

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Joseph's Catholic Academy
Pupils in school	221
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£99528
Academic year or years covered by statement	2020- 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mrs G Hodgkinson
Pupil premium lead	Miss L Forrester
Governor lead	Mrs J Bailey

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading 60% Writing 50% Maths 40% Combined 20%
Achieving high standard at KS2	Reading 10% Writing 10% Maths 20% Combined 10%
Measure	Activity
Priority 1 Effective, high-quality teaching established and embedded across EYFS,	Establish and embed high quality teaching across EYFS Targeted academic support for disadvantaged children is embedded across EYFS, including

<p>evidenced through monitoring and progress of disadvantaged children.</p>	<p>structured interventions such as small tuition groups and 1:1 support (including Nuffield) and same day, in-class interventions, where sessions are explicitly linked to daily lessons</p> <p>Teacher- led targeted group teaching</p> <p>Support from Sarah Sansome (S&amp;L) through Opportunity Area project</p> <p>Relevant staff training identified and delivered in-house</p> <p>Effective deployment of teaching assistants</p>
<p>Priority 2 High quality teaching of Phonics established and embedded across EYFS and Key Stage 1</p>	<p>Establish and embed high quality teaching of Phonics across the school across EYFS and KS1</p> <p>Targeted academic support of Phonics is embedded across the school, including structured interventions such as small tuition groups and 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons</p> <p>Teacher- led targeted group teaching</p> <p>Twice daily teaching of Phonics to enable children to catch-up</p> <p>Effective deployment of teaching assistants</p>
<p>Priority 3 Consistent teaching of Mathematics across the school leading to improved attainment at both standards, but particularly the higher standard at the end of KS2</p>	<p>Engagement with the Maths Hub and relevant staff training</p> <p>Establish and embed high quality teaching of Mathematics across the school</p> <p>Targeted academic support of Mathematics is embedded across the school, including structured interventions such as small tuition groups and 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons</p> <p>Teacher- led targeted group teaching</p> <p>Effective deployment of teaching assistants</p>
<p>Priority 4 Improved attainment at the end of Key Stage 1 and Key Stage 2 for Pupil Premium children, closing the gap of disadvantaged children with national.</p>	<p>Use EEF Covid-19 research guide to identify actions which have been proven to assist in accelerating disadvantaged children to catch up academically.</p> <p>Ensuring high quality teaching of Reading and Writing across the school.</p> <p>Effective deployment of teaching assistants and support staff.</p>
<p>Priority 5 Absence is in line with or lower than the national figures for disadvantaged children</p>	<p>A rigorous and systematic approach for monitoring and addressing the absences of disadvantaged pupils is in place.</p> <p>Absences of disadvantaged pupils are a priority and addressed promptly. Academy manager and collegiate EWO closely monitors attendance and monthly attendance reports to be available for Governors and Directors.</p>

	Attendance reported termly in Principal's report to Governors and challenging questions asked.
<p>Priority 6</p> <p>Social and emotional learning is embedded throughout the school, impacting on children's outcomes</p>	<p>Cross- reference teaching of social and emotional learning to the EEF guidance document for social and emotional learning</p> <p>Embed the 5 core skills for social and emotional learning. These include self-awareness, self-management, social awareness, relationships skills and responsible decision making.</p> <p>Social and emotional learning is effectively delivered through the Relationships and Health curriculum</p> <p>Effective partnerships with home are developed</p>
<p>Barriers to learning these priorities address</p>	<p>Stability of staffing in EYFS.</p> <p>Staff knowledge</p> <p>Resourcing catch-up programme</p> <p>Due to Covid-19, space and staffing to deliver small group and 1:1 interventions is limited</p> <p>Different starting points of children within cohorts due to lockdown</p> <p>Disruption to teaching due to absences related to Covid-19</p> <p>Hard to engage parents impacting on attendance</p> <p>Impact of Covid-19 testing on attendance</p>
<p>Projected spending</p>	<p>£99528</p>

