | September 2020                              |
| <b>Total budgeted cost</b>                                                                                                       |                                                                                                                                              |                                                                                                                                                                                                                                                  |                                                                                          |                   | <b>11,670</b>                               |