St. Joseph's Catholic Primary School Rawmarsh Pupil Premium Strategy Statement

School overview

Metric	Data
School name	**St Joseph's School**
Pupils in school	163
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£71 285
Academic year or years covered by statement	2020-2023
Publish date	9.03.21
Review date	31.12.21
Statement authorised by	Helen McLaughlin
Pupil premium lead	Sue Briggs
Governor lead	Sam Lord

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	0.8
Writing	1.2
Maths	2.8

Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2	53.8 %
Achieving high standard at KS2	0.0 %

Disadvantaged pupil performance Phonics Screening Check 2020 (Y2)

Measure	Score
Meeting expected standard	80%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Continue to ensure all relevant staff (including new staff) receive training and ongoing coaching to deliver RWInc effectively
Priority 2	Continue to ensure that all staff receive training and ongoing coaching to deliver all aspects of Maths Mastery programme including Maths Meetings
Barriers to learning these priorities address	Ensure that all teaching including 1 to 1 and small group is of a high quality and follows a consistent structure across each Key Stage
Projected spending	£10 000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve at least national average progress scores in KS2 Numeracy (0)	Sept 22
Phonics	Achieve at least national average expected standard in PSC	Sept 21

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) receive training and ongoing coaching to deliver RWInc effectively
Priority 2	Continue to ensure that all staff (including new staff) receive training and ongoing coaching to deliver all aspects of Maths Mastery programme including Maths Meetings

Barriers to learning these priorities address	Ensure that all teaching including 1 to 1 and small group is of a high quality and follows a consistent structure across each Key Stage
Projected spending	£10 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy extended RWInc training resources to create bespoke training pathways to match staff training to children's gaps in learning

Introduce Talk Through Stories into F2 and Y1 to develop vocabulary acquisition

Introduction of NELI programme in addition to Speech and Language programme

Embed 'keep-up' phonics interventions for KS1 and 'catch-up' phonics interventions for KS2 to reach fluency in reading |
| Priority 2 | Ensure that key concepts are regularly taught through Maths Meetings

Ensure that disadvantaged pupils who are falling behind age-related expectations are provided with high quality consolidation of previous Maths teaching supported by skilled TAs |
| Barriers to learning these priorities address | Developing pupils' speech and language skills which are typically very low on entry into school

Ensuring that disadvantaged pupils keep up in phonics

Ensuring that disadvantaged pupils have access to immediate Maths high quality interventions to address misconceptions or gaps in learning |
| Projected spending | £29 000 |

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all classes have a Forest School session every week
Priority 2	Continue to ensure that disadvantaged children have access to pastoral support to ensure good attendance and engagement in learning
Barriers to learning these priorities address	Improving the mental wellbeing of disadvantaged pupils and in particular their resilience to ensure that they have positive attitudes to learning.

	Projected spending	£33 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency of the quality of teaching	Investment in RWInc training package Training and coaching from RWInc lead Continued investment in Maths Mastery including support from SLE Training and coaching by the Maths lead
Targeted support	Ensuring there are sufficient skilled staff to deliver 1 to 1	Recruitment of skilled staff to cover long term absences Using online CPD effectively to quickly upskill staff
Wider strategies	Ensuring that all staff are skilled to deliver Forest School	POPS to offer ongoing CPD by delivering sessions long side staff Training day to focus on Forest School

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Progress in Reading improved from -0.5 in 2018 to 0.8 in 2019 Progress in Writing improved from -0.3 in 2018 to 1.7 in 2019
Progress in Mathematics	Progress in Maths improved from -1.6 in 2018 to 2.8 in 2019
Phonics	2020 outcomes fell slightly from 83% in 2018 to 80%. This is above national attainment for all pupils.