

1. Summary information					
School	St Joseph's Catholic Academy				
Academic Year	2019- 2020	Total PP budget	£95040	Date of most recent PP Review	July 2019
Total number of pupils	240	Number of pupils eligible for PP	72	Date for next PP Strategy Review	July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in reading, writing & maths (or equivalent)	50%	61%
% achieving Expected or above in reading.	75%	77%
% achieving Expected or above in writing.	75%	80.6%
% achieving Expected or above in maths	62.5%	74%
Progress in Reading	-1	-2.7
Progress in writing	-2.2	-2.9
Progress in maths	-5.9	-4.2

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.	Poor oracy and independence impacting upon low attainment on entry.
B.	At end of KS1 pupils not achieving expected standard in phonics.
C.	Attainment in current Year 2 at the end of Year One for PP children was below national at the expected standard in Reading, Writing and Maths.
D.	Attainment in the current Year 6 at the end of Year 5 for PP children was below national at both expected and GDS in Reading, Writing and Maths.

E.	Attainment at GDS in Mathematics across the school.
F.	Some PP children need structured intervention in addition to Quality First Teaching, in order to close the gaps with non-PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance for pupil premium children across the school remains lower than national.
H.	SEMH needs which have an adverse effect on the learning and progress of some pupil premium children
I.	Engagement of pupil premium children in extra-curricular activities is lower than non pupil premium children
J.	Many PP children lack awareness of the opportunities available to them after primary school and therefore have low aspirations for their future

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve oral language through excellent teaching for disadvantaged pupils in EYFS.</p> <p>Improve the teaching of early reading through systematic, synthetic phonics, fostering a love of reading.</p>	<p>Improved vocabulary and communication skills, enabling most PP children in EYFS to achieve GLD, particularly in CLL and the transference of skills to Literacy.</p> <p>By the end of Reception, PP children can use phonics to read accurately and confidently with increased speed and fluency.</p>
B.	At end of KS1 pupil premium children achieve expected standard in phonics.	PP children in KS1 gain the phonics knowledge required for foundations for future learning and achieve in line with national expected standard.
C.	Current Year 2 PP children make accelerated progress to close the current gap with national expectations in all areas at the expected standard.	At the end of Year 2 PP pupils achieve in line with at latest National standards in Reading, Writing and Maths.
D.	Current Year 6 PP children make accelerated progress to close the current gap with national expectations in all areas at both standards.	<p>At the end of Year 6 PP pupils achieve in line with at latest National standards at both expected and GDS across all areas.</p> <p>Pupils develop detailed knowledge and skills and as a result, achieve well and this is reflected in the results at the end of KS2 for PP children.</p>
E.	Greater percentage of PP pupils achieving GDS in Mathematics across the school.	At end of all year groups there is a greater % of PP pupils achieving GDS in maths .

F.	Researched interventions are targeted to individual PP children's specific needs, which impacts upon accelerated progress.	Provision maps are in place, implemented and frequently reviewed. Interventions and their impact are monitored frequently by the SENCO and teachers. Gaps in attainment between PP and non-PP are closed.
G.	Reduce absence rates for pupil premium children across the school to ensure that absenteeism for this group of children is below the national benchmark for PP children.	Absence rate for PP children will be 5% or lower. Continued work on attendance will ensure that persistent absenteeism for PP children remains below the national average.
H.	Pupil Premium children with SEMH needs are better able to regulate their emotions resulting in improved behaviour for learning	Pupil premium children with SEMH needs have improved progress and attainment because their improved self regulation results in improved behaviour for learning
I.	100% of disadvantaged children to be involved in at least one extra-curricular activity per year.	All pupil premium children attending extra-curricular activities.
J.	Improve children's awareness of schooling, further education and careers opportunities which are available to them.	PP children are aware of the opportunities available to them after primary school and have raised aspirations for their future

