

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

## School overview

Metric	Data
Pupils in school	289 (September 2020)
Proportion of disadvantaged pupils	69 (24%) FSM & Ever 6 = 67 Pupil premium plus (PP+) = 2 Year 5= 18 Year 6 = 19 Year 7= 21 Year 8=11
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	November 2020
Review date	Termly progress checks and full annual reviews in September 2020 and September 2021.
Statement authorised by	Paul Naughton
Pupil premium lead	Phil 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	-1.80	2.30
Writing	-1.46	1.92
Maths	-2.22	0.71

## Prior attainment of disadvantaged pupils

	2017		2018		2019	
Group	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	69	13	68	17	68	13
Prior attainment (based on key stage 1 average point score)	16.74	16.88	16.70	14.43	16.44	14.00

## Disadvantaged pupil performance overview for last academic year (2018/19 and 2019/2020) 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	
	2019	2020	2019	2020	2019	2020		2019	2020
<b>Teacher assessments at the end of Key Stage 2 (Year 6) attainment – unvalidated</b>	14	19	72	59					
Meeting expected standard in reading	60%	68%	91%	92%	-31%	-24%	78%	-18%	-10%
Achieving high standard in reading	20%	26%	52%	46%	-32%	-20%	31%	-11%	-5%
									both gaps are closing
Meeting expected standard in writing	54%	74%	87%	88%	-33%	-14%	83%	-29%	-9%
Achieving high standard in writing	7%	21%	33%	37%	-	-16%	24%	-17%	-3%
									both gaps are closing

		%	%		26%				
Meeting expected standard in mathematics	60%	74%	91%	92%	-31%	-18%	84%	-24%	-10% (2 out of 21)
Achieving high standard in mathematics	7%	11%	32%	39%	-25%	-28%	31%	-14%	gap is closing -20% (4 out of 21) gap widened
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%	79%	87%	85%	-27%	-6%	87%	-27%	-8% gap closing
Meeting expected standard in reading, writing & maths	57%	58%	76%	64%	-19%	-6%	71%	-14%	-13% gap closing
Achieving high standard in reading, writing and maths	7%	11%	16%	22%	-9%	-11%	13%	-6%	-2% gap closing
Absence % Years 5 to 8 (The NAO is for non-FSM in 2018)	4.9%	9.5%	3.8%	9.2%	-1.1%	-0.35%	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%	29.87%	3.4%	26.62%	-4.3%	-3.25%	9.3%	+2.4%	

### Teaching priorities for current academic year from teacher assessments used from where pupils were projected to be

Measure	Summer 2020 targets	On track to achieve		Summer 2020 outcomes
		Dec 2019	Feb 2020	
Year 6 progress scores	<ul style="list-style-type: none"> <li>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.</li> </ul>	N/A	N/A	

	<ul style="list-style-type: none"> <li>Pupil premium learners and their classmates achieve or exceed the national progress scores.</li> </ul>			
Attainment -Year 6	<ul style="list-style-type: none"> <li>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.</li> <li>22% of the cohort and 2 PP learners (11%) achieving the higher standard in RWM.</li> </ul>	<b>All</b> <b>77% EXS</b> <b>22% GDS</b> <b>PP</b> <b>58% EXS</b> <b>11% GDS</b>	<b>All</b>  <b>PP</b> <b>58%EXS</b> <b>11%GDS</b>	<b>All</b> <b>86%EXS</b> <b>22%GDS</b> <b>PP</b> <b>68%EXS</b> <b>11%GDS</b>
Attainment – Year 8	<ul style="list-style-type: none"> <li>92% of cohort meeting the expected standard in reading, writing and maths (RWM). 16 out of 20 PP learners (80%) meeting expected standard.</li> <li>22% of the cohort and 1 PP learner (5%) achieving the higher standard in RWM.</li> </ul>	<b>All</b> <b>91 % EXS</b> <b>22% GDS</b> <b>PP</b> <b>80 % EXS</b> <b>5 % GDS</b>	<b>All</b>  <b>PP</b> <b>75%EXS</b> <b>5%GDS</b>	<b>All</b> <b>91%EXS</b> <b>28%GDS</b> <b>PP</b> <b>76%(16 pupils exs out of 21)EXS</b> <b>10%GDS</b>
Attendance—Whole school	<ul style="list-style-type: none"> <li>Pupil premium learners achieve an attendance rate of 96%.</li> </ul>	95.03% <b>-0.97 %</b>	94.83% <b>-1.17%</b>	90.45% <b>-5.55%</b>

### 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"> <li>Smaller class sizes to reduce the ratio of pupils to teachers</li> <li>Introduction of reading records to monitor pupils reading time at home and at school</li> <li>Targeted reading and spelling interventions by TA's and teachers</li> <li>After school Booster club for Year 6 in the Spring term</li> <li>Ten after school one hour catch up sessions with years 5 and 7 split into three groups and years 6 and 8 split into four</li> </ul>
Priority 2: Progress and attainment in maths	<ul style="list-style-type: none"> <li>Smaller class sizes to reduce the ratio of pupils to teachers</li> <li>Maths Coordinator working with White Rose to develop a quality maths scheme of work</li> <li>Use of Time-Table Rockstars for all years</li> <li>Maths CPD to improve subject knowledge of staff</li> <li>Targeted interventions and same day catch up for PP children</li> </ul>

