

**PUPIL**

**PREMIUM POLICY**

**Pupil Premium Grant (PPG) Expenditure Report to Parents: 2020/21**

Current attainment

2019-2020 attainment

Due to the closure of schools this year, all assessment tests and reporting expectations were cancelled. There will be no official submitted data to report.

St Joseph’s will be making teacher assessment judgements. Our strategy was to target the vast majority of our funding on:

 Continued Professional Development (CPD) for staff for quality first teaching in the classroom and classroom support to help facilitate this.

 One-to-one intervention strategies, where tailored and practical support was provided to specific children who faced challenges in their levels of literacy and numeracy.

Small group intervention strategies. We identified children eligible for FSM who did not have age-appropriate levels of literacy, and we particularly invested in, precision teaching, the purchase of new materials, and the provision of 1:1 sessions.

 Social and emotional support through our PHSE provision and invitation only clubs.

 Support for disadvantaged pupils, which included the purchase of resources, or the subsidy of trips and school journeys.

 Resilience support

 Provision of enrichment opportunities for our more talented children who are performing at a high level, but need more opportunities to challenge and stretch them to their full potential.

**New Strategy**

St Joseph’s is committed to ensuring that all pupils are enabled to achieve their full potential. We therefore welcome this source of funding through the Pupil Premium Grant. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. This funding is additional to the main school funding and is given by the Government to schools to support children and to help raise their attainment levels.

We identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

In June 2020, The Education Endowment Foundation reported in their rapid evidence assessment that school closure is likely to have reversed the progress made to close the gap in the last decade since 2011. “Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even in the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.”

This new strategy is written in the context of the impact that school closures, due to Covid-19, may have on attainment and emotional well-being for the children at St Joseph’s.

**Barriers to future attainment due to Pandemic (for pupils eligible for PP, including high ability)**

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| School Barriers | External Barriers |
| Gaps in learning and understanding of concepts due to Covid-19 school closure. | Unknown long-term effects of the Covid-19 school closure on pupil wellbeing and emotional responses. |
| The range of experiences during lockdown period – it is unclear how this period will affect the children – some children have engaged in the provision and others have found this challenging. | Access to technology to complete online learning |

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| **1. Summary Information** | | | | | |
| ***Academic Year*** | 2020-21 | ***Total P.P. budget*** |  | ***Date of most recent PP  review*** | October 2020 |
| ***Total number of pupils*** |  | ***Number of pupils***  ***eligible for P.P.*** | 77 | ***Date of next internal  review*** | January 2021 |

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| **Overall aims**  ∙ Continued focus on attainment and progress in phonics and reading at EYFS and KS1 to ensure all pupils eligible for pupil premium make best progress. To reduce the attainment gap in KS2 between the school’s disadvantaged pupils and others. |

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| **2. EYFS (Sept 2019-March 2020 Internal data)** | | |
| **Subject** | **Pupils eligible for pupil premium (PP)** | **Pupils not eligible** |
| **Literacy** |  |  |
| **Maths** |  |  |

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| **3. Year 1 Phonics *(Sept 2019-March 2020)*** | |
| ***% working within Phase 5 teaching and learning*** |  |

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| **4. Year 2 Phonics *AUTUMN 2020 PHONICS SCREENING CHECK*** | | |
| **All** | **Pupils eligible for pupil premium (PP)** | **Pupils not eligible** |
| **To be completed Autumn 2** |  |  |

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| **5. Key Stage 1 *(Sept 2019-March 2020 Internal data )*** | | |
| ***Subject*** | ***Pupils eligible for pupil premium*** | ***Pupils not eligible*** |
| ***Reading*** | 69% | 76% |
| ***Writing*** | 72% | 77% |
| ***Mathematics*** | 72% | 69% |

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|  | **6. Key Stage 2 *(Sept 2019-March 2020 Internal data )*** | |
| ***Subject*** | ***Pupils not eligible*** | |
| ***% on track*** | ***% on track*** |
| ***Reading*** |  |  |
| ***Writing*** |  |  |
| ***Mathematics*** |  |  |

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| **7. Barriers to future attainment (for pupils eligible for pupil premium)** | | |
| **There are a number of in school barriers to be  addressed at school level;** | **Desired outcomes** | **Success Criteria** |
| Low baseline on entry to Nursery in all areas of learning | Accelerated progress from entry to the end of KS1 | EYFS and KS1 aspirational targets are achieved |
| Very weak reading and speaking skills on entry to EYFS and  on entry to Key Stage 1 | Children make at least expected progress and the gap between  themselves and their peers narrow | Interventions narrow the attainment gap in KS1 Progress data |
| Social, emotional and mental health needs | Continue to improve the social and emotional health of pupils. | Improved behaviour for identified children |
| Limited access to rich and varied experiences and texts | Children exposed to, provided with and taught a greater range of  texts.  Experiences create memories and enthusiasm for learning. | Reciprocal reading embedded within KS2 and reading  progress is strong  Behaviours for learning are strong. |

**OUR PRIORITIES 2020-2021**

* To close the gap between disadvantaged pupils and their peers
* Attendance
* To closely monitor the educational and well-being impact on pupils due to Covid-19 closures.
* To ensure that children are able to access online learning resources.
* Provide targeted academic support for pupils who are not making expected progress.
* Provide targeted academic support for pupils to achieve or exceed age-related expectations