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?
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<p>A- Improve oral language through excellent teaching for disadvantaged pupils in EYFS.</p>	<p>Targeted language programme (Nuffield Time to Talk) Additional member of staff for morning in Reception, focussing on enriched language and vocabulary. Phonics twilight training (October 2019) Stoke Speaks Out training- Word Gap Opportunity Area Funding support from LA. Opportunities for children to read aloud and have conversations about stories they have read Activities which extend pupils' spoken vocabulary An expectation of all children clearly articulating their speech</p>	<p>At the end of EYFS, only 56% of disadvantaged children achieved CLL and only 33% achieved Literacy (Reading and Writing) with no children exceeding in Reading or Writing.</p>	<p>Consistent delivery of interventions such as Nuffield and Colourful Semantics to develop children's spoken language.</p> <p>Frequent monitoring, evaluation and review of interventions and programmes used to support speech, language and communication.</p> <p>OA baseline assessment and review- staff knowledge and expertise.</p> <p>Lesson observations, learning walks, book scrutinies and drop-in sessions.</p>	<p>RWi</p>	<p>Termly as the Early Communication Screen is updated</p>
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<p>A- Improve the teaching of early reading through systematic, synthetic phonics and high-quality, fostering a love of reading.</p>	<p>A balanced, engaging approach to reading, incorporating both decoding and comprehension. Wide range of high-quality texts to immerse children in reading. Story-telling/ role play is 1:1/ small group work focussing on pre-teaching of key vocabulary with a focus on text language</p>	<p>CLL data has improved but remains below national and Reading and Writing data does not correlate/ transfer.</p> <p>Collegiate Development plan- focus upon language acquisition</p>	<p>Consistent delivery of interventions such as Nuffield and Colourful Semantics to develop children's spoken language.</p> <p>Frequent monitoring, evaluation and review of interventions and programmes used to support reading</p> <p>Lesson observations, learning walks, book scrutinies and drop-in sessions.</p>	<p>RWi</p>	<p>Termly review and report to governors Full review of teaching and expenditure at the end of the year</p>
<p>B. At end of KS1 pupil premium children achieve expected standard in phonics.</p>	<p>High quality daily phonics teaching.</p> <p>Year 2 children who didn't achieve standard have additional daily small group support.</p> <p>Purchase quality phonics catch up programme.</p> <p>Twilight training for all staff to refresh skills/knowledge in teaching phonics.</p>	<p>At the end of Year One 2018/2019 67% of pp children achieved the standard in phonics compared to 83% of all pupils. In Year 2 71% of those that retook achieved the phonics standard compared to 91% for all pupils nationally.</p> <p>EEF research suggests that phonics is beneficial to early readers as they begin to read to give them the skills required to decode new words by sounding them out and combining and blending the sound spelling patterns. Research also suggests that high quality phonics teaching and learning can add up to 4 months</p>	<p>Using rationale/guidance from EEF to monitor progress.</p> <p>Lesson monitoring to ensure lessons engage pupils.</p> <p>Arranging CPD for staff to ensure they have necessary pedagogical skills and content knowledge.</p> <p>Tracking of data to ensure children making sustained progress and to check if learning can be accelerated or extra support is needed.</p> <p>Having a flexible approach to grouping pupils.</p>	<p>Phonics Lead SLT Primary School Improvement Partner</p>	<p>Termly Review and report to governors. Full review of teaching and expenditure at the end of the year.</p>

