

Pupil Premium Strategy 2019/20 (reviewed)

St Joseph's Primary School



The following updated report explains how we spent the pupil premium grant in 2019/2020.

COVID-19 STATEMENT

Due to the Covid-19 pandemic, many of the objectives and aims of this strategy have been carried over to the 2020/2021 strategy.
From March 2020 Pupil Premium funding was used to support vulnerable families over the national lockdown period and during wider school closure.

Aim	
	<ul style="list-style-type: none"> Our key objective in using the Pupil Premium Grant is to improve attainment and progress; narrowing the gaps between Pupil Premium pupils (of all abilities in all age groups) and their peers. We use PPG money to: improve classroom pedagogy (quality first teaching for all); provide targeted support and to support whole school strategies. A large percentage of PPG funding is spent on sourcing specific, effective, allocated adult time.
Percentage of pupils and the pupil premium grant (PPG) received	
Total number of pupils on roll	198
Percentage of pupils eligible for PPG	72
Amount of PPG received per pupil	See national formula
Amount of PPG received for EYPP pupils	See national formula
Total amount of PPG	£127,079
Total amount of EYPPG	
Planned expenditure	In full
Date of most recent PPG review	Dec 2019
Date of the next PPG review	November 2020

	KS1 Attainment							
	Pupils eligible for PP (St Joseph's)		All pupils (St Joseph's)		All pupils (National)		All pupils (RBG)	
	2019	2020	2019	2020	2019	2020	2019	2020
% Achieving ARE in Reading, Writing and Maths	88%	58%	79%	81%	65%	N/A	72%	N/A
% Achieving ARE in Reading	88%	58%	90%	81%	75%	N/A	79%	N/A
% Achieving ARE in Writing (TA)	88%	58%	79%	81%	69%	N/A	76%	N/A
% Achieving ARE in Maths	100%	58%	81%	81%	76%	N/A	80%	N/A
	KS2 Attainment							
	Pupils eligible for PP (St Joseph's)		All pupils (St Joseph's)		All pupils (National) v PP (national)		All pupils (RBG) v PP (RBG)	
	2019	2020	2019	2020	2019	2020	2019	2020
% Achieving ARE in Reading, Writing and Maths	33%	87%	44%	76%	65% v 51%		74% v 63%	
% Achieving ARE in Reading	50%	100%	63%	90%	74% v 62%		79% v 72 %	
% Achieving ARE in Writing (TA)	78%	87%	78%	76%	79% v 68%		83% v 75%	
% Achieving ARE in Maths	50%	100%	56%	86%	79% v 67%		85% v 77%	

Barriers to Educational Achievement		
1	Children enter with significantly low levels of language and literacy skills – oral communication and vocabulary acquisition is often low for children in receipt of PPG entering FS2 – leading to a significant gap in Literacy – reading and writing at GLD	
2	% of pupil premium pupils have additional SEN needs	
3	% of pupils in receipt of PPG also are EAL	
4	% of PPG pupils have multi-additional needs / vulnerability e.g WBr ,PPG, SEN, WBr, PPG	
5	Pupils' social and emotional well-being –% of pupils in receipt of PPG receive counselling / additional support	
External barriers		
6	Aspiration; limited exposure to rich and varied experiences; limited drive to success academically	
7	Parental engagement –a small but notable % of PPG children are persistent absentees; it is evident through tracking and progress meetings that this significantly impacts PP pupils progress	
Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
1	Improved language and literacy skills to accelerate attainment and progress during FS, KS1 and KS2 Close gap between PPG pupils and their peers in achieving GLD	PPG pupils screened and receive precision intervention alongside 'Quality First Teaching' (QFT) reach GLD in Communication Language and Literacy (CLL) – gap decreasing compared to peers PPG pupils benefit from continued support and gaps continue to remain small across KS1 and become smaller in KS2
1,2,3,4	A greater % of PP pupils attaining EXS and GDS at KS2(Greater Depth – GDS) KS2 Greater %	KS1 Increase % PP KS1 Reading higher standard (GDS) Decrease in school PP gap KS1 Maths higher standard (GDS) KS2 Increase % PP KS2 expected standard RWM Increase % of PP pupils achieving expected standard Reading / Maths Increase % percentage of pupils achieving KS2 Maths at higher standard (GDS)
1,2,3,4	Increase PP attainment to reduce the GAP at KS1 GDS and KS2 EXS and GDS – at least in line with all pupils nationally	Pupils are working at ARE and making rapid progress to achieve expected outcomes at the end of each year and Key Stage Pen pictures are used to understand and focus on individual pupils and to identify ways to remove barriers to success
1,2,3,4	An increase in average scaled scores for PPG pupils in KS2 Reading /Maths	Close the scaled score gap between PP and Non-PP pupils St Joseph's pupils attain above RBG and National PP eligible pupils
1,2,3,4	Further improve rates of progress for PPG pupils and PPG pupils with multi-barriers e.g. PPG / EAL; PPG/ SEN; PPG / WBR at KS2	Decrease the progress gap in R, W and M between PPG pupils and peers Progress meetings identify PPG pupils below trajectory for progress and in need of accelerated progress Provision mapping ensures interventions enable accelerated progress – tailored to individual needs. All interventions are monitored for impact