## Teaching priorities for current academic year

Aim	Target	Target date
To ensure high quality, consistent leadership and teaching in EYFS for the whole academic year resulting in improved attainment at GLD for disadvantaged children	Disadvantaged children achieve in line with or closer to the national benchmark for GLD at the end of EYFS, particularly in Mathematics and Literacy.	July 2021
To ensure high-quality leadership and focussed high-quality teaching is in place for the teaching of Phonics in EYFS and KS1	<p>By the end of Reception, children use their knowledge of Phonics to read with increasing accuracy and speed.</p> <p>Disadvantaged children achieve in line with national in the Phonics check in Years 1 (Summer term 2021) and Year 2 (Autumn term 2020)</p> <p>Disadvantaged children in current Year 3, who failed to pass the Phonics check in Year 2 are targeted to achieve the standard</p>	July 2021
To ensure that high-quality, focussed teaching results in attainment and progress in Mathematics being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children	<p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards</p> <p>Disadvantaged children achieve national average progress scores or above in Mathematics</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p>	July 2021
To ensure that high-quality, focussed teaching results in attainment and progress in Reading being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children	<p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth</p> <p>Disadvantaged children achieve national average progress scores or above in Reading</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p>	July 2021

<p>To ensure that high-quality, focussed teaching results in attainment and progress in Writing being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children</p>	<p>Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth</p> <p>Disadvantaged children achieve national average progress scores or above in Writing</p> <p>Pupil Premium children with SEND achieve the best possible outcomes</p>	<p>July 2021</p>
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<b>Measure</b>	<b>Activity</b>
<p>Priority 1</p> <p>Teaching is never less than Good across the whole of EYFS resulting in improved attainment.</p> <p>A curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and self-belief they need to succeed is in place.</p> <p>The environment support the intent of an ambitious, coherently planned and sequenced curriculum.</p>	<p>Staffing is timetabled so that the correct level of staffing is in place in EYFS to effectively implement and deliver the curriculum</p> <p>Nuffield Language Programme is used consistently and effectively across EYFS</p> <p>Regular monitoring of teaching and learning to ensure quality and consistency in teaching</p> <p>Progress is tracked carefully and any gaps identified for disadvantaged children are addressed</p> <p>Redesigned curriculum is effectively implemented and is monitored showing that meets the children's needs and promotes learning</p> <p>Staff create an environment that supports the intent of the curriculum</p>
<p>Priority 2</p> <p>The teaching of Phonics in never less than Good in EYFS and KS1.</p> <p>Teacher-led targeted group teaching is in place for identified disadvantaged</p>	<p>At least one additional session per day of whole-class teaching using synthetic phonics systematically throughout EYFS</p> <p>Appropriate CPD and relevant staff training for all staff delivering Phonics</p>

<p>children and is consistent and of a high standard</p> <p>Monitoring demonstrates that there is a sharp focus on disadvantaged children gaining phonics knowledge needed by the end of Year 1 to aid reading in Key Stage 1</p> <p>Disadvantaged children achieve in line with national</p>	<p>Reading books match closely to the phonics the children are being taught and these are checked regularly by teachers and support staff</p> <p>A cycle of monitoring of Phonics is developed and implemented</p> <p>Support staff are deployed effectively to aid the delivery of Phonics</p> <p>Teacher- led targeted group teaching of Phonics for disadvantaged children</p>
<p>Teaching in Mathematics in both KS1 and KS2 is never less than Good and Maths Mastery is embedded across the school with consistent teaching</p> <p>Disadvantaged pupils apply Mathematical concepts and procedures appropriate to their age</p>	<p>Engagement with the Maths Hub to embed the teaching for Mastery across all year groups</p> <p>Relevant staff training for all staff for the delivery of Maths Mastery</p> <p>A regular cycle of monitoring the consistency in the teaching of Maths Mastery and impact on raising standards</p> <p>Audit of concrete resources to support the teaching and learning of Maths Mastery</p> <p>Purchase of additional resources where gaps in resources are identified</p>
<p>Teaching of Reading in both KS1 and KS2 is never less than Good</p> <p>Monitoring demonstrates that reading is prioritised across the school</p> <p>Disadvantaged pupils read widely and often</p> <p>Disadvantaged children achieve in line with national at both standards</p>	<p>Reading books connect closely to children's Phonics ability</p> <p>Embed a rigorous and sequential approach to reading</p> <p>Home reading is to be carefully monitored and concerns addressed quickly</p> <p>Frequent home reading is rewarded</p> <p>Reading attainment is assessed and gaps addressed effectively and quickly at all stages</p> <p>Children are given time to read for pleasure in a comfortable area and are given access to high-quality texts</p>