<p>C. At the end of Year 2 PP pupils achieve in line with at latest National standards in Reading, Writing and Maths.</p>	<p>Train staff to teach pupils to use strategies for developing and monitoring their reading comprehension. (Improving Literacy at KS1 EEF)</p> <p>Introduce whole class guided reading.</p> <p>Ensure whole school policy for the teaching of handwriting and presentation is implemented.</p> <p>Teach strategies for planning and monitoring writing.</p>	<p>At the end of Year One 58% of pupil premium children were at the national standard in maths, 54% in reading, 50% in writing</p> <p>Using improving literacy in KS1 EEF.</p>	<p>Staff training/CPD in appropriate strategies for developing reading comprehension skills.</p> <p>Fully implementing whole class guided reading into KS1 and monitor engagement of PP children and the impact on their reading</p> <p>Monitor PP books to ensure consistent delivery of school handwriting policy.</p> <p>Monitor to ensure PP pupils read widely and often with fluency and comprehension appropriate to their age.</p> <p>Monitor PP pupil's ability to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>Maths Lead Literacy Lead SLT Key Stage Leads LH Primary School Improvement Partner</p>	<p>Half Termly on rotation.</p>
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<p>D. Current Year 6 PP children make accelerated progress to close the current gap with national expectations in all areas at both standards.</p>	<p>School was part of the SIFF programme last year and this year will be embedding the knowledge gained working with the SLE across Key Stage Two.</p> <p>Reinforce spelling training from last year and ensure it is embedded across Key Stage Two.</p> <p>Reinforce Guided Reading training to ensure whole class guided reading is embedded across Key Stage Two.</p> <p>Reading activities including structured questioning to improve PP children's reading comprehension and verbalising their thoughts before they start writing.</p> <p>Use Literacy Guidance EEF and ensure all staff are aware and using the guidance.</p>	<p>At the end of Year 5, 33% of PP children achieved the expected standard and 13% achieved GDS in writing, 50% and 13% in Maths and in Reading 43% and 14%.</p> <p>Use EEF guidance tools and research to close the current gaps between PP and others.</p>	<p>Monitoring of PP pupils books to ensure progress in spelling and reading skills.</p> <p>Staff training/CPD to ensure all staff are knowledgeable with whole class guided reading and spelling strategies.</p> <p>Staff training to ensure all staff are implementing the knowledge gained through the SIFF programme.</p>	<p>Literacy Lead Maths Lead SLT Key Stage Two Lead</p>	<p>Half termly review</p>
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<p>E. Greater percentage of PP pupils achieving GDS in Mathematics across the school.</p>	<p>Ensure PP children have access to daily mental maths sessions to increase fluency.</p> <p>Consistent use of Timetables Rock Stars to aid PP pupils learning of multiplication facts. TTRS lunchtime club for PP children</p> <p>Track data for timetables for PP children</p> <p>Introduce at least once weekly guided reasoning sessions to PP children to teach pupils strategies for solving problems.</p> <p>Staff training on guided reasoning sessions</p> <p>Use structured intervention to provide additional support for PP pupils.</p> <p>Parents workshop for PP parents to share strategies used to teach the four calculation strategies</p>	<p>At the end of KS1 14% PP achieved GDS compared to 24% Nationally.</p> <p>At the end of Key Stage 2 0% PP children achieved GDS compared to 31% Nationally.</p>	<p>Regular Learning walks to ensure daily mental maths sessions are taking place.</p> <p>Monitoring of TTRS data for PP children.</p> <p>Staff training/CPD to ensure all staff are knowledgeable with strategies, techniques for whole class guided reasoning strategies.</p>	<p>RWa, LH, SLT Primary School Improvement Partner</p>	<p>Half termly</p>
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Costs

- A.** Additional experienced, qualified adult in Early Years to facilitate the delivery of language programme (£9400), Word Gap training (£500), EYFS leader time (£1000)
- B.** Phonics Catch Up programme purchase (£2000), Phonics Catch Up delivery (£1365), Phonics staff training (£300)
- C.** Maths and English leader time (£1000 each), experienced teacher time to deliver small group quality first teaching (£14 760)
- D.** English leader time (£1000), experienced teacher time to deliver small group, quality first teaching (£16 250)
- E.** Targeted Maths intervention (£300), Maths intervention delivery (£1365), Maths leader time (£1000)

Total budgeted cost = £52, 240

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?
F. Researched interventions are targeted to individual PP children’s specific needs, which impacts upon accelerated progress.	<p>Accurate diagnosis for capabilities and difficulties to match pupils to appropriate intervention:</p> <p>SULP 1:1 reading Phonics Catch Up</p> <p>High quality split class teaching Reading inference Targeted spelling intervention Power of 2</p>	<p>Data shows that there are gaps in attainment between PP and non-PP children:</p> <p>Y2 2019 – 2020: Reading expected standard Writing expected standard Maths expected standard</p> <p>Y6 2019 – 2020 Reading expected standard and greater depth Writing expected standard and greater depth Maths expected standard and greater depth</p>	Regular learning walks, lesson visits Monitoring of PP books and pupil discussions	RWa/ LC	Half Termly