<p>6,7</p>	<p>A wide and broad curriculum with varied and rich opportunity closes the experience gap between PPG pupils and NPPG pupils</p>	<p>PPG pupils identified and targeted for extra-curricular clubs during lunchtime and after school</p> <p>A greater % of PPG pupils attend morning / after school clubs – both academic and creative</p>
<p>7</p>	<p>Persistent Absence (PA less than 90% attendance) figures for PPG pupils and NPPG pupils closes in line with NPPG pupils</p>	<p>Effective monitoring and work with RBG Attendance Advisory Service (AAS) ensure PA among PPG pupils comes in line with NPPG pupils.</p> <p>Rigorous monitoring ensures PPG pupils are identified when PA and barriers are removed.</p>
<p>2,4,5</p>	<p>PPG eligible pupils are provided with effective pastoral care to ensure strong relationships and to foster resilient, prepared young people</p>	<p>Inclusion 'team', including SENCO, Child Welfare Officer and Pastoral Care Officer, Mental Health Lead providing holistic care. Provision of an in-school counsellor.</p> <p>Close work with all external agencies.</p>

Desired outcome	Planned Expenditure		Evidence /rational	Monitoring/Staff – ensuring implementation	When / how implementation is reviewed	Review
	Action	Cost				
A greater % of PP pupils attaining EXS and GDS in Reading and Writing KS2	Phonics Lead to monitor progress of PPG pupils and line manage designated Phonics LSA supporting pupils across KS1 / 2	£5000	<p>Pupil progress and attainment monitoring</p> <p>Oversight of provision mapping to close gaps</p> <p>Cross age – phase-based intervention grouping</p> <p>Training for LSAs</p> <p>Booster groups</p> <p>Parental Phonics training & support</p>	AB / LL / RE	<p>Phonics phase tracking</p> <p>Phonics screening tracking</p> <p>Intervention sessions across school</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>Teacher assessment shows that the gap had narrowed between PP and non-PP progress when schools closed.</p>
<p>Improved language and literacy skills to accelerate attainment and progress during FS, KS1 and KS2</p> <p>An increase in average scaled scores for PPG pupils in KS2 Reading</p>	Whole School Phonics Intervention	£13500	<p>Ensure that pupils who are not yet ready to access the Y1 or Y2 curriculum are given additional support to accelerate progress.</p> <p>Small group intervention has been successful in the past in assisting identified children to make accelerated progress.</p> <p>Phonics club and booster sessions, Y1 phonics streaming 4</p>	<p>Monitoring and tracking of progress. Monitor interventions</p> <p>LL / RE/JK</p> <p>Phonics tracking phases and scores</p> <p>KS1 Phonics intervention / focused phonic intervention across KS2</p>	<p>Sessions observed and LSA to liaise with the teachers about the progress after sessions</p> <p>Data analysis</p>	<p>Partly achieved – due to Covid-19 pandemic</p> <p>Bottom 20% and children below ARE for reading showed progress through teacher assessment</p> <p>Teacher assessment of KS1 phonic shows children in line with ARE.</p>

