

## Pupil premium strategy statement: 2020-2021

**Name of school: St. Joseph's Catholic Primary School, A Voluntary Academy - Pontefract**

1. Summary information					
<b>School</b>	St. Joseph's Catholic Primary School, A Voluntary Academy - Pontefract				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£37,555	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	207	<b>Number of pupils eligible for PP</b>	25	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment		
<b>End of KS2 2019</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	75% (3/4 pupils)	88%
% making expected standard or above in reading	75% (3/4 pupils)	92%
% making expected standard or above in writing	75% (3/4 pupils)	93%
% making expected standard or above in maths	75% (3/4 pupils)	92%

3. Current attainment		
<b>End of KS1 2019</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	100% 33 (1/3 pupil)	63%
% making expected standard or above in reading	100% (1/3 pupil)	81%
% making expected standard or above in writing	100% (1/3 pupil)	78%
% making expected standard or above in maths	100% (1/3 pupil)	77%

## 1. Barriers to future attainment (for pupils eligible for PP including high ability)

Given the school has 33% of its intake living in the bottom 30% most deprived areas of Wakefield and that numbers of pupils eligible for PP funding are currently very low ( 0 children in FS2 or Y1), the school will undertake a piece of work to promote, publicise and support presently unidentified parents with the application process for PP funding. The aim will be to increase the level of funding so that further targeted work can be undertaken by the school.

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Some pupils who are eligible for PP, given their starting points, are making less progress than they should across KS1 and KS2. This is particularly evident for higher achievement in reading, writing and maths at KS1/2 at the end of 2019-2020.
<b>B.</b>	Some pupils display social and emotional needs, including poorly developed social skills.
<b>C.</b>	Some pupils who are eligible for PP are presenting in school with poor emotional well-being. This is having a detrimental effect on their academic progress.

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

<b>D.</b>	Attendance rates for PP are in line with non PP children, however lateness is an issue for these pupils. This reduces the number of hours they are in school and impacts on their progress.
<b>E.</b>	Some Pupil Premium Children arrive at School not ready to learn.

## 2. Outcomes

	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Higher rates of progress for pupils eligible for PP.	Pupils identified as PP make as much, if not better, progress as non-PP pupils in KS2 writing and KS1 reading, writing and maths. The improved termly Pupil Progress meeting proformas will support teaching staff in identifying needs of PP pupils. The further development of the monitoring of teaching and learning for PP pupils across school, supports SMT in their role of holding teaching staff to account for PP pupil progress. PP pupil progress and attainment will be identified as a priority for staff performance management. Academy Council will appoint a council member with responsibility for PP strategy and performance.
<b>B.</b>	Address the social and emotional needs of pupils, providing for these ensuring these children are 'more settled' in order to facilitate a situation conducive to learning. This will be done through the provision of: <ul style="list-style-type: none"> <li>- pastoral support sessions with the Learning Mentor,</li> <li>- Positive mental health support sessions;</li> <li>- CPD on mental health and support strategies for staff.</li> </ul>	Pupils eligible for Pupil Premium make progress in line with that of their peers across KS2 in Reading, Writing and Maths. This will be measured by teacher assessment and end of year tests (optional tests for years 3 – 5 and end of KS2 statutory tests for Year 6).
<b>C.</b>	Learning Mentor roles and responsibilities are clearly defined to ensure focused meta-cognitive work can be timetabled for PP pupils	Learning mentor is used to support PP pupils in understand how to learn using, for example the EEF toolkit. 'Learning to learn' strategies will support PP pupils in developing characteristics of learning: resilience, confidence, enthusiasm and curiosity as well as problem solving, independent learning and collaborative skills.
<b>D.</b>	Learning Mentor, FT Admin and HT/PP Leader will work collaboratively to sustain attendance and decrease lateness rates for pupils eligible for PP.	Overall PP attendance to continue to improve and lateness of PP pupils to improve. Family support bought in through EWO SLA will be clearly focused on rapid improvement in attendance and lateness of some PP pupils.
<b>E.</b>	To prepare children for learning, ensuring that they are in the right 'frame of mind' when the School day starts by offering free or subsidised breakfast club places.	Pupils eligible for Pupil Premium arrive at school on time and make progress in line with that of their peers across KS2 in Reading, Writing and Maths. This will be measured through attendance records and by teacher assessment and end of year tests (optional tests for years 3 – 5 and end of KS2 Statutory tests for Year 6).

