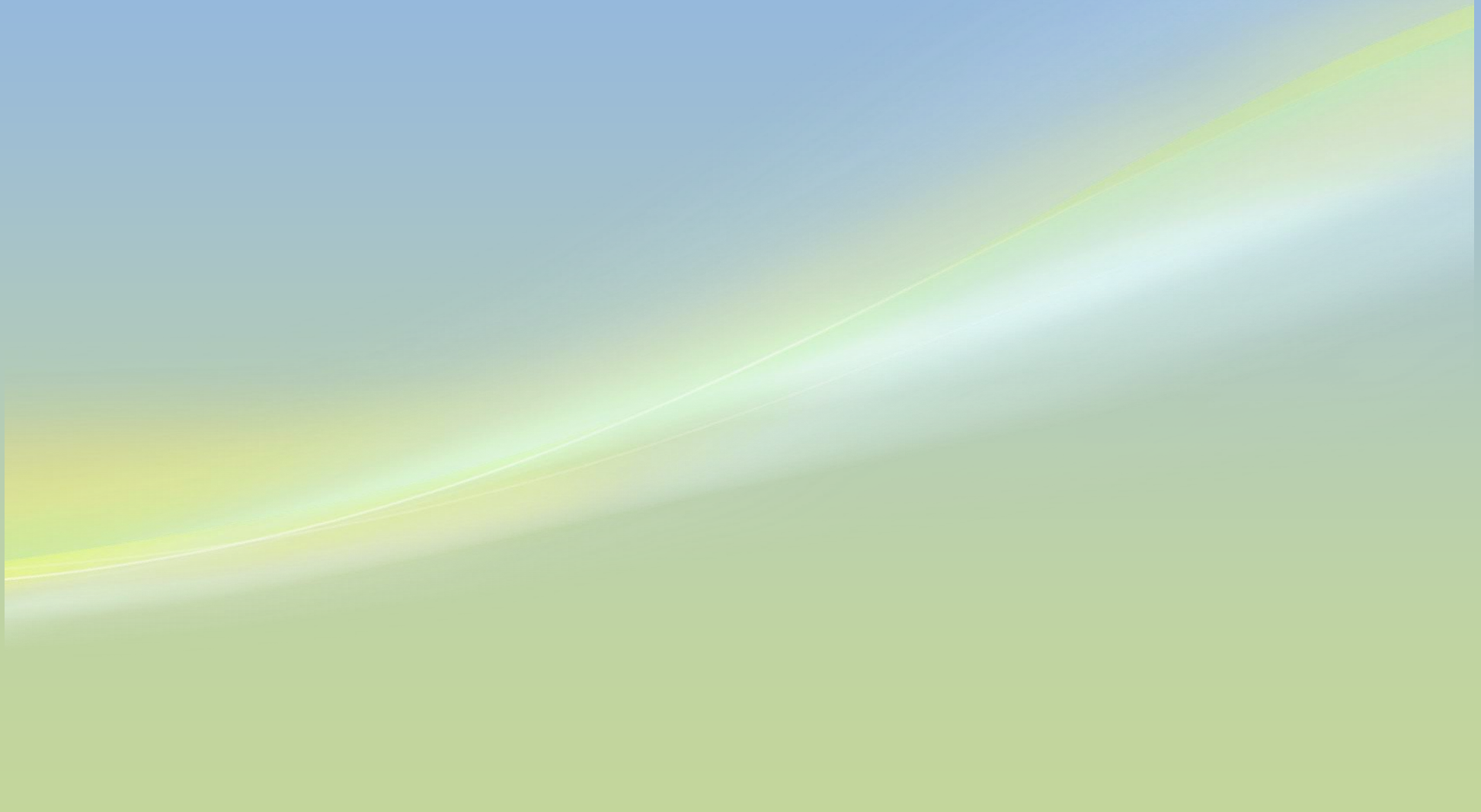


St. Joseph's Catholic Primary School, a Voluntary Academy

Pupil Premium Strategy

2020-21



Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St. Joseph's Catholic Primary School, a Voluntary Academy Boughton				
Academic Year	2019-20	Total PP budget	£97,500	Date of most recent PP Review	
Total number of pupils	244	Number of pupils eligible for PP	75 (30%)	Date for next internal review of this strategy	Feb 2021

2. Current attainment 2019-20		
<i>As a result of Covid, there is no data available for the 2019-20 academic year.</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2018 data</i>
% achieving the expected standard at the end of KS2 in reading, writing &		
Scale score Reading		
Scale Score EGPs		
Scale Score Maths		
Progress score in reading (or equivalent)		
Progress score in writing (or equivalent)		
Progress score in maths (or equivalent)		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low self-esteem, combined with difficulty in managing emotions and behaviour impacts on pupils and the progress being made. Attitudes to learning are sometimes challenging and impacts negatively on behaviour.
B.	Progress in maths was slower than in writing and reading at the end of KS2.
C.	Progress and attainment of more able disadvantaged pupils is lower than others nationally.