<p>Higher rates of progress for PPG pupils and PPG pupils with multi-barriers e.g PPG / EAL; PPG/ SEN; PPG / WBR at KS2</p> <p>A greater % of pupils achieving higher standard at KS2</p>	<p>KS2 support</p>	<p>£15,000 1 Intervention teacher</p>	<p>Writing – conferencing 1:1 with pupils / live feedback</p> <p>Maths – core fluency skills development</p> <p>Reading – fluency and inference.</p>	<p>EHT/HOS/PL/CT</p>	<p>Evaluation of impact of interventions on PP pupil progress on a ½ termly basis by EHT/HOS/PL /CT</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>1:1 Conferencing with pupils developed skills and attainment in writing (teacher assessment).</p> <p>Development of Whole Class Reading approach embedded fluency, inference and comprehension skills.</p> <p>Development of planning and assessment framework resulted in embedding of core fluency skills.</p> <p>Teacher assessment shows that the gap had narrowed between PP and non-PP progress when schools closed.</p>
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<p>A greater % of pupils achieving higher standard (Greater Depth – GDS) at KS1 / KS2</p> <p>An increase in average scaled scores for PPG pupils in KS2 outcomes – at least in line with all pupils’ national outcomes.</p> <p>Higher rates of progress for PPG pupils and PPG pupils with multi-barriers e.g. PPG / EAL; PPG/ SEN; PPG / WBR at KS2</p>	<p>SLT led interventions Phase 1/2 Phase 3/4 Phase 5/6</p>	<p>£10,000</p>	<p>HOS / SLT Maths intervention – GDS Y6 x2 mornings per week (Spring); EXS Y6 x2 (Autumn and Spring) mornings per week</p> <p>Planning support to ensure challenge in Maths and English KS1 / KS2</p>	<p>JK / LL/ RE/ JS</p>	<p>Half termly planning – data driven</p> <p>Termly pupil progress meetings and data analysis</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>Interventions showed 100% of children made progress from relevant starting points.</p> <p>Planning developed resulting in clearer learning journeys with aspirational expectations.</p>
<p>A greater % of pupils achieving higher standard at KS1 / KS2</p> <p>A greater % of PP pupils attaining EXS and GDS at KS2(Greater Depth – GDS) KS2 Greater %</p>	<p>Reading intervention 1x FTE timetabled LSA</p>	<p>£29,500</p>	<p>KS1 1:1 reading intervention (LSA led)</p> <p>KS2 targeted intervention</p> <p>Bottom 20% readers listened to in daily LSA-run session</p>	<p>LL / JK/RE</p>	<p>Whole school LSA led</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>See Spring data</p>
<p>A greater % of pupils achieving higher standard at KS1 / KS2</p>	<p>Maths intervention – Fluency / reasoning / problem solving</p>	<p>£6000</p>	<p>‘Times table Rockstars’ – PP pupils focus on in additional sessions – 1 x 1 hr club per week</p> <p>Intervention to support with application of key skills; reasoning and problem solving</p>	<p>SP/LL/JK</p>	<p>Hour session after school – Club class per year group; pupils selected; LSA led</p> <p>Review register / impact 6 weekly</p> <p>Lunch time club x 2 per week</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>See Spring data</p>

