

Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | St Joseph's Catholic Junior School | | | | |
| Academic Year | 2020-21 | Total PP budget | £82,000 | Date of most recent PP Review | Dec 2019 |
| Total number of pupils | 185 | Number of pupils eligible for PP | 40 | Date for next internal review of this strategy | Dec 2020 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 58% | Not available data |
| % making progress in reading | 80% | “ |
| % making progress in writing | 64% | “ |
| % making progress in maths | 60% | “ |

| 3. Barriers Barriers to future attainment (for pupils eligible for PP, including high ability) | | How we plan to address this barrier |
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| A. | PP students fail to make at least expected progress (more able PP pupils fail to make better than expected progress) and they fall behind their non PP peers. | Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers (Intervention and Literacy (skills and comprehension) focus) |
| B. | The quality of teaching and learning fails to meet the needs of the targeted cohorts. | Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts (Questioning and Feedback focus) |
| C. | PP students do not get opportunities to access learning opportunities outside of the classroom | Wider Outcomes: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom |
| D. | PP students have a poorer record of attendance and punctuality than non PP students. Poor attendance impacts on learning and progress in school. Attendance rates for pupils eligible for PP are below the target for all children. This reduces their school hours and causes them to fall behind on average and prevents the attainment gap being closed. | Attendance: to further embed strategies addressing the attendance gap between PP and non PP student. Track the attendance of PP students to ensure it matches non PP students and to use the EWO where there are concerns or a pattern of poor attendance. |

| 4. Planned expenditure | | | | | |
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| Academic year | | 2018-19 | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To make residential trips affordable for all parents. | £2,000 to subsidise the costs of residential trips in Years 5 and 6 (if able to go) | To make residential trips affordable for all parents but particularly those on low income and parents who may need financial support. | To track the PP pupils attending residential trips and to meet with parents where necessary to provide support | HT and EVC | July 2021 |
| The school maintains high levels of attendance 95%+. | £1,150 towards continue use of an Educational Welfare Officer (EWO) from the Co-operative of Education Attendance Workers | To monitor attendance and punctuality and supporting the school in ensuring we continue to achieve a minimum of 95% plus attendance over the year. | To track the attendance of PP students each term and where there are concerns to involve the EWO to support families in improving attendance | HT and EWO | July 2021 |
| To continue to develop a more creative curriculum in school and to provide more opportunities in these areas. | £2,000 to subsidise the costs of areas such as music tuition, drama groups and art projects. Swimming in Year 6. Also to subsidise other activities identified by pupils during the year. | To provide an extended curriculum for PP students, particularly where there is evidence that they do not experience any enrichment activities outside of school. This will include areas such a sport, music, art and drama. | Keep a register of extra-curricular activities being offered and then record where PP pupils are able to access these activities. Ensure that all PP students are being offered a range of extra-curricular activities especially if they are not accessing these out of school. | HT | July 2021 |

| | | | | | Total budgeted cost | £5,150 |
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| ii. Targeted support | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | |
| Every child makes measureable progress. | £5,000 to pay for staff to run After School Clubs for targeted Year 6 pupils in literacy and numeracy, Saturday Study Clubs and an Easter Booster Club for all Y 6 pupils. Running support clubs for identified Year 3 pupils and for any pupils in Years 4 and 5 who need additional help (in addition to the catch-up funding). | Results are consistently above national and local averages and at least 85% of pupils make expected or better progress each year. | Track the progress of PP pupils and compare to the rest of the cohort. Termly assessments will allow us to track progress through the year and end of year formal assessments will measure progress year to year. Ensure that any underachieving PP students are targeted for booster study clubs. | HT SENDCo and Inclusion Lead | December 2020 | |
| We continue to develop an effective programme of support from outside agencies to raise achievement among vulnerable groups. | £7,500 for continued use of outside agencies to meet the needs of identified children i.e. a Counsellor from Brentwood Catholic Children's society to work with up to 10 pupils through the year, the support from agencies such as Speech and Language, Child and Family and regular visits from our Educational Psychologist. | Where barriers to learning have been identified in areas such as behaviour, mental health, negative family situations, bereavement etc.to put in support for PP students to help remove these barriers and to ensure they make expected or better progress. | When making referrals to any outside agencies, to ensure that PP students who have been identified as being potentially affected by any of these areas and are in a vulnerable situation are targeted effectively for intervention. Attainment measured both before and after the support has been put in place. | HT SENDCo | December 2020 | |

