



St Joseph's Catholic Academy 3 Year Pupil Premium Strategy

2019-2021

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not reaching the expected standard
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

We have been keen to base all our actions upon current research and a desire to invest our Pupil Premium budget in longer term change which will help all pupils.

- A 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.

This research has led us to invest time and money in developing the Growth Mindset our whole school-children and staff. Children are encouraged to display 'Golden Skills- Resilience, Independence, Motivation, Unity, Self-Belief and Perseverance' across the Curriculum. We have furthered this development by investing in training a selection of our children eligible for Pupil Premium to become Anti Bullying Ambassadors. We believe this will empower these children to lead change and achieve their full potential (Diana Award)

- 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.

This has led us to develop the mastery approach within mathematics, where all children are exposed to Fluency, Problem Solving and Reasoning each day.

- 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."

In short, using Writing Conferences will help students become independent writers.

Benefits of the Writing Conference strategy:

- It provides immediate feedback
- 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

Building on our successes in Writing last academic year, we have dedicated a proportion of our Pupil Premium Funding to individual writing conferences with our most vulnerable children.

- 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.

Because of such research, we have adopted Talk For Writing as a Whole School Approach. We have also dedicated time and resources into early interventions for our youngest children, such as Talk Boost.

- 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"

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”

This has led us to attempt to address our parental involvement barrier, with dedicated workshops, a dedicated Learning Mentor (chasing up absentees if required, offering family support etc), and the use of Knowledge Organisers which are shared with parents.

Summary of Barriers at St Joseph’s Catholic Academy

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Lower attendance
Poor language and communication skills	Poor learning behaviour eg-self-belief, motivation etc
Lack of school readiness	Lack of parental engagement
Lack of targeted support	Arriving at school not ready to learn
	Lack of focus and confidence due to vulnerable mental health and wellbeing

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen various interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Talk for Writing throughout the school (Professional Development-for all staff from Executive Head-Talk for Writing Consultant)
2. The use of VIPERS to support English teaching.
3. Mastery style teaching for all Maths lessons, ensuring all children are exposed to Problem Solving and Reasoning every lesson

Targeted academic support

1. Echo Reading
2. Talk Boost
3. Direct Instruction
4. Writing Conferences

Wider strategies

Parental engagement: Learning Mentor/SENCO to attend school doctor appointments offering support for families

1. Readiness to learn: Breakfast club to provide pupils with a nutritious breakfast before school. Children will also be heard to read
2. Attendance: Learning Mentor to track attendance, providing letters, attendance surgeries, fostering links with parents
3. Nurture Group
4. ELSA Intervention

Our review process

This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual barriers are discussed for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions and each term by class teachers.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Intervention Files within each class will evidence progress for each child in receipt of pupil premium funding.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

Class teachers and Subject leaders have termly meeting regarding the attainment, attendance, personal, social and emotional welfare of children eligible for pupil premium funding.

This Pupil Premium Strategy is available on our school website.

St Joseph's performance/attainment data is available on the school website.