D.	Communication and language difficulties impact on pupils' abilities to express themselves and develop their imaginative and creative aspects of writing. Pupils have a restricted vocabulary. This is particularly evident in our EYFS.	
E.	Learning is embedded and any barriers are removed before the next lesson.	
F.	Low engagement in enrichment opportunities and after school experiences.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G.	Fewer opportunities for pupils to read outside school, often a lack of positive role models for reading.	
H.	Lower levels of parental engagement.	
I.	Attendance and punctuality for disadvantaged pupils is lower than others nationally.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved self-esteem and ability to manage emotions in challenging situations.	<p>Children are able to identify strategies to deal with challenging situations.</p> <p>Tracking using Boxall Profile confirms improvements in pupils' emotional well being.</p> <p>Pupils are able to access learning as emotional barriers have been removed; they are ready to learn.</p>

<p>B.</p>	<p>Improved progress in maths for all pupils throughout school.</p>	<p>Progress in maths for disadvantaged pupils is at least 0.</p> <p>Progress in maths for all pupils is in line with writing and reading.</p> <p>The proportion of pupils working at age-related expectations throughout school is at least 75% in all year groups.</p>
<p>C.</p>	<p>Progress and attainment of more-able disadvantaged pupils is lower than others nationally.</p>	<p>Assessments using Sandwell and PUMA tests confirm improvement in attainment of disadvantaged identified as being prior high- attainers.</p> <p>Proportion of disadvantaged pupils working at above age-related expectations is broadly in line with national outcomes for other pupils.</p>

D.	Improved levels of communication and language, particularly for EYFS and KS1 pupils. Pupils' develop an increasingly expanded vocabulary.	Welcoms and Talkboost assessments indicate improved levels in communication and language. Child monitoring tool from ECAT to measure progress. The proportion of pupils working at or above age-related expectations in reading increase and progress scores at the end of KS2 are above 0 for disadvantaged pupils. Scrutiny of pupils' writing confirms they are using a wider range of and increasingly adventurous vocabulary.
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<p>E.</p>	<p>Learning is embedded and any barriers are removed before the next lesson.</p>	<p>Barriers to learning are addressed prior to the lesson.</p> <p>Work scrutiny confirms that IMPACT sessions and the follow up lesson lead to pupils embedding skills and concepts taught.</p>
<p>F.</p>	<p>Low engagement in enrichment opportunities and after school experiences.</p>	<p>Review of uptake for after school provision confirms a higher proportion of disadvantaged children are accessing enrichment opportunities on a regular basis.</p> <p>Monitoring of provision confirms a high quality of enrichment opportunity is provided to broaden experiences and opportunities for disadvantaged pupils.</p>

G.	Pupils have positive role models for reading, developing a greater enjoyment of a range of books.	<p>Pupil interviews confirm a greater enjoyment of reading.</p> <p>Increase in proportion of pupils working at greater depth in reading.</p> <p>Progress scores at the end of KS2 are above 0 for disadvantaged pupils.</p>
H.	For an increased number of parents to be engaged within the education of their child.	Increased levels of parents attending school events such as parental workshops and parents' evenings.
I.	Attendance of disadvantaged pupils to be closer to the attendance of all pupils.	Attendance of disadvantaged pupils is at least 96%.

5. Planned expenditure

Academic year 2020-21

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?
<p>Improved outcomes in maths for all pupils throughout school.</p> <p>Progress in maths at the end of KS2 are in line with those in writing and reading.</p>	<p>Improving mathematical fluency.</p> <p>Assessment of fluency.</p> <p>Revise Calculation Policy to ensure progress within calculations.</p> <p>Strengthening problem solving and reasoning by focusing on specifically targeted approaches.</p> <p>Training on AfL for both Teachers and TAs.</p>	<p>The EEF analysis identifies focusing on formative assessment in schools has high effect on progress, particularly when supported with professional development.</p>	<p>Training will be provided for all staff. This will then be followed by developing agreed protocols.</p> <p>Monitoring through lesson observation, work scrutiny and data analysis.</p>	<p>D Tibble</p> <p>A Marriott</p>	<p>Termly.</p>