Total budgeted cost = £7371

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?
G. Reduce absence rates for pupil premium children across the school to ensure that absenteeism for this group of children is below the national benchmark for PP children.	<p>Attendance officer to monitor absenteeism and monitor punctuality of PP children.</p> <p>Attendance rewards target disadvantaged pupil interests</p> <p>EWO to target PP absence and continue to monitor persistent absentees who are PP.</p>	<p>Absenteeism for PP children remains higher than national.</p> <p>There is an expectation for disadvantaged children to have high attendance, come to school on time and be ready for learning.</p>	EWO is informed off school's targets and monitors absence and punctuality for PP children.	LH	Weekly monitoring of attendance- EWO, LH and LP
H. PP children with SEMH needs are better able to regulate their emotions	<p>Individual targeted interventions:</p> <p>Worry Box</p> <p>Volcano in my tummy</p> <p>Younger Minds counselling</p> <p>Father Hudsons</p> <p>Family Support worker</p> <p>Individual transition programmes</p> <p>Lunch time provision</p> <p>Healthy mind, happy me programme</p>	<p>SEN register indicates that a significant number of children with SEMH needs are also Pupil Premium</p> <p>Behaviour logs indicate that some Pupil premium children have increased incidences of poor behaviour which negatively impacts on their learning</p>	<p>Monitor intervention records</p> <p>Monitor behaviour logs</p>	LH/ GMC	<p>Intervention records to be reviewed half termly by SENCO</p> <p>Behaviour logs monitored monthly by SLT</p>

<p>I. 100% of disadvantaged children to be involved in at least one extra-curricular activity per year.</p>	<p>Pupil voice questionnaire to establish pupil interests, highlighting Pupil Premium in particular Widen the extra curricular offer beyond sports Provide financial and transport support if required</p>	<p>Some Pupil Premium children do not access existing extra curricular activities</p>	<p>Monitor extra curricular attendance registers</p>	<p>RWi</p>	<p>Review pupil voice in February to ascertain the increased attendance and target those who have not yet identified</p>
<p>J. Improve children's awareness of schooling, further education and careers opportunities which are available to them.</p>	<p>Opportunity Area Employers in education project Brilliant Club Scholars project for able KS2 disadvantaged pupils</p>	<p>Some Pupil Premium children do not go onto high school, further education or employment and are not aware of the opportunities available to them</p>	<p>Monitoring and evaluation of the opportunities available through the project</p>	<p>LH/RWi</p>	<p>Pupil voice at the start and end of the Employers in education project to elicit increased aspiration</p>
<p>K. Some disadvantaged pupils are not equipped to learn when they arrive at school</p>	<p>Free breakfast provision (Magic Schools Breakfast Project) School uniform, PE kit, swimming kit and stationery provided</p>	<p>Behaviour logs 2018 – 2019 indicated higher instances of poor behaviour in some disadvantaged pupils at certain times of the day</p>	<p>Behaviour logs monitored and anecdotal evidence gathered</p>	<p>LH</p>	

- G. Education Welfare Officer (£2965), attendance officer time (£1560), attendance rewards (£500)
- H. Father Hudsons Family Support Worker (£4120), Younger Minds counselling (£4421), delivery of SEMH interventions (£9360), lunch time provision (£1995), Healthy mind, happy me programme (£300 for programme purchase, £500 for EP training)
- I. Delivery of extra-curricular clubs (£2000) plus financial support to enable access (£500), subsidising educational visits (£2000)
- J. Brilliant Club Scholars Programme (£2000), Employers in education project lead time (£500)
- K. Staffing for breakfast provision (£3000), Provision for uniform, sports kit and stationery

Total budgeted cost = £36, 221

Total Pupil Premium planned spend 2019 – 2020 = £95 832