<p>Close the attainment EXS gap between PPG pupils and NPPG pupils to 10% in R, W, and M.</p> <p>An increase in average scaled scores for PPG pupils in KS2 outcomes – at least in line with all pupils’ national outcomes.</p> <p>A greater % of pupils achieving higher standard at KS1 / KS2</p>	<p>Support staff CPD program</p>	<p>£9,000</p>	<p>Reading, Phonics, English, Maths intervention for all children not on trajectory – PPG pupils monitored in this</p> <p>Developing precise feedback of literacy (across the curriculum) and Maths skills</p> <p>Whole Class Reading: Purchase additional Chromebooks to extend computing skills as well as improve mental maths and coding as well as other enhance other curriculum areas.</p> <p>Phonics LSA training FS & KS1 LSAs</p> <p>KS1 / KS2 leads attending RBG moderation training and assessment briefings</p> <p>Environment development conference – LSA attend</p> <p>Early Years conference/ SEN support workshops – SEN FS training</p> <p>PDMs on provision mapping for PPG pupils – CPD with a PP focus</p>	<p>LL / RD and SLT</p>	<p>PDM and phase meetings</p> <p>RBG, Partnership, School level</p> <p>External providers</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>CPD for support staff ensured quality interventions were delivered.</p> <p>Early Years conference/ SEN support workshops – attended</p> <p>High expectations for literacy skills evident across the wider curriculum.</p>
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<p>Close the EXS attainment gap between PPG pupils and NPPG pupils to 10% in R, W, M</p> <p>An increase in average scaled scores for PPG pupils in KS2 outcomes – at least in line with all pupils’ national outcomes.</p>	<p>Booster weekly and Y6 Easter School</p>	<p>£5000 (3 teachers and 3 LSAs for 3 days Easter school)</p>	<p>Each year study support Year 6 after-school booster classes / Easter school</p> <p>Provide home learning environment for all children including those where learning at home is difficult.</p> <p>Year 6 booster is used to boost reading skills</p> <p>Provide breakfast</p>	<p>SLT to monitor and evaluate impact</p> <p>SH to target focus pupils</p>	<p>Booster weekly and Y6 Easter School</p>	<p>Not achieved due to wider school closure as a result of Covid-19 pandemic.</p>
<p>PPG eligible pupils are provided with effective pastoral care to ensure strong relationships and to foster resilient, prepared young people</p>	<p>Ongoing use of Pastoral Care (Behaviour)</p> <p>Training for staff - restorative justice</p> <p>Circle time, circle of friends, draw and talk sessions. Staff trained to support children.</p> <p>DHT from St Joseph’s to support staff with training</p>	<p>£10000</p>	<p>Ensuring families’ access support needed.</p> <p>Ensure agencies engaged: RBG inclusion; Social Services; Early Help; SEND; SaLT; ASD Outreach; EP; CAMHS; ADHD team</p> <p>In school behavior, emotional and well-being support</p> <p>Focus, priority pupil</p>	<p>LL / JH/ JK/JS to review and monitor</p>	<p>Child Welfare Pastoral Care (behaviour)</p> <p>LL/JK/JH SENCo</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>Restorative Justice training completed. Draw and Talk training completed.</p> <p>PP families supported throughout national lockdown and wider school closure.</p> <p>School provision was made available to some PP and vulnerable families.</p>

Higher rates of progress for PPG pupils and PPG pupils with multi-barriers e.g PPG / EAL; PPG/ SEN; PPG / WBR at KS2	SALT and EP hours purchased (contribution) Incl Word Aware	£1,000	Formal and informal advice and assessment for pupils presenting with SLCN and other areas of SEN. Training for staff on 1:1 and group interventions applied across school Working with parents to ensure they are equipped to support their children	JS/LL/JH	Specialist allocated as per need – agreed with SENCo, designated staff and parents	Partly achieved – due to Covid-19 pandemic. Children supported through SALT programmes, reducing caseload as a result of progress made.
PPG eligible pupils are provided with effective pastoral care to ensure strong relationships and to foster resilient, prepared young people	Contribution to School Counselling Service	£1,000	To support pupils social and emotional well-being so that barriers to learning are overcome. To provide support to families when need to help our pupils during	Counselling will target individual pupils through referral process. SENCo / Child Welfare Officer / SLT	Contribution to Counselling SENCo / Child Welfare Officer / SLT	Partly achieved – due to Covid-19 pandemic. Counsellor continued services virtually.
PPG eligible pupils are provided with effective pastoral care to ensure strong relationships and to foster resilient, prepared young people	Mental Health First Aider	£2,000	Accredited course DHT (Pastoral to lead) Commissioning of Mental Health / Wellbeing working party	LL / JH/JK Plus working party from St Joseph's and Eglinton	Training Summer 2020 Monthly working party Ongoing leadership of mental health	Not achieved – due to Covid-19 pandemic.
PPG eligible pupils are provided with effective pastoral care to ensure strong relationships and to foster resilient, prepared young people	Two additional Mid-day Meal Supervisors	£12,600	To support pupils with specific social, emotional and behavioral needs. Model effective play and positive relationships Provide pupils with training provided for pupils to become	LL/JK/JH	11.50am – 1.30pm Daily Support	Partly achieved – due to Covid-19 pandemic. Use of agency staff and recruitment of 1x MMS.

