

St Joseph's RC Primary - Pupil Premium Strategy Statement 2019-2020

Summary information					
Academic Year	19-20	Total PP budget	£32 360	Date of most recent PP Review	Oct 19
Total number of pupils	81(inc N)	Number of pupils eligible for PP	25 (2 N)	Date for next internal review of this strategy	July 20

Barriers to future attainment (for pupils eligible for PP)

A	Children's starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in terms of language and communication skills. Some children have lack of talk/exposure to extended vocabulary at home.
B	Literacy skills on entry to school are lower than what would be regarded as typical for children of a similar age.
C	Some disengagement and limited aspirations from parents. Children are not supported with spellings or home readers. There may be a lack of reading literature, maths and writing equipment at home or parents do not feel confident with their own numeracy or/and Literacy skills.
D	Proportion of our disadvantaged pupils are from vulnerable backgrounds and they are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success.
E	Children may find the structure of school life more challenging and this can present as poor behaviour
F	A significant proportion of the school population live in a highly deprived area of the country. Opportunities for enrichment activities are low as families are on low incomes.
G	To continue to improve attendance and punctuality

Desired outcomes

A	Improved language and communication skills across the school. Higher proportion of children exceeding expected progress in Communication and Language at the end of Reception from a low starting point.
B	Continue to increase literacy skills in order to motivate, inspire and improve writing outcomes.

C	Parents attend workshops and family learning in order to improve their own confidence in numeracy and literacy skills which in turn increases their engagement in their children's learning. This will also impact on aspirations and children's outcomes. To provide emotional support for all families.
D	Improved emotional wellbeing which allow all children to feel safe, happy and overcome barriers to learning.
E	To provide a nurture facility in order to improve engagement in class, improve social relationships and improve rates of learning.
F	Low level of enrichment opportunities
G	Positive attitudes to attending school. Engagement of all children in prompt start and broad curriculum

Expenditure					
Academic year	2019/20 (32,360)				
Actions	Resources	Evidence Source	Progress Review Date	Evaluation By whom when	Success Criteria
To further develop a Communication and Language rich environment both indoors and outdoors. Ensure there are opportunities to learn and apply new language.	Shared SALT time from CoL Outdoor Learning opportunities developed. Take part in Newcastle University research project-to include training which highlights the importance of developing vocabulary.	Regular and routine monitoring of outdoor learning. University research project outcome	Ongoing	SLT EY Governor	PP data compare favourably to National at the end of Reception

Implement effective CPD for TAs in order to upskill and therefore improve outcomes for children.	Planned CPD Coaching/modelling from staff in school	CPD records	February 2020	SLT to audit and evaluate impact of CPD	Improved effectiveness in the classroom
Regular and high quality support for PP children in need of additional help in order to impact on outcomes.	Specific resources bought including ipads and E learning subscriptions such as Times Tables Rockstars Dedicated TA timetable for intervention	Ongoing tracking of intervention programmes	Ongoing	Teacher leading on intervention. Individual teachers SLT overview of data	PP data compare favourably to National at the end of each Key stage
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children. Teacher to track and monitor impact of interventions	Tracking systems Timetabled programmes and interventions	Termly data used at Pupil Progress Meetings identifies PP group and further actions implemented to continuously improve progress and outcomes.	End of each half term	SLT Pupil progress summaries at the end of each half term Pupil Outcome Governors	Compare PP and peers shows gap is narrowing at expected and improving at higher levels
To identify all children who do not read at home/return books regularly and plan appropriate interventions	Reading partners/Buddies Bug Club Volunteers Dedicated TA time	Data showing comparative between PP and all children	End of each half term	SLT	PP data compare favourably to National at the end of each Key stage

<p>Arrange more visits and visitors as part of curriculum enrichment and therefore give children opportunities to develop and increase vocabulary.</p> <p>Pupils will have more experiences to draw on when talking and writing.</p> <p>Access to after school clubs and residential in order to develop resilience, self-confidence and have fun.</p>	<p>PP budget linked to enrichment activities- coaches and entrance fees</p>	<p>Portfolios of evidence in each class</p> <p>Learning walks</p> <p>Feedback from children</p>	<p>Ongoing</p>	<p>SLT look at data/pupil progress and work scrutiny</p> <p>Feedback from children</p> <p>Curriculum Governors</p>	<p>PP funding is used to enrich the experiences of the children with visits and visitors. All children will be able to describe positive involvement in wider school opportunities</p>
<p>To continue to prioritise resources to meet the needs of all children. To provide a nurture facility and dedicated Counsellor time</p>	<p>Timetabled nurture room</p> <p>Shared Counsellor from CoL</p> <p>Specific training for staff – programmes for mental health and well-being</p>	<p>Feedback from staff, children and parents</p> <p>Timetables and evaluations</p>	<p>On-going</p> <p>Half termly monitoring</p>	<p>Support from the EWEL team</p> <p>SLT</p> <p>Pupil Well-being Governor</p>	<p>Increased confidence, self-esteem and resilience which allows children to overcome barriers to learning. Good behaviour for learning.</p>
<p>Further increase opportunities for parents/family members to come into school to share positive learning experiences and receive information on how to support their child at home</p>	<p>Timetable of events</p>	<p>Curriculum awareness sessions and workshops</p> <p>Eg maths, reading and phonics</p> <p>Family Learning with FoL</p>	<p>Questionnaires</p> <p>Monitoring of sessions</p> <p>Feedback from adults and parents</p>	<p>Leadership Team</p> <p>Class teachers</p>	<p>Parents/family members engaged and positively support children's learning at home and school.</p> <p>PP data compare favourably to National at the end of each Key stage</p>

To support families experiencing financial and emotional strain.	PSA Counsellor	Support in place, reports from key staff	Reports Minutes from meetings Talking to parents	SLT	Parents/family members engaged and positively support children's learning at home and school.
To ensure PP children attend school and are on time.	Breakfast club PSA	Attendance data	Ongoing	HT	Data shows PPA children are on time. Attendance tacking shows that PP children's attendance is not persistent. Any support needed is in place for families and pupils.