	A focus on the progression of vocabulary is developed and implemented across the school
<p>Teaching in Writing in both KS1 and KS2 is never less than Good</p> <p>Quality first effective teaching of Writing, such as explicit input, modelling and scaffolding, is in place and used by all teachers to aid the development of writing and support pupil progress</p> <p>Disadvantaged children achieve in line with national at both standards</p>	<p>Monitoring of writing to ensure effective and consistent teaching across the school</p> <p>Regular formative assessment of writing including No More Marking to ensure gaps are addressed quickly and effectively</p> <p>A whole-school focus on the application of the acquired vocabulary</p> <p>Relevant staff training to develop the teaching of writing, specifically the modelling and scaffolding for disadvantaged children</p>
Barriers to learning these priorities address	<p>Stability of staffing in EYFS</p> <p>Staff knowledge</p> <p>Different starting points of children within cohorts due to lockdown</p> <p>Disruption to teaching due to absences related to Covid-19</p> <p>Some families from lower socio-economic positions provide less opportunities for home learning due to home circumstances</p> <p>Pupils from low income families are more than twice as likely to be identified as SEND (19% of disadvantaged pupils are also SEND)</p>
Projected spending	£3500

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Consistent and effective interventions are in place and maintained over a sustained period and there is evidence of their impact on attainment and progress</p>	<p>Establish a timetabled programme of small group interventions for disadvantaged pupils falling behind expectations in English and Maths</p> <p>1:1 support</p>

	<p>Effectively deployment of teaching assistants to meet needs of identified children</p> <p>Use of small groups to increase reading for pleasure</p> <p>Small group Phonics interventions</p> <p>Monitor interventions</p> <p>CPD for identified staff who are delivering interventions</p> <p>Establish a catch-up timetable including using physical resources to address gaps that have been identified during lockdown</p>
Monitoring shows that same day, in-class interventions are established and effective interventions are maintained over a sustained period	<p>Same day in-class interventions are used in all cohorts with sessions explicitly linked to daily lessons.</p> <p>Teacher-led interventions are delivered to identified children.</p> <p>Develop staff confidence to address gaps in learning the same day</p> <p>Effective feedback is in place to ensure progress of disadvantaged pupils</p>
Barriers to learning these priorities address	<p>Staff knowledge and skills to deliver interventions</p> <p>Staff training</p> <p>Restrictions due to Covid-19 and disruption to teaching due to staff and pupil absence</p> <p>Timetabling of in-class support to ensure that this does not impact on curriculum time</p>
Projected spending	£35,840

### Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Absence of Pupil Premium children is in line with or lower than the national figure for this group of children, including for persistent absent Pupil Premium children</p>	<p>Support and monitoring from EWO</p> <p>First call home</p> <p>Attendance clinics</p> <p>Attendance rewards- class and individual</p> <p>Red, Amber, Green letters home to all pupils</p>
<p>Priority 2</p> <p>Pupil Premium children's attendance at extra- curricular activities is high and has a positive impact on their social and emotional learning.</p>	<p>Targeting Pupil Premium children to attend extra-curricular activities</p> <p>A wide variety of activities are available including non-academic subjects, ensuring that bubbles are not compromised</p> <p>Monitoring of the uptake of pupil premium children engaging in extra-curricular activities</p>

Social and emotional learning is embedded across the school and is taught by all teachers	<p>Purchase of Healthy Mind, Happy Me/ Ten: Ten schemes, delivered weekly in all year groups from Reception</p> <p>Monitoring of PSHE by lead and SLT</p> <p>Mental Health training for identified staff</p> <p>Training for all staff on emotional and social well-being</p> <p>Nurture Club</p> <p>Younger Minds counsellor purchased through PP funding</p> <p>Funding the cost of trips and additional opportunities for low-income families</p> <p>Peak District Survival School weekly visits</p> <p>Involving PP children in the National Scholars' Project</p> <p>Peripatetic music lessons from music specialists</p>
Barriers to learning these priorities address	<p>Attendance during Covid-19</p> <p>Engaging families in extra- curricular activities</p> <p>Restrictions due to Covid-19 meaning that extra-curricular activities must be delivered in bubbles</p> <p>Staff training and time to organise and deliver additional opportunities such as Scholars' Project</p>
Projected spending	£60,188