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| EAL pupils are at least achieving expected levels for their age and closing the gap on other groups. | £2,500 towards resources to support EAL pupils (English as an Additional Language) e.g. ICT resources and site licenses, specialist text books/reading books in other languages, training for support assistants to work with these pupils. | The school needs to ensure that PP EAL pupils (at whatever stage they are at) are being supported effectively, monitored and the school has the resources in place to support the interventions. | Monitor the interventions for PP EAL pupils and ensure they are meeting the needs of these pupils. Carry out assessments before and after the interventions to ensure impact is being measured and progress is clear. | HT SENDCo Inclusion Lead | July 2021 |
| FSM pupils are at least achieving expected levels and closing the gap with non-FSM pupils. | £2,000 towards resources to support FSM pupils identified as not making expected progress e.g. ICT resources and site licenses for school and home for remote learning e.g. "Power of Reading", "White Rose Maths" and "Bug Club" reading. | As above | As above | HT SENDCo Inclusion Lead | July 2021 |
| Underachieving PP pupils have been identified, support/intervention put in place and their progress tracked accurately and regularly to ensure they make at least expected progress. | £58,000 towards the salary costs of Learning Support Assistants (LSAs) who are working with individual PP pupils or small groups to support areas such as behaviour, under achievement, lack of engagement in learning. | As above | As above | HT SENDCo Inclusion Lead | December 2020 |
| Total budgeted cost | | | | | £75,000 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Effective learning is taking place outside the regular school day. | £2,000 to support our extended school provision through the After School and Breakfast Clubs and half term holiday schemes. | To use our extended school activities to provide enriched opportunities for PP students and to remove financial barriers to allow all pupils to potentially access these clubs and schemes. | Keep a register of the PP pupils who are able to attend these clubs. To track pupils who are not attending and who may benefit from the opportunity to take part. | HT After School Club Manager | July 2021 |
| Total budgeted cost | | | | | £2,000 |
| 5. Review of expenditure | | | | | |
| Previous Academic Year | | 2019-2020 | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Cost | |
| Results are consistently above national and local averages at least 85% of pupils make expected or better progress each year. | Saturday Study Clubs, Easter Booster Clubs for all Year 6 pupils. After school support clubs for Year 3, 4 and 5 pupils who need additional help. | | Not able to assess pupils at the end of the year and no SATs for Year 6. | £4,000 | |
| To continue to develop a more creative curriculum in school and provide more opportunities in these areas. | Subsidise the costs of music tuition, art and drama groups (e.g. Bigfoot Drama and Artis Project), and swimming in Year 5 and 6. | | Medium: more PP students were identified and given access to a range of extra-curricular activities, particularly in the autumn term. Year 5 did swimming but Year 6 unable to go in summer. Success criteria :partly met | £3,000 | |
| To make residential trips available to all pupils | To subsidise the cost of residential trips in Year 6 to make them affordable for all parents. | | Good: all PP students who wished to go on the residential trips for Y 6 were able to attend and parents were supported by subsidising the costs. We were able to go to Buckden but not Gilwell in the summer. Success criteria: partly met | £3,000 | |

| ii. Targeted support | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Cost |
| To continue to develop an effective programme of support from outside agencies to raise achievement among vulnerable groups. | Continued to use outside agencies to meet the needs of identified children i.e. Counsellor from Brentwood Catholic Children's Society. Support from agencies such as Speech and Language, Child and Family and regular visits from our Educational Psychologist. | High: all PP pupils identified as being potentially affected by barriers to learning were given access to an outside agency or were assessed by a professional. They all made at least expected progress and compared well with their non PP peers. Success criteria: met | £12,500 |
| The school is reaching all families and parent groups. | Continued used of the School Home Family Practitioner to support identified families. | Medium: the School Home Family Practitioner left the school in January. We did have the use of a play therapist. | £2,500 |
| Underachieving pupils have been identified, support/intervention put in place and their progress tracked accurately and regularly to ensure they make at least expected progress | The salary costs of Learning Support Assistants (LSAs) who are working with individual pupils or small groups to support areas such as behaviour, under achievement, lack of engagement in learning. | As above | £50,000 |
| EAL pupils are at least achieving expected levels for their age and closing the gap on other groups. | Resources to support EAL pupils (English as an Additional Language) e.g. ICT resources and site licenses, specialist text books/reading books in other languages, training for support assistants to work with these pupils | As above | £2,000 |
| FSM pupils are at least achieving expected levels and closing the gap with on-FSM pupils. | Resources to support FSM pupils (Free School Meals) identified as not making expected progress e.g. ICT resources and site licenses, Maths resources (Happy Puzzle Company), reading books etc. | As above | £2,000 |

| iii. Other approaches | | | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Cost |
| The school maintains high levels of attendance 95%+ | Continued use of an Educational Welfare Officer (EWO) from the Co-operative of Education Attendance Workers to monitor attendance and punctuality. | Good: most of the PP pupils had attendance over 96% and excellent punctuality. A small group had attendance below 95% and they were monitored and supported by the EWO. Success criteria: partly met | £2,750 |
| Effective learning is taking place outside the regular school day. | To support our extended school provision through the After School and Breakfast Clubs and half term holiday schemes. | High: all PP pupils were given access to at least one of the extended school provision clubs and a significant majority were able to attend. Success criteria: met | £6,000 |

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 See School Performance Data for 2019-20, particularly performance of significant groups including PP students (with comparison to non PP students) and EAL
 See school's internal tracking data
 Data not for full year due to closure in March 2020