



Inspiring everyone to **R.E.A.C.H** through

Faith, Hope, Love

Pupil premium strategy statement

School overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	173
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£21,175
Academic year or years covered by statement	2020 – 2021
Publish date	September 2020
Review date	October 2021
Statement authorised by	Clare Howells
Pupil premium lead	Natalie Jones
Governor lead	Gabriella Tiley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No SATs
Writing	No SATs
Maths	No SATs

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No SATs
Achieving high standard at KS2	No SATs
Measure	Activity
Priority 1	Staff to receive CPD to enable them to deliver Remote Learning effectively.
Priority 2	Develop new cycle for Reading, Writing and Maths incorporating KPIs, identifying missed curriculum content.

Barriers to learning these priorities address	Consistency to closing gaps across the school.
Projected spending	£2,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores or above in KS2.	September 2021
Progress in Writing	Achieve national average progress scores or above in KS2.	September 2021
Progress in Mathematics	Achieve national average progress scores or above in KS2.	September 2021
Phonics	Achieve the national average for the number of disadvantaged children achieving the expected standard in Phonics.	September 2021
Other	Developing a whole school therapeutic approach (P.A.C.E) to enable children with social, emotional and mental health needs to make progress.	September 2021

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
Priority 1	All children have access to high quality remote learning. Focused staff meetings to learn how to use TEAMS and staff working together to develop strategies to enable teachers to teach children at home and at school as one class.
Priority 2	Set high expectations for Reading, Writing and Maths for disadvantaged children and provide high quality teaching to ensure that children can meet their targets. Use the same system across all year groups with KPIs clearly identified on planning, ensuring focused delivery. KPIs identified were taught and revisited across the wider curriculum. Same-day in-class interventions. Teacher/TA led targeted group teaching across the school.
Barriers to learning these priorities address	Early identification of gaps in learning and effective monitoring of intervention impact on a child's learning. Providing children with a consistent approach to developing their Reading, Writing and Maths.

Projected spending	£13,675
--------------------	---------

Wider strategies for current academic year

Measure	Activity
Priority 1	Staff provided with CPD for P.A.C.E for managing conflict amongst children and establishing restorative practice.
Priority 2	Mental health and well-being. Supporting children and families.
Barriers to learning these priorities address	Improving the outward behaviour of the children through meeting their emotional needs and therefore improving their readiness to learn.
Projected spending	£6,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that all staff have enough support from Senior Leaders in identifying gaps in learning.	Use of staff meetings and additional cover provided.
Targeted support	Ensuring enough time for teachers to work together to support each other in developing efficient teaching methods.	Senior Leaders to support teachers in classroom during remote learning.
Wider strategies	Supporting the families and children facing most challenges.	Whole school approach to support the children using P.A.C.E. PF build expertise and understanding amongst staff through CPD and staff meeting time.

Review: last year's aims and outcomes

Aim	Outcome
Mobile pupils to make accelerated progress and the gaps in their learning closed.	43% of pupil premium children are mobile. 71% made good or better than expected progress.
End of Key Stage attainment and progress for the pupil premium pupils is at least in line or better than national figures for pupil premium in Reading,	No data due to COVID.

Writing and Maths (and with pupils with similar starting points).	
Targeted expertise sought and strategies put in place. Children in need of nurture and mental health support to support their emotional development and well-being will have their needs met.	Individual children demonstrated positive behaviours as a result of counselling support.