

St Joseph's RC Middle School: Pupil Premium Strategy and Impact Statement 2018-2021

School overview

Metric	Data
Pupils in school	330
Proportion of disadvantaged pupils	71 (21.5%) FSM & Ever 6 = 69 Pupil premium plus (PP+) = 2 Year 5= 17 Year 6 = 19 Year 7= 15 Year 8=20
Pupil premium allocation this academic year	£80,935 (Years 5 & 6 =£1,320 per pupil, Years 7 & 8 =£935 and PP+ = £2,300)
Academic year or years covered by statement	2018-21
Publish date	February 2020
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021.
Statement authorised by	Fiona Conley
Pupil premium lead	Philip Rosier/Vita Lockhart
Governor lead	Suzanne Fairless-Aitken

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year

Measure	Disadvantaged scores	Scores of other pupils
Reading	-1.83	2.30
Writing	-1.39	1.92
Maths	-2.21	0.71

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
End of Key Stage 2 (Year 6) attainment – unvalidated	14	72			
Meeting expected standard in reading	60%	91%	-31%	78%	-18%
Achieving high standard in reading	20%	52%	-32%	31%	-11%
Meeting expected standard in writing	54%	87%	-33%	83%	-29%
Achieving high standard in writing	7%	33%	-26%	24%	-17%
Meeting expected standard in mathematics	60%	91%	-31%	84%	-24%
Achieving high standard in mathematics	7%	32%	-25%	31%	-14%
Meeting expected standard in grammar punctuation & spelling	50%	72%	-22%	83%	-33%
Achieving high standard in grammar punctuation & spelling	14%	29%	-15%	41%	-27%
Meeting the expected standard in science	60%	87%	-27%	87%	-27%
Meeting expected standard in reading, writing & maths	57%	76%	-19%	71%	-14%
Achieving high standard in reading, writing and maths	7%	16%	-9%	13%	-6%
Absence % Years 5 to 8 (The NAO is for non-FSM in 2018)	4.9%	3.8%	-1.1%	4.5%	+0.4%
Persistently absent % Years 5 to 8 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)	7.7%	3.4%	-4.3%	9.3%	+2.4%

Teaching priorities for current academic year

Measure	Summer 2020 targets	On track to achieve		Summer 2020 outcomes
		Dec 2019	April 2020	
Year 6 progress scores	<ul style="list-style-type: none"> Pupil premium learners and their classmates achieve positive progress scores in reading and writing and the maths progress score is close to the national average. 	N/A	N/A	

	<ul style="list-style-type: none"> Pupil premium learners and their classmates achieve or exceed the national progress scores. 			
Attainment -Year 6	<ul style="list-style-type: none"> 82% of cohort meeting the expected standard in reading, writing and maths (RWM). 15 out of 19 pupil premium learners (79%) meeting the expected standard. 22% of the cohort and 2 PP learners (11%) achieving the higher standard in RWM. 	<p>All 77% EXS 22% GDS PP 47% EXS 11% GDS</p>		
Attainment – Year 8	<ul style="list-style-type: none"> 92% of cohort meeting the expected standard in reading, writing and maths (RWM). 16 out of 20 PP learners (80%) meeting expected standard. 22% of the cohort and 1 PP learner (5%) achieving the higher standard in RWM. 	<p>All 91 % EXS 22% GDS PP 80 % EXS 5 % GDS</p>		
Attendance—Whole school	<ul style="list-style-type: none"> Pupil premium learners achieve an attendance rate of 96%. 	<p>95.03% -0.97 %</p>		

Targeted academic support for current academic year

Measure	Actions
Priority 1: Progress and attainment in reading, writing and spelling.	<ul style="list-style-type: none"> Smaller class sizes to reduce the ratio of pupils to teachers. Introduction of reading records to monitor pupils reading time at home and at school. Targeted reading and spelling interventions. After school Booster club for Year 6.
Priority 2: Progress and attainment in maths	<ul style="list-style-type: none"> Smaller class sizes to reduce the ratio of pupils to teachers. Maths Coordinator working with White Rose to develop a quality maths scheme of work. Targeted interventions and after school Arithmetic club for Y6. Introduction of Time-Table Rockstars for all years. Maths CPD to improve subject knowledge of staff. Targeted interventions and same day catch up for PP children. Opportunities to prepare for SAT's

