

8 Pupil premium strategy statement (primary)

1. Summary information					
School	St Joseph's Catholic Academy Matlock				
Academic Year	2019/20	Total PP budget	£ 48,840	Date of most recent PP Review	Sept 2019
Total number of pupils	112	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Jan 2020 (Internal Review)

2. Current attainment (Last year 2018-19)		
Attainment for KS2 2018-19 Yr 6 (7 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	50%	
Progress score for reading	67%	94% (greater Depth 22%)
Progress score for writing	67%	89% (Greater Depth 16%)
Progress score for maths	50% (17% Greater Depth)	83% (33% Greater Depth)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The oral language skills in Reception are lower for PP's than for other pupils. This slows reading and writing progress in subsequent years.
B.	There is limited use of higher tier vocabulary used throughout the school especially for the children who are eligible for pupil premium.
C.	Many of our children who are eligible for pupil premium have additional needs in their emotional, well-being and mental health which impact on their attitudes to learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Many of our pupils eligible for pupil premium have either Low or Persistently Low attendance
E.	Many of our pupils eligible for pupil premium have a low engagement from parents.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improve oral language skills in EYFS. Progress scores for specific interventions such as Talk Boost will measure a positive impact.	PP in Reception class make rapid progress so that the gap between those eligible for PP and those who are not eligible will diminish. Talk Boost Assessments will show progress.
B.	To ensure children are using quality vocabulary in their spoken and written language. Progress scores will be closer to zero, with a minimum of a 50% reduction.	PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2. Evidence from children's books will show developments in children's written work, and an improved level and use of vocab will be evident. Lesson observations will show improved standard of written work produced by the children.
C.	To develop children's positive well-being and ensure the children's mental health needs are being met, so they are ready to learn once at school.	For children to ready to enter class, ready to learn when they have arrived at school.
D.	To improve the attendance of this group of children.	Attendance to be increased to 96+ in line with National Average
E.	For an increased number of parents to be engaged within the education of their child.	An increase in parents attending assemblies, workshops etc within school, celebrating the children's work For parents to be offered specific workshops, upskilling them in specific issues (eg, behavioural needs, anxiety-close relationships with external agencies here eg-CAMHS)
F.	For children's personal aspirations to develop, increasing their own self belief and confidence within learning.	For children to be resilient, independent learners.

5. Planned expenditure					
Academic year		2019/20			
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 ensure children are using quality vocabulary in their spoken and written language.	<p>Knowledge Organisers to be issued to all children, outlining key vocab for the current topic.</p> <p>Quality texts to be covered within English-based on texts recommended from Literacy Shed/Pie Corbet</p>	<p>We want to ensure the children have a knowledge rich curriculum, and learn the maximum from each topic covered.</p> <p>The Impact Journal of The Chartered College of Teaching reported that since our working memory capacity is limited, by storing more in our long term memory, we free up our working memory capacity.(sept 2018)</p>	<p>Knowledge Organisers given out each term.</p> <p>Quality texts planned on Long Term Curriculum Plans for each year.</p> <p>Text books to be monitored alongside planning, displays etc by Eng lead.</p>	Class Teachers-monitored by English Lead.	Termly
To ensure staff members have a clear understanding of how to track children's attainment and progress.	Assessment Tracking-Insight to be understood and utilised by all teaching staff.		<p>Termly Pupil Progress Meetings held between Headteacher and Class Teacher, analysing data.</p> <p>Key groups of children tracked-eg-pupil premium.</p>	Head Class Teachers	Termly