### 3. 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	Cost	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 rates of progress for pupils eligible for PP. (Barrier A)	Staff training on high quality feedback.	Meeting time PPA	We want to continue to invest some of our PP in longer term change which will help all pupils. Many different sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and progress. It is an approach we can adopt and then embed across school at little cost.	Peer observations of CT/TAs to embed learning. Courses selected using evidence of effectiveness. Use training days/staff meeting time to deliver training. Lessons from training embedded in school feedback policy. Pupil Progress meeting proformas (termly) will continue to include Pupil Premium focus and will require teaching staff to report on strategies being used to support the rapid and sustained progress of PP pupils.	HT, AHTs	Half termly  During Pupil Progress meetings
Small group work and 1:1 support to enable those and others to access the curriculum further. Small group work and 1:1 to continue to raise attainment and accelerate pupil's progress through curriculum support intervention for: Phonics, SPAG, Reading, Writing and Maths. (Barrier A)	Invest in a part time teacher to provide quality first teaching intervention; including small group work, one to one work.	£8,000 – 1 x Teaching Assistant time  £11,800 – Learning Mentor time	Many different sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment and progress. It is an approach we can adopt and then embed across school at little cost.	Additional support provides personalised feedback and intervention, which supports further progress. Increased percentage of PP children attaining the expected standard in R/W/M at all phases, with others making better than expected progress, from their starting points. To improve outcomes for KS1 disadvantaged learners to ensure all meet EXS in line with prior attainment prediction through extra interventions, resources and quality first teaching. To continue to develop the quality of learners' experiences, as well as their attainment and achievement.	HT, part time teacher	Half termly  During Pupil Progress meetings

ii. Targeted support						
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>To address the social and emotional needs of pupils, providing for these ensuring these children are 'more settled' in order to facilitate a situation conducive to learning. (Barrier B)</b>	To provide 'nurture' sessions, as well as pastoral support, in which disadvantaged pupils have targeted access through specific interventions.	£8,000 – 1 x Teaching Assistant time  £11,800 – Learning Mentor time	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. Social and Emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	To continue to ensure children receive the required emotional support needed to enable them to achieve targeted outcomes across school. Support and improve learners' specific needs, through the nurturing approach, therefore reducing the number of incidents of pupils arriving in school in an anxious state. Conversations in nurture groups reveal less anxiety around 'out of school situations' and pupils develop a personal resilience. 3 key areas will have significantly developed: <ul style="list-style-type: none"> <li>• Self-esteem of pupils</li> <li>• Improved behaviour and reduced anxiety at break and lunchtimes.</li> <li>• Developing language for communication.</li> </ul> Pupils who have been party to a range of incidents within their home life are able to function well within class, and where possible, achieve academically. Continue to ensure attendance is high for all PP children. All PP children achieve the school aspirational attendance target of 97%	HT/Pupil Premium Coordinator/Learning Mentor	Termly  Maths Assessment for Learning & Teaching Resource- £276 Meetings with Learning Mentor
<b>Learning Mentor roles and responsibilities continue to be clearly defined to ensure focused meta-cognitive work can be timetabled for PP pupils. (Barrier C)</b>	HT (PP lead) to continue to work with Learning Mentor to ensure timetabling is clear and used efficiently to support PP pupils, with a particular focus on Maths.	£11,800 – Learning Mentor time	Learning mentor is used to support PP pupils, with a particular focus on Maths. 'Learning to learn' strategies will support PP pupils in developing characteristics of learning: resilience, confidence, enthusiasm and curiosity as well as problem solving, independent learning and collaborative skills.	Develop a targeted approach to learning support. Allocate time to plan quality learning sessions for PP pupils.  Develop other support staff to ensure targeted approach and interventions delivered are to a high standard.  Allocate time for Learning Mentor to meet with CTs to discuss need of PP pupils on termly basis.  Link this with pupil progress meetings.	HT Learning Mentor	Termly