	<ul style="list-style-type: none"> <li>● Opportunities to prepare for SAT's</li> <li>● Ten after school one hour catch up with years 5 and 7 split into three groups and years 6 and 8 split into four</li> </ul>
Priority 3: All staff have high expectations about the progress and attainment of pupil premium children.	<ul style="list-style-type: none"> <li>● All staff to be made aware of PP pupils</li> <li>● Staff to fill in concerns sheet every half term.</li> <li>● Pupil premium learners receive high quality support. Staff stretch and challenge their pupil premium learners appropriately.</li> <li>● 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'.</li> <li>● Staff mark pupil premium books first and give targeted feedback.</li> <li>● Pupils are seated strategically in all lessons</li> <li>● Some subject leaders have introduced PP monitoring sheets to be used in each lesson to highlight extra support given either by the class teacher or teaching assistant</li> </ul>
Priority 4: To include an appraisal target for all staff to raise the outcomes for pupil premium children	<ul style="list-style-type: none"> <li>● All teachers to effectively plan and assess work to enable pupils to make at least expected progress</li> <li>● Subject leaders to regularly monitor the appraisal targets are being followed relating to PP and make effective interventions if not</li> <li>● PP targets in all subject action plans</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Raising expectations for pupil premium learners.</li> <li>● Some pupil premium children have low self-esteem and are passive learners.</li> <li>● Poor literacy and numeracy skills of some pupils when they arrive at this school.</li> <li>● Low confidence in their academic ability and low aspirations of some pupil premium children.</li> <li>● Lack of computing equipment</li> </ul>
Projected spending	<p>£81750</p> <ul style="list-style-type: none"> <li>● Additional staffing for settings in KS2 English and Maths and KS3 Maths = £57000</li> <li>● Admin for data tracking = £2000</li> <li>● Interventions = £3500 (11 groups 3x15 min and catch up 1x 60min)</li> <li>● Booster sessions and resources = £1000 (2x 30 min)</li> <li>● Specialist teacher provision = £2000</li> <li>● HLTA = £7000</li> <li>● Teacher TLR = £3500</li> <li>● Music tuition = £2200</li> <li>● ELSA= £400</li> <li>● Uniforms = £1000</li> <li>● Breakfast club= £1950</li> <li>● Maths Whizz = £2500</li> <li>● Stationary= £300</li> </ul>

### 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) and develop remote learning
Priority 2	To identify Pupil Premium children who may have fallen behind due to the pandemic and enable them to make at least expected progress
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Some pupil premium children have low self-esteem and/or mental health problems.</li> <li>● Some pupil premium children have poor attendance and this affects their progress in lessons.</li> <li>● Some pupil premium children do not attend extra-curricular or enrichment activities. Some pupils do not have the correct equipment for lessons.</li> </ul>
Projected spending	<p>£6770</p> <ul style="list-style-type: none"> <li>● Music tuition = £2220</li> <li>● Uniform = £1000</li> <li>● Educational Visit Subsidies = £3150</li> <li>● ELSA = 10 x 1 hour £400</li> </ul>

## 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"> <li>● Guidance from an external pupil premium advisors if partnership meetings are allowed to progress with the pandemic.</li> <li>● 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.</li> </ul>
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"> <li>● Weaknesses identified quickly and acted upon by early intervention.</li> <li>● Review progress of pupil premium pupils and ensure a range of appropriate interventions are implemented to accelerate progress.</li> </ul>
Wider strategies	Engage the families facing the most challenging circumstances.	<ul style="list-style-type: none"> <li>● Make regular contact with disadvantaged pupil's parents/guardians regarding specific concerns.</li> <li>● TAs to oversee pupil premium pupils to check they are ready for the school day and learning.</li> </ul>

## Review: last year's aims and outcomes using predicted teacher assessments

Aims	Outcomes
Progress and attainment in reading, writing and spelling.	<ul style="list-style-type: none"> <li>● The gap has closed in both reading and writing when compared to the national average</li> <li>● Reading 2019 -18% to 2020 -10%</li> <li>● Writing 2019 -28% to 2020 -9%</li> </ul>
Progress and attainment in maths	<ul style="list-style-type: none"> <li>● The gap has closed in maths when compared to the national average</li> <li>● Maths 2019 -24% to 2020 -10%</li> <li>● The gap has widened for those achieved greater depth in maths from 2019 -14% to 2020 -20%</li> </ul>
All staff have high expectations about the progress and attainment of pupil premium children.	<ul style="list-style-type: none"> <li>● The vast majority of gaps have closed but we need to work hard to continue to close the gaps further throughout the year</li> <li>● School has a robust tracking system in place that ensures pupils who are not on track to achieve expected targets are identified quickly and appropriate interventions are put in place.</li> </ul>
Other	<p>There are still equal opportunities for all pupils. Pupil Premium children were given the opportunity to take part in music lessons, drum groups, choir and orchestra. Due to the pandemic however music ensemble have not been allowed to run but some Pupil Premium children have benefitted from online tuition 25%. We will continue with the Breakfast Club again as it is proven to be effective in improving attendance and ensuring pupils have a healthy start to the day. Laptops/ICT equipment as well as uniform were provided and will continue to be in this academic year as well.</p>



## Service Pupil Premium

Number of service children on roll: 2			Service Pupil Premium funds £600				
Attainment of service pupil	Summer 2020 targets				On track to achieve		Summer 2021 target
				December 2019	February 2020	July 2020	July 2021
	Maths	English	Writing				
	GDS	EXS	GDS	100 %	100%	100%	100%
	EXS	GDS	GDS				
<p>We use our Service Pupil Premium to contribute towards the following:</p> <ul style="list-style-type: none"> <li>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.</li> <li>intervention strategies and support are in place to support their learning if needed.</li> <li>the provision of a trained ELSA/Inclusion support manager to provide pastoral support and guidance if needed.</li> <li>consistent home/school communication with the Head teacher (i.e. emails and telephone calls).</li> <li>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).</li> </ul>							