<p>To ensure staff members have a clear understanding of national expectations for each year group.</p>	<p>Moderation of expected standard of work for each year group to occur across the Trust and within local clusters.</p>	<p>NFER-“the agreement of moderation judgements is essential so that all involved can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools”.</p>	<p>Termly Moderation of work with other schools.</p>	<p>Head Class Teachers</p>	<p>Termly</p>
<p>To ensure children develop a Growth Mindset, building upon their resilience and developing an ‘I can do’ attitude to learning</p>	<p>Continuation of St Joseph’s Golden Skills- Motivation, Resilience, Independence, Unity, Perseverance, Self-Belief. Children to be praised for using these skills in their learning.</p> <p>Ext of Golden Skills- Diana Award-Anti Bullying Ambassador</p>	<p>Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. The opposite, a fixed mindset, refers to the belief that a person’s talents are set in stone . Years of research have shown that mindset is malleable. This means that by helping students to develop a growth mindset, we can help them to learning more effective and efficient.</p> <p>The Diana Award does three things:</p> <ol style="list-style-type: none"> 1. We encourage young people for the contribution to their communities 2. We empower young people to achieve their full potential 3. We engage young people in social action to make a difference in the lives of others, through our Anti-bullying, Training. 	<p>Weekly Achievement Assembly- parents invited for those children who have displayed Golden Skills.</p> <p>Lesson Observations-Golden Skills evident?</p> <p>Training Day for Anti Bullying Ambassadors</p>	<p>Head Class Teachers</p>	<p>Ongoing</p>

To ensure children are being exposed to a Mastery style of teaching within Maths across all year groups.	<p>Maths Mastery Training.</p> <p>Concrete resources purchased.</p>	Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.	<p>Lesson Observations</p> <p>Learning Walks</p> <p>Planning/Book Scrutiny-evidence of Fluency, Reasoning and Problem Solving</p>	Class Teachers-monitored by Maths Lead.	Ongoing
Total budgeted cost					£8.840
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?
To develop children's positive well-being and ensure the children's mental health needs are being met.	<p>Children to attend Nurture Group 3 x aft.</p> <p>Learning Mentor available (not assigned to class) for meeting with children.</p> <p>Positive Play sessions</p> <p>ELSA Interventions</p> <p>Anger Gremlins sessions</p> <p>Learning Mentor to lead Pupil Interviews with this group of children</p>	<p>We feel there is a need for the children's social, emotional needs to be met with early nurturing experiences that are vital to successful learning. It has been proven that outcomes for children who attend Nurtures are:</p> <ul style="list-style-type: none"> -greater academic achievement Improved behaviour Improved attendance -attachments to teachers, school etc <p>Positive Play and Nurture Groups are proven interventions-progress will be measured using the Boxall Profile</p>	<p>Boxall Profiles taken of those children attending Nurture and Positive Play Sessions.</p> <p>Pupil Interviews-results summarised and shared with SLT-actions planned.</p> <p>Observations of interventions.</p> <p>Monitoring of interventions.</p>	Learning Mentor	Termly

<p>For all children in receipt of pp to have a personalised PP Tracker, addressing their individual needs.</p>	<p>PP Tracker to be created and updated half termly by teachers addressing the main barriers to learning.</p> <p>A provision map of the school will match the needs of the children.</p>	<p>The individual needs of the children need to be outlined to ensure we are successfully planning appropriately pitched lessons/interventions etc.</p>	<p>Pupil Premium Trackers to be shared at each half termly pupil progress meetings.</p>	<p>Head</p>	<p>Half Termly</p>
<p>For the gap between those eligible for pupil premium funding and those who are not to diminish within maths attainment.</p>	<p>Children in receipt of Pupil Premium funding to receive regular Mathematical pre-teach prior to maths lesson</p> <p>Children in receipt of Pupil Premium funding and below in Maths, to receive regular Breakfast Booster Maths.</p>	<p>The idea is from the belief that pre-teaching new lesson material to specific children could reduce the need for 'catch-up' or even 'keep up' intervention, normally done after a teaching episode (NCEMT)</p>	<p>Pre teach of maths to be timetabled into all class timetables across the school.</p> <p>Learning Walk Book Scrutiny Planning Scrutiny</p>	<p>Class Teacher/ TA</p> <p>Maths T/A</p>	<p>Ongoing</p>
<p>For the gap between those eligible for pupil premium funding and those who are not to diminish within Writing attainment.</p>	<p>For all children in receipt of Pupil Premium Children to receive regular Writing Conferences, analysing their written work with immediate feedback from the class teacher.</p>	<p>According to Donald Graves who is considered to be the father of the 'Process to Writing Approach', the primary purpose of a Writing Conference is to "help children teach you about what they know so that you can help them more effectively with their writing."</p> <p>In short, using Writing Conferences will help students become independent writers.</p> <p>Benefits of the Writing Conference strategy:</p> <ul style="list-style-type: none"> ▪ It provides immediate feedback 	<p>Learning Walk Book Scrutiny Planning Scrutiny</p> <p>Feedback responded to by children.</p>	<p>Class Teacher Class TA</p>	<p>Ongoing</p>