iii. Other approaches						
Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Learning Mentor, FT Admin, HT &amp; AHT's will work collaboratively to continue to sustain attendance and decrease lateness rates for pupils eligible for PP. (Barrier D)</b>	Close monitoring of attendance and lateness rates of PP pupils.	£4250 - Catholic Care Worker time  £1102 - Education Welfare Officer time	We know that pupils with below average attendance are at a higher risk of not making the progress they should.	A more consistent approach to be taken when recording lateness on registers/Integris. Lateness to be monitored more rigorously. Lateness to be published weekly in the newsletter to parents. The attendance team will continue with Daily attendance checks. Phone calls home to take place if pupils not in attendance. Home visits if parents/carers fail to notify school of a child's absence. Continue to work collaboratively with Catholic Care to support targeted, vulnerable families. Continue to build successful and trusting relationships with families. Academy Council to hold Catholic Care to account for the support they provide school in raising well-being of PP pupils. HT to continue to report to Academy Council on a half termly basis with attendance data.	Learning Mentor Office Team Governor with responsibility for PP pupils HT	Termly
<b>Increase in identification of PP pupils in EYFS &amp; Y1.</b>	Improve the early identification of pupils eligible for PP	Learning Mentor time Admin time	We know that at the end of 2018-2019 academic year we did not have any pupils in EYFS or Y1 who are eligible for PP. As we know our IDACI score for pupils in these year groups is 0.2 and 0.18, respectively, and that 33% of our families live in the 30% most deprived areas of the city, we believe the school are currently not receiving valuable funding to support our PP strategy. Although we have seen an increase in 2019-2020 we believe there is still further increase to be sought in PP eligibility in our school.	Sustain our family friendly approaches as part of the school admissions process to find an effective and efficient system for the early identification of PP pupils. Continue to utilise the EYFS welcome meetings for Lower and Upper Foundation stage for early identification opportunity. Continue to us Upper Foundation home visits for early identification opportunity. Continue to use the Learning Mentor and FT Admin to support in early identification by further supporting parents/carers in competing eligibility forms. Continue to work with the FT Admin, Academy Council members and Learning Mentor to continuously review our package, whilst continuing to publicise the school offer to all families, particularly the PP families. Successful strategy will result in a further increase in identification of PP pupils in EYFS & Y1, which in turn will result in an increase in funding and support for 4-6 year old eligible pupils.	HT AHT's Learning Mentor FT Admin SBM AC member SMT	Half termly
Continue to increase self-confidence and develop greater independence. <b>(Barrier B)</b>	Subsidise visits, extracurricular activities, enrichment activities for all PP pupils to enhance the curriculum.	Offer for Pupil Premium Children: <b>Total: £3388</b> Breakdown of offer: £390 - Y5 Residential £950- Y6 Residential £460- 1x Class Trip £1518- 1 x Afterschool club per child £20 Y2 Revision guides £50- Y6 Revision guides	The EEF toolkit states evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	To continue to increase self-confidence and develop greater independence, better team working and collaborative skills, thus challenging themselves, for PP children. Provide greater opportunity to capture pupil's imagination, extend experiences, broaden pupil's horizons, build confidence and develop a variety of new skills. Continue to improve PP children's personal development and welfare to impact on academic achievement. Further develop the spiritual, moral, social and cultural skills and understanding of PP children, which furthermore supports our Y6 transition programme to high school.	HT AHT's Learning Mentor FT Admin SBM	Termly
<b>To prepare children for learning, ensuring that they are in the right 'frame of mind' when the School day starts. (Barrier B)</b>	Provide Breakfast club	£8970 Breakfast Club	If children are hungry, tired and not prepared for learning they will not be able to learn and progress. Trials of this approach in 2013 were successful and resulted in children making quicker progress.	Attendance of PP children will be monitored. Any Pupil Premium children whose attendance becomes an issue when checked half termly will be identified as potentially benefitting from attending Breakfast Club. Parents will be approached and free of charge places offered for child and siblings.	Head Teacher/ Pupil Premium Coordinator, Learning Mentor, FT Admin.	Half termly from October 2020 onwards until July 2021.

