

St Joseph's Catholic Primary School, Malmesbury

Pupil Premium Strategy Statement 2020-21

School Overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	141
Proportion of disadvantaged pupils	24 children - 17%
Pupil premium allocation this academic year	£34,538
Academic year or years covered by statement	2020-21
Publish date	First published 01 September 2020 Review, updated and re-published 03 December 2020
Review date	01 September 2021
Statement authorised by	Mrs Sue Woods
Pupil premium lead	Mrs Helen Lever
Governor lead	Mrs Janine Birkin-Hewitt

Disadvantaged pupil progress scores for last academic year

There were no statutory assessments in summer 2020 due to COVID-19 pandemic.

Aim	Outcome
Reading	No score available due to Covid-19 closure
Writing	No score available due to Covid-19 closure
Maths	No score available due to Covid-19 closure

Strategy aims for disadvantaged pupils 2020/21

Desired outcomes	Success Criteria
<p>Priority 1 Oracy Children have speech and language skills to enable them to make good progress in phonics.</p>	<p>Children know and can use Phase 2 & Phase 3 sounds by the end of Reception. They can use these to segment & blend to read. They know and can use Phase 4 & 5 sounds by the end of Year 1. They can use these to read and segment to spell.</p> <p>100% Year 1 pass the Phonics Screening Test.</p>
<p>Priority 2 Reading Children can articulate their learning in line with National expected attainment for Reading.</p>	<p>Children are able to read and retrieve information from a text. They can discuss the events in a book and are able to find evidence from text to support their answers. Children can confidently answer comprehension questions.</p> <p>KS1 67% achieve expected standard in Reading KS2 76% achieve expected standard in Reading</p>
<p>Priority 3 Writing Children are able to compose writing fluently, using their oracy skills and building upon their reading comprehension and discussions skills.</p>	<p>Children can compose writing fluently for a range of purposes. In KS1, children can compose simple sentences that make sense and show developing vocabulary knowledge. By KS2, they are able to use a range of vocabulary for effect and develop compound and more complex sentences.</p> <p>KS1 67% achieve expected standard in Writing KS2 76% achieve expected standard in Writing</p>
<p>Priority 4 Maths Children develop fluency in maths which enables them to move to the deeper skills of reasoning and problem solving.</p>	<p>Children have arithmetic and number skills that are the expected standard for their age. Children in Year 4 pass the Multiplication Test They are able to use their maths fluency to answer problems that require deeper mathematical thinking and reasoning skills. They are able to articulate their reasoning and problem-solving approaches.</p> <p>KS1 67% achieve expected standard in Maths KS2 76% achieve expected standard in Maths</p>
<p>Priority 5 Metacognition Children develop metacognition skills, improving learning behaviour and resilience.</p>	<p>Children are engaged with their learning activities at all times. They actively engage with learning challenges, showing perseverance and resilience. They are able to articulate their learning and are able to talk about what they know and their next steps.</p>
<p>Priority 6 Wider support All children are able to access a broad and balanced curriculum offer.</p>	<p>Children have access to educational visits. Children have access to full school uniform and equipment. Children have access to extra-curricular activities.</p>

Barriers to learning addressed

Internal	External
<ol style="list-style-type: none"> 1. Under-developed oral language skills. This slows phonics, reading & writing skills. 2. Lack of adequate comprehension skills, especially when reading. 3. Weak mathematical fluency and lack of confidence when reasoning and problem solving. 4. Weak meta-cognition and behaviour for learning. 	<ol style="list-style-type: none"> 5. Lack of parental knowledge and skills required to support their children with core curriculum skills 6. Some families are unable to resource or facilitate extra-curricular activities.
TOTAL PROJECTED SPENDING	£34, 538

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS1 67% achieve expected standard in Reading KS2 76% achieve expected standard in Reading	Term 6 2020-21
Progress in Writing	KS1 67% achieve expected standard in Writing KS2 76% achieve expected standard in Writing	Term 6 2020-21
Progress in Mathematics	KS1 67% achieve expected standard in Maths KS2 76% achieve expected standard in Maths	Term 6 2020-21
Progress in Phonics	100 % To achieve phonics skills in line with National expectations.	Term 6 2020-21
Metacognition	Children are engaged with their learning activities at all times and can talk about their learning.	Term 6 2020-21