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| Funding -PPG on roll | Amount of PPG received |
| Amount of PPG received per pupil  Early Years PPG | £1345  £302.10 |
| Rec- 07  Y1- 06  Y2- 13  Y3- 11  Y4- 09  Y5- 16  Y6- 15  Total- 77 | £106284 |

**Planned Expenditure**

**Quality of Teaching for all**

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| **Desired Outcome** | **Success Criteria** | **Outcome** |
| Effective transition and reintegration back to school in September  2020. | Children transition successfully into school  routines, friendships and learning.  Children to follow a 2 week catch up curriculum. | Staff to be aware of emotional challenges around transition into school which impact on readiness to learn. |
| For children to re-integrate into school life and form relationships with their peers. | Lunchtime sports coaches to work with children to develop their skills and the importance of teamwork.  Forest Crew  Recovery Curriculum- ‘While we can’t hug’ | Children have rebuilt friendships and recognize the importance of being part of a team. |
| Gaps in learning due to Covid-19 closure do not widen between PP and non-PP pupils | % gap identified via school data does not exceed previous data for each particular group of children.  Termly pupil progress meetings | Close tracking of acquisition of non- negotiables, Staff will have clear understanding  of gaps in each PP child’s knowledge. Staff will use information from previous teacher to identify gaps. PP children prioritised for interventions |
| Close tracking of acquisition of non- negotiables, Staff will have clear understanding  of gaps in each PP child’s knowledge. Staff will use information from previous teacher to identify gaps. PP children prioritised for interventions | Gaps are identified and closed. | Middle leaders will be empowered to have a more accurate view of learning in their subject |
| High level quality first teaching for all.  Sustaining TA in all classes. | Teachers to plan, teach and assess taking account of needs and baselines of all children.  Each class to be supported by a T.A to support this. | Each class has a TA to support Quality First Teaching. |
| High quality of teaching reading and phonics for all KS1 children. | Children confidently apply phonic knowledge reading books that are matched to their phonic knowledge. | High quality teaching of children reading and phonics in KS1. |
| Subject to COVID restrictions -  Subsidised Ghyll Head spaces for PP | Children experience Ghyll Head Residential. | Resilience and to support transition into high school |

**Targeted Support**

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| **Desired Outcome** | **Success Criteria** | **Outcome** |
| The attendance of children eligible for Pupil Premium funding improves during the academic year 2020 -  2021. | Pupil Premium attendance is in line with non-pupil premium attendance and at least meets the school target of 96 %. The number of pupil premium pupils with attendance below 90% (persistent absentees) is reduced. | Attendance initiative.  The office will monitor and inform SLT of attendance and take action to support children and families. The attainment of our PPG children is unlikely to improve if they are not in school. HT/DH to meet with parents to offer support and to challenge poor attendance record. Ensure attendance needs are highlighted as part of Core Group, CIN and Child Protection meetings. Poor punctuality will be challenged and parents supported to overcome  barriers to regularly attending school. |
| Children with additional and multiple barriers to learning identified, monitored regularly and information shared with all appropriate staff. | Children with multiple barriers to learning access high quality support both in-school and from external agencies. Early SEND intervention in EYFS will result in more PPG children with SEND achieving the GLD by the end of EYFS. Children eligible for the Pupil Premium Grant with multiple barriers to learning will make at least expected progress during the academic year 2020 -  2021 and in some cases accelerated progress. | Class teachers/Teaching Asssistants to support individual children and small groups.  SendCo to support children with SEN (4 days a week)  Small group interventions to be completed by relevant children with trained staff. Interventions to be monitored and reviewed. |
|  | Social and Emotional needs are met in school and more complex needs are referred to outside agencies. | Eligible PPG children demonstrating difficulties with social, emotional and mental health issues are able to access support (CAMHs). Progress from baseline assessments, discussions with class teachers, demonstrate improvements in social, emotional needs.  Catalyst to provide C.B.T for selected less resilient children. |
| Gaps in Learning identified and interventions put in place to close them. | Gaps are identified and closed.  Boosters being run by class TA following on from assessment data.  Nessy intervention to help with literacy need as recommended by E.P. | Subject-specific assessments - identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material covered builds on secure foundations. |
| Children in KS2 with high level SEND to receive an adapted curriculum through Nurture Provision. | High Level SEND children receive a curriculum which takes account of need. | Children are receiving adapted curriculum and making progress. |
| Children with Speech and language delay identified. | Children access ‘The Speech Bubble’ for assessment and program written to support need. | Children to be receiving support from ‘The Speech Bubble’ and class teachers to be implementing advice and strategies. |
| Children with emotional and behavioural difficulties identified and supported. | Children identified via SDQ and receive therapy sessions.  Thinc room sessions x6.  Lego therapy  Forest Crew in Autumn 1 term.  CBT | Children receiving support from our play therapy service.  All children to receive 6 week blocks of emotional literacy work. |
| To close the gap between disadvantaged pupils and their peers. Provide targeted academic  support for pupils who are not making expected  progress | Targeted children make expected / exceeding rates of progress as identified in progress data. | In house interventions to be tailored to meet the needs of our pupils targeting specific gaps identified.  Specific resources purchased as required for targeted children.  Catch up funding is  closely matched to pupils identified as requiring this support. Careful timetabling of additional sessions so that further gaps in learning are avoided. |