Priority 3: All staff have high expectations about the progress and attainment of pupil premium children.	<ul style="list-style-type: none"> ● Pupil premium learners receive high quality support. Staff stretch and challenge their pupil premium learners appropriately. ● All teachers monitor progress carefully and take immediate action if pupil premium learners fall behind their peers, helping them to 'catch up and stay up'. ● Staff mark pupil premium books first and give targeted feedback. ● Pupils are seated strategically in all lessons
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Raising expectations for pupil premium learners. ● Some pupil premium children have low self-esteem and are passive learners. ● Poor literacy and numeracy skills of some pupils when they arrive at this school. ● Low confidence in their academic ability and low aspirations of some pupil premium children.
Projected spending	<p>£75085</p> <ul style="list-style-type: none"> ● Additional staffing for settings in KS2 English and Maths and KS3 Maths = £57000 ● Admin for data tracking = £2000 ● Interventions = £3500 (11 groups 3x15 min and catch up 1x 60min) ● Booster sessions and resources = £1000 (2x 30 min) ● Specialist teacher provision = £2000 ● HLTA = £7000 ● Teacher TLR = £3500

Wider strategies for current academic year

Measure	Actions
Priority 1	Pupil premium families given financial support to enable their children to take part in curricular and extracurricular activities and with buying certain school resources (e.g. music lessons, school uniform, stationery etc.).
Priority 2	Pupil premium children continued to be provided with support to improve their well-being, self-esteem, social interaction and mental health. ELSA staff will continue to support targeted pupil premium children and help them to become resilient, confident learners.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Some pupil premium children have low self-esteem and/or mental health problems. ● Some pupil premium children have poor attendance and this affects their progress in lessons. ● Some pupil premium children do not attend extra-curricular or enrichment activities. Some pupils do not have the correct equipment for lessons.
Projected spending	£5850

	<ul style="list-style-type: none"> • Music tuition = £2000 • Uniform = £600 • Educational Visit Subsidies = £3150 • ELSA = 10 x 1 hour £100
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Raise teacher's expectations and pupil premium progress and attainment outcomes.	<ul style="list-style-type: none"> • Guidance from an external pupil premium reviewer to help the school trial new strategies and measure their impact well. • CPD and INSET for teachers to ensure they feel confident about implementing appropriate strategies and support for disadvantaged pupils. HLTA provides cover for staff professional development.
Targeted support	Develop an intervention overview system that clearly shows what is in place and that can be easily monitored and evaluated by all teachers and teaching assistants.	<ul style="list-style-type: none"> • Weaknesses identified quickly and acted upon by early intervention. • Review progress of pupil premium pupils and ensure a range of appropriate interventions are implemented to accelerate progress.
Wider strategies	Engage the families facing the most challenging circumstances.	<ul style="list-style-type: none"> • Make regular contact with disadvantaged pupil's parents/guardians regarding specific concerns. • HLTA to oversee pupil premium pupils to check they are ready for the school day and learning.

Review: last year's aims and outcomes

Aims	Outcomes
Targeted support for disadvantaged pupils	The percentage of pupils achieving EXS last year in KS2 tests were well above national average, however, results for pupil premium pupils were well below national. We need to continue to work hard to close the attainment gaps between our pupil premium children and national others.
Strengthen the quality of teaching and learning	<ul style="list-style-type: none"> ● School Improvement Partner's summary report June 2019 judged quality of teaching, learning and assessment to be good. 100 % of lessons observed were good and better. Teachers planned lessons that were at least good and included a range of good teaching and learning strategies. ● School has a robust tracking system in place that is ensuring pupils who are not on track to achieve expected targets are identified quickly and appropriate interventions are put in place.
Improve the attendance of disadvantaged pupils	Attendance is just above the National Average at 95.1% (0.5 % improvement since last year). We will continue to tighten and improve current analyses and strategies. We will also continue to work closely with families to reduce the proportion of disadvantaged and SEND pupils who are repeatedly absent.
Other	There were equal opportunities for all pupils. Pupil premium children were given the opportunity to take part in music lessons, drum groups, choir and orchestra. 25% of disadvantaged pupils were benefitting from a musical ensemble or receiving instrumental lessons. We will continue with the Breakfast Club as it has proven to be effective in improving attendance and ensuring pupils have a healthy start to the day.

Service Pupil Premium

Number of service children on roll: 2	Service Pupil Premium funds £600
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Attainment of service pupil	Summer 2020 targets			On track to achieve
				December 2019
				April 2020
	Maths	English	Writing	100 %
	GDS	EXS	GDS	
	EXS	GDS	GDS	
<p>We use our Service Pupil Premium to contribute towards the following:</p> <ul style="list-style-type: none"> the monitoring of service children’s progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress. intervention strategies and support are in place to support their learning if needed. the provision of a trained ELSA/Inclusion support manager to provide pastoral support and guidance if needed. consistent home/school communication with the Head teacher (i.e. emails and telephone calls). extra-curricular activities to enable Service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults (e.g. going to the theatre, seasonal after school sports club). 				