Targeted academic support for current academic year

Aim	Activity
Priority 1 Oracy Children have speech and language skills to enable them to make good progress in phonics.	High quality daily phonics lessons in class. 1:1/small group phonics booster sessions (across EYFS, Y1, Y2 & Y3 as appropriate)
Priority 2 Reading Children can articulate their learning in line with National expected attainment for Reading.	High quality first teaching of reading in class – guided reading, shared reading, reading for pleasure, cross-curricular reading opportunities. Targeted 1:1 reading sessions with TA Small group Reading comprehension intervention with TA
Priority 3 Writing Children can compose writing fluently using their oracy skills and building upon their reading comprehension and discussions skills.	High quality first teaching of writing in class Targeted in-class teaching to develop writing Introduce and embed new writing scheme that includes: WAGOLLS, scaffolded vocabulary, SPAG and composition skills.
Priority 4 Maths Children develop fluency in maths which enables them to move to the deeper skills of reasoning and problem solving.	High quality first teaching of Maths using Mastery approach. Pre-teaching with teachers Targeted 1:1 maths fluency sessions with TA Small group maths reasoning and problem solving intervention with TA
Priority 5 Metacognition Children develop metacognition skills, improving learning behaviour and resilience.	Children are explicitly taught metacognition skills and strategies in class and during intervention with PSA
Barriers to learning these aims address	
Priority 1 Oracy <i>Barrier 1</i>	
Priority 2 Reading <i>Barrier 2</i>	
Priority 3 Writing <i>Barrier 1</i>	
Priority 4 Maths <i>Barrier 3</i>	
Priority 5 Metacognition <i>Barrier 4</i>	
Projected spending	£26,838

Wider strategies for current academic year

Aim	Activity
<p>Priority 5 Metacognition</p> <p>Children develop metacognition skills, improving learning behaviour and resilience.</p> <p>Priority 6 Wider support</p> <p>All children are able to access a broad and balanced curriculum offer.</p>	<p>Class trips and Residential trips to be funded by the school for disadvantaged pupils to ensure a balanced and creative curriculum is accessible to all.</p> <p>Parent Support Advisor and Uniform contribution for disadvantaged pupils to ensure their physical and mental well-being to be ready to learn.</p> <p>PP lead and Head teacher to professionally challenge any poor attendance and punctuality and support families to improve this, where necessary.</p> <p>All staff to have high expectations of all children to ensure their attitude and readiness to learn and adopt appropriate learning behaviours.</p> <p>Supporting parents with their knowledge, skills and capabilities to support their child at home through guidance and support provided by PP lead, PSA and teachers/curriculum leaders.</p>
<p>Barriers to learning these measures address</p>	
<p>Priority 5 Metacognition <i>Barrier 4</i></p> <p>Priority 6 Wider support <i>Barrier 5 and Barrier 6</i></p>	
<p>Projected spending</p>	<p>£7,700</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> 1. Ensure enough time is given to support professional development. 2. Ensuring robust procedures and practices in place to support targeted teaching. 	<ol style="list-style-type: none"> 1. Staff meeting time and INSET training given over to QFT development. 2. SLT promote a positive aspirational culture for development of teaching, targeted intervention and AfL strategies. PP lead ensures procedures for assessing and monitoring disadvantaged pupils' progress are introduced and embedded.
Targeted academic support	<ol style="list-style-type: none"> 1. Enough time for assessment and gap analysis. 2. Regular time given intervention groups. 3. Interventions are delivered based on accurate assessment and are addressing gaps effectively. 4. Teachers & TAs have time and tools to be able to feedback pupil progress. 	<ol style="list-style-type: none"> 1. Ensure that TAs are given time to assess children and create relevant resources for intervention groups. 2. Provision map detailing targeted intervention timetable. 3. Interventions planned by teachers based on their assessment and knowledge of pupils PP lead to conduct observations of intervention groups to assure effectiveness. 4. Intervention monitoring and feedback sheets to be reviewed regularly by the class teachers and PP lead. PP lead in conjunction with Reading, Writing, Maths lead to monitor impact of interventions on pupil progress.
Wider strategies	<ol style="list-style-type: none"> 1. Engaging the families facing challenges at home. 	<ol style="list-style-type: none"> 1. Ensure the pupils and parents are aware of the PSA if they need advice and support. Parent support leaflets/groups /information sessions are offered to parents by PP Lead. Pastoral and financial support offered to families in a discreet and compassionate manner.

Review: last year's aims and outcomes

The partial closure of St Joseph's, due to the Covid-19 lockdown, meant that many of the aims and outcomes from last year were not fully met. Therefore, the PP Strategy for this academic year, continues many of last year's aims and outcomes which will be fully reviewed in July 2021.

Aim	Outcome
Ensure that HLTA will lead targeted interventions linked to reading, writing and maths.	<p>Targeted intervention sessions took place on a regular basis linked to reading, writing and maths.</p> <p>During lockdown, Third Space Learning maths intervention was introduced to support PP for children to access from home.</p>
Ensure that a TA will give targeted children, daily phonics intervention every morning before school.	Targeted children received daily phonic intervention until the partial school closure.
All pupils will demonstrate improvements in attainment and confidence during lessons.	Tracking of PP pupils' attainment needs to be a priority in academic year 2020-21.
Wider strategies	FSM pupils' educational trips that took place in 2019-20 were funded.