4. Review of expenditure				
Previous Academic Year		2019-20		
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
Higher rates of progress for pupils eligible for PP.	Staff training on high quality feedback	<p>The EEF Toolkit has been used to support in providing high quality feedback in an effective way to improve attainment and progress. During the</p> <p>During lockdown/COVID-19 IT equipment/devise were loaned out to PP families to further support home learning.</p> <p>Teachers provided additional feedback./support over class dojo with PP children and their home learning.</p> <p>Teachers ensured PP children's home learning was personalised and further support was provided where needed.</p>	<p>Pupil progress meeting proforma has supported in raising the profile of PP pupils.</p> <p>Pupil Progress meeting proforma (termly) will continue to include Pupil Premium focus and will continue to require teaching staff to report on strategies being used to support the rapid and sustained progress of PP pupils. COVID-19 impacted on some of this work. Further staff meeting time needs to be allocated in order to deliver training to support staff.</p> <p>Further peer observations work of CT/TAs is needed to continue to embed learning.</p> <p>Lessons from this training can then be embedded into our school feedback policy.</p>	<p>Half termly</p> <p><b>Total budgeted cost £1000</b></p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>SMT research and subsequent PP strategy on the best practice use of PP spending will result in a more sharply focused intervention model being adopted.</b>	Staff training on effective intervention models such as pre-teach and over-learning.	We want to invest some of our PP in longer term change which will help all pupils. Many different sources, e.g. EEF Toolkit suggest that pre-teaching and over-learning are effective strategies in supporting pupils who need to make rapid and sustained progress in their learning.	Work with professionals in the LA (SIA, Educational Psychology) to deliver training to staff during staff meeting/ training days. Staff meeting time allocated to training where needed.	£3,469.05 (Part wage of 1x TA)
<b>Learning Mentor roles and responsibilities are clearly defined to ensure focused meta-cognitive work can be timetabled for PP pupils.</b>	HT (PP lead) to work with Learning Mentor to ensure timetabling is clear and used efficiently to support PP pupils.	The Learning mentor was used consistently to support PP pupils and parent. Further work is needed on 'Learning to learn' strategies to provide more support for PP pupils in developing characteristics of learning: resilience, confidence, enthusiasm and curiosity as well as problem solving, independent learning and collaborative skills, particularly in light of COVID-19.	A more focussed approach to learning support has been developed. Allocated time to plan quality learning sessions for PP pupils has taken place and interventions have been evaluated.  Whilst some work has been carried out to further develop other support staff to ensure targeted approach and interventions delivered are to a high standard, further work is needed from September 2020 in order to support children, following COVID-19.  Allocated time for the Learning Mentor to meet with CTs to discuss need of PP pupils on termly basis has taken place. The Learning Mentor works well to discuss pupils further with class teachers. This has been linked this with pupil progress meetings. The Learning mentor has been involved in book scrutinites to further inform her planning of PP interventions.	£3,469.05 (Part wage of 1x Learning Mentor)

5. 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
<b>Learning Mentor, office staff and SMT will work collaboratively to increase attendance and decrease lateness rates for pupils eligible for PP.</b>	Close monitoring of attendance and lateness rates of PP pupils.	Attendance has been monitored closely. There is a robust and rigorous attendance policy and procedures in place. Groups of pupils have been tracked closely particularly the PP pupils. Attendance data demonstrates that the majority of PP children do not have an attendance issue. During covid-19 if a PP child was not attending school they were contacted via telephone every week and social distanced home visits were conducted regularly from outside the house. Regular contact was made with our PP families throughout the lockdown period.	PP attendance is in line with non-PP attendance this year. Attendance monitoring has been rigorous, tracking groups with a particular focus on the PP children. Daily attendance checks have taken place and phone calls to parents and home visits have been carried out where parents have failed to inform school for pupil's absence. An attendance team was formed at the beginning of the year and they have worked collaboratively with Catholic Care to support targeted, vulnerable families. School attendance team and HT& AHT's have continued to build successful and trusting relationships with families. Academy Council have held Catholic Care to account for the support they provide school in raising well-being of PP pupils. HT has continued to report to Academy Council on a half termly basis with attendance data. School has continuously liaised with the EWO. School will continue to implement this approach in Sept 2020 with a focus on tracking groups of pupil's attendance data.	<b>Total budgeted cost</b> £4250 (Catholic Care Worker- half a day every week)  £1,102.04 (Education Welfare Officer)
<b>Increase in identification of PP pupils in EYFS &amp; Y1.</b>	Improve the early identification of pupils eligible for PP	At the beginning of the year we did not have any pupils in EYFS or Y1 who are eligible for PP. As we know our IDACI score for pupils in these year groups is 0.2 and 0.18, respectively, and that 33% of our families live in the 30% most deprived areas of the city, we believed the school were not receiving valuable funding to support our PP strategy.  During lockdown/COVID-19 food bags were provided initially, then FSM vouchers were provided every week throughout the summer term and summer holidays.	We have developed family friendly approaches as part of the school admissions process to find an effective and efficient system for the early identification of PP pupils. In addition to this a member of the attendance team have utilised the new starter meetings for both Lower and Upper Foundation Stage to raise awareness of pupil premium funding and promote the attendance team supporting parent/carers in completing these forms, using this as part of the identification process. Successful strategy has resulted in an increase from 9 PP to 28 PP children in school. 7 PP in Upper Foundation Stage and 3 PP in Year 1. There were no children in either of these classes before this work was carried out. The work carried out has resulted in an increase in the identification of PP pupils in EYFS & Y1, which in turn has resulted in an increase in funding and support for 4-6 year old eligible pupils.	<b>Total budgeted cost</b> Offer for Pupil Premium Children: Total: £13101.89 Breakdown of offer: £187.50- Jumper/cardigan £600 - Y5 Residential £760- Y6 Residential £5700- Breakfast Club £172.35- PE Kit £30- Y6 Revision Guides (Reading, SPAG and Maths) £300- Class Trip

**6. Additional detail**

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