		<ul style="list-style-type: none"> ▪ It creates a positive attitude among students towards writing and motivates them to improve their work ▪ It structures the teaching process around the student's skill level and understanding ▪ It addresses and improves writing skills including the process of writing 			
For the gap between those eligible for pupil premium funding and those who are not to diminish within Reading attainment.	For all children in receipt of Pupil Premium Children to have additional individual reading.	<p>Regular Reading leads to improved fluency.</p> <p>Daily Reading For Meaning sessions will increase the opportunity for comprehension and inference.</p>	<p>Learning Walk Book Scrutiny Planning Scrutiny</p> <p>Feedback responded to by children.</p>	Class Teacher Class TA	Ongoing
Improved oral language skills in Reception.	Listening groups and Talk boost intervention for small groups of children in Reception.	<p>We want to invest some of the Pupil Premium in longer term change which will help all pupils.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>SALT team will deliver training to Foundation Stage staff</p> <p>Talk Boost Intervention for those children who require.</p> <p>Pupil Premium Interviews will illustrate children's own views.</p> <p>Data analysis will show improvements in Communication, Language and Literacy.</p>	KC	Ongoing

Total budgeted cost					£30, 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?
To improve the attendance of this group of children.	<p>Learning Mentor to track the attendance of this particular group.</p> <p>Learning Mentor to also track Low Attendance (those falling between 90-95%)</p> <p>Termly meetings with Persistent Absentees.</p> <p>Office Admin to follow up quickly on absences. First day response provision, Letters sent, Panel Meetings held.</p> <p>Rewards for high attendance</p>	We cannot improve the attainment of children if they do not attend school.	<p>Implement the daily, weekly, half termly and annual procedures for monitoring attendance.</p> <p>Information and data to be shared fortnightly with the SLT at the team meetings.</p> <p>Initial telephone conversations. If concerns remain, panel meetings to be held.</p> <p>Panel Meetings with Parents held termly</p>	Learning Mentor	Monitoring weekly
Ensure equality of opportunity for our disadvantaged children.	<p>Ensure breadth and balance across the curriculum. This includes a planned programme of visits, trips, Residential etc. These are subsidised for Pupil Premium Children</p> <p>Weekly Sports Clubs are also offered.</p>	Families of disadvantaged children have access to Breakfast/After School Club free of charge. This in turn will increase their overall attendance.	<p>Curriculum Planning</p> <p>Registers of Breakfast Club/After School Club monitoring.</p>	<p>Head teacher</p> <p>Class Teachers</p>	Termly

	<p>After School/Breakfast Club offered for certain children eligible for pupil premium, This can offer a calm, effective start to our children's day, so they are ready to learn once school begins.</p>				
<p>For an increased number of parents to be engaged within the education of their child.</p>	<p>Parents invited weekly to whole school assembly, celebrating children's work and efforts.</p> <p>Regular in class workshops for parents to engage with children's learning.</p> <p>Informative sessions held throughout the year for parents eg- phonics workshop, SATS meetings etc.</p> <p>Parents of children who are eligible for pupil premium funding invited to half termly coffee morning, sharing children's work and targets.</p>	<p>DFE-The impact of parental engagement on children's education "Parental involvement in a child's schooling for a child between the ages of 7-16 is a more powerful force than family background"</p> <p>This is also supported by the EEF- Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways</p>	<p>Registers completed for Workshops, with opportunity for parents to respond eg-surveys etc.</p> <p>We aim to increase the % of attendance of these by 50%.</p>	<p>Head and SLT</p>	<p>Annually</p>
Total budgeted cost					£10,000