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Time- ensure enough time to deliver interventions effectively</p> <p>Gaps widened due to lockdown</p> <p>Access to online learning</p>	<p>Use staff training days to meet CPD needs</p> <p>Cover internally wherever possible, using support staff where possible to cover</p> <p>Ensure staff and children have access to training for online learning</p>
Targeted support	<p>Staff knowledge and CPD</p> <p>Identify the gaps in knowledge as a result of school closure</p> <p>Timetabling of interventions</p> <p>Space for timetabling different cohorts</p> <p>Ensuring enough time for teaching small groups/ 1:1</p>	<p>Provide opportunities for staff training/ peer training</p> <p>Establishing a fair and effective timetable to ensure all cohort's needs are met</p> <p>Same day in class interventions wherever possible</p>

Wider strategies	<p>Attendance has been affected by school closure and parental fears over Covid-19</p> <p>Engaging the families facing the challenges</p> <p>Extra-curricular activities due to current restrictions</p>	<p>Work closely with collegiate EWO</p> <p>Targetted support for families</p> <p>Regular, personal contact and communication with known families</p> <p>Supporting parents to support learning at home, including online learning</p>
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### Review: last year's aims and outcomes

Aim	Outcome
<p>To improve 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>To develop the teaching of Phonics in EYFS so that by the end of Reception, PP children will use phonics to read accurately and confidently with increased speed and fluency.</p>	<p>44% of Pupil Premium children achieve GLD at the end of EYFS.</p> <p>44% reached the expected standard in CLL. As a result, further emphasis on the development of language and Phonics in EYFS is needed.</p>
<p>To ensure that Pupil Premium children achieve the expected standard in Phonics by the end of Key Stage 1.</p>	<p>Phonics screening for current Year 2 to take place in Autumn 2.</p> <p>50% of Pupil Premium children in the current Year 2 are predicted to pass in the phonics screening.</p> <p>Therefore, Phonics will be an area of focus for these children across EYFS and KS1.</p>
<p>PP children in Key Stage 1 to make accelerated progress so that achievement is closer to the national standards in all areas.</p>	<p>50% of Pupil Premium children achieved expected standard in Reading and Writing. 58% of Pupil Premium children achieved the expected standard in Maths. (50% Combined)</p> <p>25% of Pupil Premium children achieved Greater Depth in Reading. 8% of children achieved greater Depth in Writing and Maths (8% combined). Therefore attainment at the expected standard of disadvantaged children is a focus of the school, as is raising the combined attainment at Greater Depth.</p>

<p>PP children in Year 6 to achieve in line with or close to the national standards in all areas.</p>	<p>60% of Pupil Premium children achieved the expected standard in Reading, 50% in Writing and 40% in Maths (Combined 20%)</p> <p>10% of Pupil Premium children achieved Greater Depth in Reading, 10% in Writing and 20% in Maths (Combined 10%)</p> <p>As a result of this, the emphasis for the school is on the performance of disadvantaged children achieving the expected standard at the end of Key Stage 2 in Maths and the higher standard in Reading.</p>
<p>To increase the % of Pupil Premium children achieving GDS in Maths across the school.</p>	<p>This was achieved at the end of Key Stage 2.</p> <p>Currently 2 year groups are on track to achieve the aim; the emphasis will be on 3 year groups to ensure this aim is achieved.</p>
<p>To ensure provision maps are in place for PP children with SEND and interventions and their impact are monitored frequently.</p>	<p>Provision maps are in place and are reviewed termly by the class teacher, SENCO and parents.</p>
<p>Reduce absence rate for PP children to ensure that the absence for this group of children is in line with or lower than other groups.</p>	<p>PP attendance for academic year 2019-2020 (up to March 20<sup>th</sup> 2020): 93.55%</p> <p>Non PP attendance for same period: 94.95%; therefore PP children absence remained slightly higher than non PP but the gap has narrowed.</p>
<p>Increase the % of disadvantaged children involved regularly in at least one extra-curricular activity.</p>	<p>Numbers of PP children attending extra-curricular activities have increased (85.5% attending at least one club a week in Key Stage 2) and plans for this academic year is to further involve younger year groups in EYFS and KS1.</p>