



St Joseph's Catholic Primary School, Malmesbury

Pupil Premium Strategy Report

School overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	141
Proportion of disadvantaged pupils	23 children - 16%
Pupil premium allocation this academic year	£23,760
Academic year or years covered by statement	2019-20
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Mrs Sue Woods
Pupil premium lead	Mrs Ellie Green
Governor lead	Mrs Janine Birkin-Hewitt

Disadvantaged pupil progress scores for last academic year

Measure	Score
Combined Reading and Maths	+ 4.2
Reading	+7.5
Writing	+5.8
Maths	+1.0

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 Reading	100%

Achieving high standard at KS2 Reading	66%
Meeting expected standard at KS2 Writing	100%
Achieving high standard at KS2 Writing	66%
Meeting expected standard at KS2 Maths	100%
Achieving high standard at KS2 Maths	33%
Meeting expected standard at KS2 for Combined Reading, Writing and Maths	100%
Achieving high standard at KS2 for Combined Reading, Writing and Maths	33%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that HLTA will lead targeted interventions linked to reading, writing and maths.
Priority 2	Ensure that a TA will give targeted children, daily phonics intervention every morning before school.
Barriers to learning these priorities address	Time to complete detailed assessments to discover gaps in learning.
Projected spending	£6,037

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading - All pupils will demonstrate improvements in attainment and confidence during lessons.	Exceed the national average progress scores in KS2 Reading.	Sept 21
Progress in Phonics - All pupils will demonstrate improvements in attainment and confidence during lessons.	Achieve national average progress scores in KS1 Phonics.	Sept 21
Progress in Maths - All pupils will demonstrate improvements in attainment and confidence during lessons.	Achieve national average progress scores in KS2 Maths.	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure that time and training is given to staff to deliver high quality and appropriate interventions.
Priority 2	Ensure that time and training is given to staff to deliver high quality and appropriate interventions.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole school teaching interventions.
Projected spending	£296

Targeted academic support for current academic year

Measure	Activity
Priority 1	HLTA to lead targeted interventions linked to reading, writing and maths. To build on good phonic decoding skills and develop reading comprehension for pupils falling behind age-related expectations.
Priority 2	Daily phonics interventions for targeted KS1 pupils will take place every morning before school. Pupils identified from EYFS data as a risk of making insufficient progress.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in phonics and reading comprehension - areas of weakness identified from assessments.
Projected spending	£10917

Wider strategies for current academic year

Measure	Activity
Priority 1	School Trips and clubs to be funded by the school for disadvantaged pupils to ensure a balanced and creative curriculum is accessible to all.
Priority 2	After school, breakfast club and PSA support
Barriers to learning these priorities address	Attendance and punctuality as well as children's attitude and readiness to tackle challenges in class. Managing transitions from home to school.
Projected spending	£11766

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to support TA professional development.	Ensure that teachers give support and guidance to the intervention TAs to be able to deliver high quality learning opportunities for pupils.
Targeted support	Ensure enough time is given for assessment and gap analysis. Regular time given to reading and phonics intervention groups.	Ensure that TAs are given time to assess children and create relevant resources for intervention groups. Intervention monitoring and feedback sheets to be reviewed regularly by the class teachers. Intervention activities to be planned

		and monitored by class teachers or TAs. Reading, Writing, Maths and PP lead to monitor impact of interventions.
Wider strategies	Engaging the families facing challenges at home.	Ensure the pupils and parents are aware of the learning mentor role if they need advice and support. Parent support and behaviour management groups and courses. Pastoral and financial support to families.

Review: last year's aims and outcomes

Aim	Outcome
All pupils will demonstrate improvements in attainment and confidence during lessons.	Pupils demonstrated a positive attitude to every new topic by accessing these opportunities. Starting to see improvements in thinking and questioning skills.
All pupils will be given the opportunity to meet specific gaps in learning.	Pupils had access to PP Interventions. To support closing the gap in learning. The 8.30am Intervention agreed with parents before school had greater consistency than the planned afternoon intervention.
To improve social and emotional support skills.	Pupils who had access to the PSA support had increased pupil confidence and self-esteem through group and 1:1 support. Increased parent confidence to support learning and behaviour at home after meetings / calls with the PSA – Parent Support advisor.
Allow opportunities for children to access wider learning opportunities outside the classroom.	The children had access to a wide range of outside opportunities such as Forest Schools, school trips and engagement experiences to start each topic. This happened at the start of each term. Pupils demonstrated a positive attitude to every new topic by accessing these opportunities.