

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information																	
<b>School</b>	St Joseph's Catholic Voluntary Academy, Mkt Harborough, Leicestershire, LE16 9BZ																
<b>Academic Year</b>	2018-2019	<b>Total PP Budget</b>	23,643	<b>Date of most recent PP Review</b>	Autumn 2019												
<b>Academic Year</b>	2019-20	<b>Total PP Budget</b>	7.2% £1320 pc = £19,800	<table border="1"> <tr> <td>16 children</td> <td>FSM</td> <td>£1320</td> <td>£21,120</td> </tr> <tr> <td>1 child</td> <td>AFC</td> <td>£2300</td> <td>£ 2,300</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td></td> <td><b>£23,420</b></td> </tr> </table>		16 children	FSM	£1320	£21,120	1 child	AFC	£2300	£ 2,300	<b>Total</b>			<b>£23,420</b>
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1 child	AFC	£2300	£ 2,300														
<b>Total</b>			<b>£23,420</b>														
<b>Total number of pupils (2019-20)</b>	208	<b>Number of pupils eligible for PP</b>	15 17	<b>Date for next internal review of this strategy</b>	Spring 2020												

Current attainment 2018-2019		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	8/16 children 50%	80.4%
% making expected progress in reading (as measured in the school)	10/16 Children 62.5%	78.8%
% making expected progress in writing (as measured in the school)	9/16 children 56.3 %	
% making expected progress in mathematics (as measured in the school)	10/16 Children 60%	80.5%

### 1. Barriers to future attainment (for pupils eligible for PP 2019-2020)

#### Academic barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Reading Fluency
<b>B.</b>	GAPs in Prior Knowledge / Poor writing skills in comparison to verbal response.
<b>C.</b>	Low Self-esteem and Confidence

#### Additional barriers (including issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Attendance and Home support
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2. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	To increase the fluency of children's reading. For all PP children to be confident readers able to fully access the wider curriculum. Children will complete End of term assessments to measure progress Class teachers will model a love of reading within their classroom	PP children's Attainment and progress in reading is comparable to non-PP children.  Children make at least 5 points progress.
<b>B.</b>	Reduce/ Close the Gap for PP children in comparison to non- PP children in school. Teachers identify PP children's strengths and weaknesses. Individual Support Plans identify their barriers and Interventions and Strategies implemented. Progress of PP children will be monitored through Pupil Progress Reviews, PP Interview and monitoring of intervention. Underperforming children identifies early. All teaching and support staff are aware of the PP children. Early targeted intervention provided.	Reduced gap between PP children and non- PP children throughout the school.  Attainment GAP narrowed  Number of PP children making 6 points of more progress will remain in line or increase from previous years.
<b>C.</b>	To monitor and maintain the progress of high attaining PP children across all year groups. Focus on PP children in Pupil Progress reviews Measured by teacher assessment and moderation at points throughout the year (assessment and monitoring calendar) PP children to have good access to enrichment activities and Children are financially supported for school trips	Higher attaining PP children to make as much progress as non PP children in all year groups
<b>D.</b>	To monitor the attendance of PP children to ensure reduction in potential new GAPS. Good Monitoring by the class teachers will ensure that GAPS are identified immediately. Monitored Daily	Reduced number of absence in PP group in comparison to previous year.

3. Review of expenditure		
Previous Academic Year	2018/2019	
Allocation	2018/2019	2019/2020
1:1 Intervention	£3,000	***
Small group intervention	£7,500	***
TA support	£5,000	***
Specialist Sports Coach	£3,000	£3000
Professional Development	£1000	***
After School Activities	£200.0	£268
Swimming	£420.0	£360
Educational Experiences /Visits	£603.5	£259

Residential	£140.0	£1410.00
Uniform	£34.00	***
Books	£20.00	£30
Online learning/ Software/ Hardware	£1000.	£1000
Milk	£19.80	£80.36
SATS Breakfast	£30.00	***
Total	£22,927.50	£6407.36
	1% £198 70% = £13,300 (Support Staff )	£19,800.00 6,407.36 – £13,392.64

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Mastery teaching and learning ensures that all children including PP children gain the knowledge and understanding they need to make good progress. Small Group Interventions One to One opportunities Digital Media Experiences	Improved written skills in line with their oral contributions	13/15 children have made 6 points progress in reading 2/15 have made 5 points progress	The children are making good progress  They enjoy the interventions which give them confidence in their ability in the classroom.  Extra time / Pre teach provides confidence  !:1 time valuable for the children who don't get time for this at home. (To Continue next year)	£3,000 £7,500 £5,000 £1,000
Sports Coach  Professional Development- Resilience / ELSA	Improved confidence Motivation Resilience	Children are becoming increasingly ready to learn. They are Happy (Pupil Interview questions and want to be at school) Children feel good and confident  They enjoy small 1:1 session and seeing improvements in their achievements	The children enjoy are motivated by these sessions The children have increased confidence and resilience (To Continue next year)	£5,000 £3,000 £1000