Total budgeted cost	£3,000
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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?
Improved self esteem and ability to manage emotions in challenging situations.	ELSA support for disadvantaged pupils. Nurture support from identified TA and CFSW.	The EEF Toolkit identifies that Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months additional progress on average).	Observations of intervention sessions. Tracking through entry and exit data from Boxall Profile.	S. Broad	Half termly

<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p>	<p>1:1 and small group provision from Talkboost and Listening and Speaking through Narrative</p>	<p>Evidence from EEF Toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p> <p>Some pupils require targeted support to catch up. This is a recognised programme which key members of staff have received training to deliver.</p> <p>EEF Toolkit identifies small group tuition is effective when targeted at pupils' specific needs. 4 months impact.</p>	<p>Observations of interventions</p> <p>Analysis of Talkboost data.</p>	<p>S. Jordan</p>	<p>Termly</p>
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<p>Learning is embedded and any barriers removed before the next lesson</p>	<p>IMPACT sessions</p>	<p>EEF identifies that teaching assistants ££££ +1 month. However, impact is high when TAs actively support learning rather than managing tasks. This is provided through our IMPACT sessions which take place daily and focus on the teaching which has already occurred, ensuring this learning has become embedded.</p> <p>Small group tuition is effective when targeted at specific children's needs. 4 months impact.</p>	<p>Precise AfL within lessons. IMPACT session daily focusing on disadvantaged pupils. Observation of IMPACT sessions. Work scrutiny</p>	<p>D. Tibble/ S.Broad</p>	<p>6 weekly for each subject area.</p>
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<p>Pupils have positive role models for reading, developing a greater enjoyment of a range of books.</p> <p>Improved rates of pupil progress in reading, combined with greater levels of pupil engagement.</p>	<p>1:1 TA and 1:1 Reading Volunteers Workshops for Parents.</p> <p>Additional 1:1 RED reading sessions for PPG pupils.</p>	<p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socio-economic status. (2002)</p> <p>On average, reading comprehension approaches improve reading by an additional 5 months progress over a year. These approaches appear to be particularly effective for older readers (aged 8+) who are not making expected progress.</p>	<p>Structure in place with reading buddies for disadvantaged pupils.</p> <p>Pupil interviews</p> <p>Pupil progress meetings.</p> <p>Liaison between Class Teacher and Impact TAs – shared planning.</p>	<p>S. Jordan S. Broad</p>	<p>Termly</p>
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<p>Pupils develop improved fluency skills in Numeracy</p>	<p>Every Child a Counter interventions: Numbers Count Number Sense Success at Arithmetic</p> <p>Support from First Class at Number TAs on Objectives identified from gaps analysis during pupil progress reviews.</p>	<p>Evidence shows that children make an average Number age gain of 12 months in only 3.3 months – over three times the expected progress. 93% pupils showed more confidence and interest in learning mathematics in class after 1st Class@Number.</p>	<p>Assessments using Sandwell and Puma tests to identify entry levels. This will be followed by observation of interventions and exit data.</p>	<p>S Broad</p>	<p>Termly</p>
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Total budgeted cost	£38,180
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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 disadvantaged pupils to above 96% and closer to that of other pupils.	Attendance rewards Attendance Panel meetings with parents Child and Family Support Worker to engage with vulnerable families and persistent attendance children Regular attendance letters sent home.	EEF Toolkit identifies parental involvement adds an additional 3 months impact.	Attendance data analysis	S.Broad T.Chambers S.Bracegirdle	Half termly

Total budgeted cost	£12,000
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6. 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
Improved outcomes in writing across school	Further strengthening shared and modelled writing-7ects and text detectives.	<p>Training has resulted in consistency of approach in teaching of writing, with all teachers using agreed templates and approach. Work scrutiny confirms that standards in writing have improved, particularly in fiction writing in most classes.</p> <p>Across school, all staff use high quality texts as their model texts.</p> <p>Lockdown form March 2020 impacted on the progress of this approach. This was therefore planned to be addressed through Covid recovery funding in 2020-21.</p>	This approach was appropriate and effective as confirmed by outcomes. This approach will continue so it becomes embedded in all classes. Further support will be provided to further this approach through the Covid recovery funding.	£1,000