<p>A wide and broad curriculum with varied and rich opportunity closes the experience gap between PPG pupils and NPPG Pupils</p>	<p>Trips subsidy / After school</p>	<p>£1179</p>	<p>Providing life experiences and widening horizons</p> <p>Whole school projects including the Lost Lending Library / author visits</p> <p>All year groups are provided with opportunities to attend educational visits to places such as the Thames Barrier, London Metropolitan Archives, Creekside Discovery Centre, The O2 and The Museum of London.</p> <p>Author visits and speakers including Sports people and WE Day/Team London representatives</p> <p>School journey grant to attend Windmill Hill, Marchants Hill and the Kingswood Centre – PPG</p> <p>Targeted opportunities for PPG pupils to attend trips and performances to raise aspirations in and out of school including a visit to Woodlands Farm and a performance at the Peacock theatre in London.</p>	<p>SLT to monitor / plan projects and evaluate impact</p> <p>LL / JK/JH/RE</p>	<p>Trips Subsidy / After school</p> <p>LD/LL</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>Autumn and Spring term trips took place inc:</p> <ul style="list-style-type: none"> • Immersive English project – The Library of Everything • Woodlands Farm • WE Day • Peacock Theatre
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<p>A wide and broad curriculum with varied and rich opportunity closes the experience gap between PPG pupils and NPPG pupils</p>	<p>Music tutor Choir Musical Theatre</p>	<p>£500 (contribution)</p>	<p>Supporting musical talent and enabling opportunities where they may not be available outside the school setting</p> <p>Opportunities provided for all children to participate in musical activities and perform outside of school at venues in partnership performances such as Blackheath Halls and Charlton House and targeting PP pupils providing discounted food and travel.</p>	<p>HOS to monitor / evaluate outcomes</p>	<p>Music tutor SLT</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>Autumn and Spring term tuition took place.</p> <p>Participation in musical activities was unable to take place due to wider school closure.</p>
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<p>Increase parental engagement for PP pupils</p>	<p>Parental Engagement sessions (Parent Hub and Parent Coffee mornings) Designated sessions for parent development and support</p>	<p>£300 +cost of additional services brought in e.g. SALT</p>	<p>Sessions to encourage parents to develop a positive school relationship. Parents to have opportunities to become more engaged in school life and to promote the importance of education. Opportunities for pupils to attend with their parents to develop positive relationships.</p> <p>Parents given support so that they are fully up to date with strategies used in school.</p> <p>Mental Health workshops provided to parents by Mental Health Leads and CAMHs Opportunities for pupils to attend with their parents to develop positive relationships. (Parent/Child Art/craft and baking workshops)</p> <p>Family Reading sessions</p> <p>Maths, Reading, Phonics, Computing and online safety workshops calculation skills.</p> <p>Children's attitudes to learning will improve.</p>	<p>JS/ LL to lead and evaluate outcomes and impact</p> <p>JS / LL / JH to lead workshops</p>	<p>SLT</p>	<p>Partly achieved – due to Covid-19 pandemic.</p> <p>Autumn term workshops took place.</p> <p>Weekly attendance at Mass, whole school celebration assemblies for parents to attend and EYFS/KS1 Family Reading sessions commenced up until Covid-19 government guidance required these to cease.</p> <p>Planned curriculum workshops for Summer term were postponed.</p>
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A wide and broad curriculum with varied and rich opportunity closes the experience gap between PPG pupils and NPPG pupils	Further investment in IT equipment / Laptops Visualisers	£5000	Technology to facilitate effective online intervention and support in class learning.	SP	SLT timetable allocation PP Pupils targeted for use in clubs before school / lunch time and after school	Partly achieved – due to Covid-19 pandemic. Carried over to 2020/21
Persistent Absence (PA less than 90% attendance) figures for PPG pupils and NPPG pupils closes in line with NPPG pupils	Attendance Advisory Service (Contribution)	£500	AAS – four weekly meetings with attendance team (HOS, EOR plus RBG AAO)	Attendance Advisory Service ER	MB (HR) / LL	Partly achieved – due to Covid-19 pandemic Persistence absence figure: 18 = 10.2% (of which 12 are PP pupils = 7%)

N.B Please note that the Governing Body hold all school professionals to account regarding the Pupil Premium Strategy and the impact on eligible pupils. All Pupil Premium funds are budgeted for expenditure in full.