### ii. Targeted support

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Provide children activities which will support their learning at home.	Increased engagement in activities which support home learning	Positive impact/ Feedback from both parents and children  Lexia Programme and Maths Rocks t support Reading and Time tables	The children have gained confidence and enjoy learning at home. Routines are established. (To Continue next year)	£1000.00  £20.00
Children have access to enrichment activities	Increased Resilience and Confidence.	Children engaged and inspired by enrichment opportunities.  'Love of Learning' instilled	The children continue to be involved in all activities which without support they would not be able to attend. This is important for self-esteem and confidence. (To Continue next year)	£3,000 £1000 £200.00 £420.00 £603.50 £140.00 £34.00 £20.00

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Importance of attendance  Regular monitoring by OM	Increased attendance and reduced lateness	Increase attendance at school  Absence School 2018/19 2.9 National 2018/19 4.2  Persistent Absence 3.7 National 9.6	Attendance of this group of children will continue to be monitored.  Attendance is ok but work to improve lateness needs to be monitored. Conversations with parents about the importance	Office Manager Time

## 4. Planned expenditure

<b>Academic year</b>	2019-2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Intended Outcome	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?
<p>Improved Reading Fluency Children will read confidently and fluently. Inference ability will increase demonstrated through Assessment.</p>	<p>Targeted reading with PP children 1:1 to improve their fluency. PP children to receive good quality questioning to develop inference skills and ability. PP children participate in daily reading activities with the class and class teacher; choral reading. PP children to have access to books which they enjoy. PP children to participate in Book Club to promote a love of books. Lexia Reading Programme,  Parents in to share books and reading experiences with the children. Visiting Authors to inspire PP children.</p>	<p>Evidence shows that small working groups with targeted quality teaching is an effective way to improve attainment.</p> <p>Interventions include RWInc Precision Teaching Lexia Reading Programme.</p> <p>Book Club and class reading boosts confidence in both reader and listener</p>	<p>Time Table priority given to targeted interventions groups.</p> <p>All teachers know the PP and disadvantaged groups ensuring priority.</p> <p>Complete learning walks with a PP focus – Termly</p> <p>Monitor intervention groups through book scrutiny.</p> <p>Review individual action plans termly.</p> <p>Discussions with class teachers</p> <p>Support from SENDCo (advice How to maximise learning)</p>	<p>CD HT</p>	<p>Half Termly Pupil Premium Progress Reviews.</p>
<p><b>Action REVIEW</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>	







Resilience / Confidence Pupil Premium children to be confident when dealing with challenging situations and emotions. (Links with Objective 4 SIP)	Elsa to support the needs of specific children  Increased access for sporting activities for all PP children  Financial Support for school Trips and Residential  Route to resilience CPD	To make progress in class the children need to feel confident and have good relationships.  Boosts confidence; team building and peer relationships  Ensures that children do not lose out on extra-curricular experiences.  Year 6 children need to be secondary ready – to maintain relationships and develop life skills.  Free NHS Resource	Observations of PP children  PP Interviews  Regular conversations about children's well-being.	CD	Termly  Yearly  Ongoing
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Action REVIEW	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Elsa to support the needs of specific children  Increased access for sporting activities for all PP children  Financial Support for school Trips and Residential  Route to resilience CPD	Resilience / Confidence Pupil Premium children to be confident when dealing with challenging situations and emotions. (Links with Objective 4 SIP)	Higher attaining PP children to make as much progress as non PP children in all year groups PP children are confident (Evidence in PP passports) The children know their areas of strengths and weaknesses. The children have enjoyed succeeding in other areas of the curriculum and are growing in the knowledge of character muscles to support resilience.	Continue with Route to resilience programme  Continue with Elsa Support  Children perform better with inclusion (Continue financial support for residential and visits)  Continue with increased sports activities.	Sports Coach Elsa Training / CPD 1:1

**Total budgeted cost** £10,000

**TOTAL COST 2019/20**

### iii. Other approaches

Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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Improved Attendance and Home Support	Attendance monitored to ensure all children in school daily. Where needed breakfast is provided for children.	Research demonstrates that the children who have a calm start to the day, are on time and have a healthy breakfast perform better in school. Hunger effects concentration level and performance.	Monitor children. Conversations with parents Regular conversations with Class Teachers	CD	Daily  Weekly  Half Termly
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Action REVIEW	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost		
Attendance monitored to ensure all children in school daily. Where needed breakfast is provided for children.	Improved Attendance and Home Support	Reduced number of absence in PP group in comparison to previous year.	Some PP children will require continued support with regard to Breakfast closely monitored by adults around them. This will be provided as and where necessary  Attendance will continue to be monitored within this group of children.	Low cost		
					% 2018-19	% 2019-
						91.6%
						84.8%
					98.5%	99.2%
					92	97.5
					91	93
					No Data	98.8
					88	86
					85.8	93
					93.2	90.9
					95.7	96.3
					100	100
					98.1	96.7
					99.1	97.5
	98.8	100				
	98.1	97.9				
	100	99.6				
	97.8	96.7				

<b>Total budgeted cost</b>				Time
<b>TOTAL COST 2019/20</b>				

## 5. Additional detail