<p>Pupils developing an expanded vocabulary</p>	<p>Text detectives</p>	<p>Work scrutiny confirms that all pupils are using more ambitious vocabulary within their writing as a result of implementing Text Detectives.</p> <p>Lockdown from March 2020 impacted on the progress of this approach. This was therefore planned to be addressed through Covid recovery funding in 2020-21.</p>	<p>This approach has had an extremely positive impact on expanding pupils' knowledge and use of vocabulary.</p>	<p>£1000</p>
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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
Improved self esteem and ability to manage emotions in challenging situations	Anger Gremlins Anxiety Gremlins Box full of feelings Think Children Boxall Profile	<p>Termly analysis of Boxall profile data confirms that pupils with high ESB needs are making at least good progress from their developmental starting points.</p> <p>Termly analysis of Provision Map and Class action plans confirms that interventions are accurately matched to the needs of pupils.</p> <p>School subscribed to the Boxall Profile. Pupils with Emotional, behavioural and social needs were assessed to gain a baseline. This assessment was shared with class teachers and with the school's Emotional Wellbeing Facilitator from Think Children). As a consequence, it was used to inform precise next steps and prioritise these.</p> <p>These pupils were tracked using Boxall; analysis was conducted to ensure the differences were diminishing. Again, this informed future sessions. Analysis of pupils' behaviour in class and their self reflection journals confirms that self image is improving significantly and pupils are better equipped to deal with challenges.</p> <p>(See additional reports from Boxall)</p>	<p>This was a successful approach. Parents have been overwhelming in their support for this and have seen the impact of this provision at home also.</p> <p>This has also impacted positively on pupils' ability to manage their emotions, thereby ensuring pupils are more readily accessing their learning in class.</p> <p>This approach also enabled staff to offer support to pupils returning to school after lockdown, supporting pupils to overcome anxieties as a result of lockdown.</p> <p>This will continue next year. However, it will be further strengthened through the training of ELSA's.</p>	£4,520

<p>Improved levels of communication and language, particularly for EYFS and KS1 pupils.</p>	<p>1:1 and small group provision using Talkboost and speaking and listening through narrative.</p>	<p>This enabled pupils to develop a wider vocabulary which in turn impacted on their ability to access the reading test at the end of both Key Stages.</p> <p>Pupils accessing Talkboost intervention demonstrated an average points gain per pupil of 30.75 from their baseline.</p>	<p>This approach has been successful, particularly in developing pupils' confidence which has enabled them to access other areas of the curriculum more readily. This approach will continue next year.</p>	<p>£800</p> <p>£1903.62</p>
<p>Pupils develop improved fluency skills in Maths</p>	<p>Every child a Counter intervention</p> <p>Numbers Count</p> <p>Number Sense</p> <p>Success at arithmetic.</p> <p>1:1 and small group support from TAs</p>	<p>Work scrutiny confirms that pupils are able to achieving fluency in their mathematics enabling them to move onto reasoning and problem solving aspects of maths. Friday challenges also confirm that fluency learning is being embedded.</p>	<p>This approach has proven to be successful and will continue next year.</p>	<p>£1904</p>

<p>Learning is embedded and any barriers removed before the next lesson.</p>	<p>IMPACT sessions</p>	<p>Work Scrutiny confirms that when IMPACT sessions are delivered to disadvantaged pupils, they are able to access the next step in their learning in subsequent lessons. This supports disadvantaged pupils in making greater progress in their learning.</p>	<p>This has been a successful strategy and will be used again next year.</p>	<p>£5773.95</p>
<p>Pupils have positive role models for reading, developing a greater enjoyment of a range of books. Improved rates of pupil progress in reading, combined with greater levels of pupil engagement</p>	<p>Support from TAs on objectives identified from gaps analysis. Additional phonics support TAs. Renaissance Read initiative used.</p>	<p>Observations and pupil interviews confirmed that pupils reported greater engagement in reading. Pupils in the programme confirmed they developed greater interest in reading and in a wider range of books.</p>	<p>This will continue during the next academic year.</p>	<p>£20,702</p>

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
Attendance of disadvantaged pupils to be above 95% and closer to that of other pupils.	Attendance awards. Attendance Panel meetings with Parents. Regular attendance letters sent home.	Due to lockdown and pupils self isolating. Attendance data is difficult to analyse.	We will continue with this approach. Earlier panel meetings will be held. CFSW to engage with families, build relations and early support. A series of letters to be developed as a graduated response to absence from school.	£3,000
Increased engagement in enrichment opportunities and after school experiences for disadvantaged pupils.	Provide quality, diverse opportunities after-school (provided by PE specialist). After-school free homework support.	At least 50% of disadvantaged pupils are regularly attending after school clubs. Funded breakfast club provided to support attendance and engagement- this should be attended by at least 50 pupil premium children daily.	This approach will continue next year.	£5000
Total				£98,782

7. Additional detail

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