

Pupil Premium Strategy Statement 2020/21 St Joseph's Primary School



COVID-19 STATEMENT

Due to the Covid-19 pandemic, many of the objectives and aims of this strategy have been carried over from the 2019/2020 strategy. We will monitor and adapt this statement as necessary, in line with Government guidance relating to the current pandemic.

Pupil Premium Strategy 2020-21

At St Joseph's Catholic Primary School, we are committed to ensuring that each of our pupils reaches their full God-given potential. We welcome the financial provision of the Pupil Premium to help us to ensure that economically disadvantaged children are supported to achieve, at least the national average level of attainment academically, of non-disadvantaged children.

Where pupil premium children achieve above age related expectations (ARE), we want them to excel to the same extent as their peers from more affluent backgrounds. We have the highest expectations of all the children in our care and we continually strive to ensure that no pupil is left behind. When deciding how to spend the pupil premium grant to ensure maximum impact, it is vital that we look at the potential barriers to learning faced by pupil premium pupils in the context of St Joseph's.

Reasons for underachievement at our school include;

- A. Poor attendance
- B. Low self- esteem
- C Low aspirations
- D. Gaps in learning because of previous poor attendance.

Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this. Each child will have a confidential provision map in which their barriers to learning have been identified and discussed with their teachers and parents.

We are continually developing the capacity to enable us to provide a highly personalised program of support, in order to allow each child to reach his/her full potential. We need to anticipate and plan the provision in advance. For example, experience has shown us that some pupil premium children in the EYFS and KS1 require support with writing and therefore we know to plan for this provision to be available through a text-based and structured approach in teaching English.

We also know that some Pupil Premium children in KS2 have not made as much progress in Reading as we would expect. Therefore we invest in the Accelerated Reading Program, have adopted a Whole Class Reading approach and stocked classroom reading areas to ensure greater enjoyment, engagement and more rapid progress in Reading.

We have found that counselling has been of immense value in supporting some of our Pupil Premium children's behaviour to ensure that they are better able to access their learning, as their emotional needs are being met – we know that calm, confident and secure children learn better.

We know that some Pupil Premium children do not have reliable access to the Internet and so we make our computer facilities available to all of them at lunchtimes. We ensure that they are also able to complete their homework at these times too as we know that

not all children have a quiet place to work at home.

Our key objective in using the Pupil Premium grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those who are not. At St Joseph's we will ensure that: A high profile is given to planning for the needs of Pupil Premium Pupils in all areas of school life and especially in daily lesson plans. We ensure that all class teachers are accountable for the progress of Pupil Premium children in their care.

Senior Leaders ensure the implementation and regular review of our Pupil Premium action plan. Tracking and analysis of pupils' progress and data is used by teachers to inform future planning and formative assessment is used in every lesson while summative assessment will be undertaken each term.

Gaps in learning will be identified and these will be used to plan future learning. We will also make use of a wide range of educational research in order to learn what forms of intervention are most effective and use this to help us decide how best to spend our funding to maximise the opportunities for our pupils.

We work collaboratively across our partner schools (Cardwell and Eglinton) in order to successfully narrow the gap.

Our funding priorities for 2020/21:

1. Learning and the Curriculum
2. Social and Emotional Support
3. Parents and Families
4. Enrichment within and beyond the curriculum

Learning and the Curriculum

- *Providing a range of proven teacher and TA led interventions including Steps Programme, Accelerated Reader, Colourful Semantics, Toe by Toe and Clicker 7
- *Smaller learning groups in Y6 by employing an additional teacher to ensure children are Secondary ready
- * E-learning such as Mathletics & Times Tables Rocks Stars; ICT and homework lunchtime clubs (subject to Covid-19 risk assessment)

Social and Emotional Support

- *Counselling service
- * Opportunities for self-esteem development through PSHE curriculum, restorative justice behavior focus and nurture groups

Parents and Families

Nurture Group

- * Improving attendance and punctuality
- * Parent Workshops (subject to Covid-19 risk assessment)

Enrichment Within and Beyond the Curriculum

- * Enriched curriculum opportunities- subsidised trips and visitor experiences
- * Wide variety of clubs with subsidised places
- * Subsidised music tuition
- * Subsidised residential trips in Year 6
- * Inspirational Speakers and Visitors