



St Joseph's, Anderton

2020-21

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St Joseph's Primary School
Pupils in school	190
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£24,000
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	
Pupil premium lead	F Brownsey
Governor lead	

KS2 Disadvantaged pupil progress scores for academic year 2018-19 - 2 pupils (no data for 2020)

Measure	Score
Reading	-4.85
Writing	-0.95
Maths	-4.45

KS2 Disadvantaged scaled scores for academic year 2018-19 - 2 pupils; (no data for 2020)

	School	National
Reading	101	105.5
Maths	102	106.1

Disadvantaged pupil performance overview for 2019 - Reading Writing Maths Combined KS2

Measure	Score
Meeting expected standard at KS2	50% (2 pupils 2019)
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils KS2

Measure	Activity
Priority 1	Buy and embed use of Accelerated Reader across KS2 to increase reading for pleasure and to facilitate the monitoring of both children's engagement with and progress with the reading and understanding of 'real books'.
Priority 2	Maths Subject Leader to provide INSET training and resources to facilitate improvements in fluency and number sense and problem solving and reasoning among all children
Priority 3	Establish small group reading/writing/maths interventions for disadvantaged pupils falling behind age-related expectations

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Children have access to effective comprehension resources, both at home and at school, that tracks their reading preferences and progress through book bands. • Children have daily opportunities to practise basic number skills, thereby embedding basic number facts • Children have quality first teaching specifically in reasoning and problem solving using high quality resources that are used consistently across KS1 and KS2 • Children have small group teaching to close gaps
Projected spending	£12 000

Teaching priorities for current academic year KS2

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21

Strategy aims for disadvantaged pupils KS1 and EYFS

Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the phonics scheme effectively and use team teaching and effective peer coaching across EYFS and KS1
Priority 2	Buy additional reading books for EYFS and KS1 which closely match the phonics stage at each phase of Letters and Sounds.
Priority 3	Establish small group reading/writing/maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	<ul style="list-style-type: none"> The children are more able to practise their developing phonics knowledge and skills when reading their reading books at home and at school. Children have small group teaching to close gaps
Projected spending	£8000

Teaching priorities for current academic year KS1

Aim	Target	Target date
Phonics	Achieve national average for the number of disadvantaged children passing the phonics check	July 21
Progress in Reading	Achieve better than national average scores in KS1 Reading	July 21
Progress in Mathematics	Achieve better than national average scores in KS1 Maths	July 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group phonics interventions for disadvantaged pupils falling behind age-related expectations
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£3500

Wider strategies for current academic year

Measure	Activity
Priority 1	Promoting equal opportunities for disadvantaged children in terms of culture capital and curriculum enrichment
Priority 2	Improvements to pupil attendance and readiness to learn
Barriers to learning these priorities address	Improvements to pupils' sense of themselves as learners and their attitudes to learning Help to overcome barriers that may influence pupils' love and enthusiasm for learning
Projected spending	£1000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided for subject leadership time and for peer coaching

Targeted support	Ensuring enough time for school maths-lead to monitor small groups	Maths lead paired with cover teacher to free up regular sessions each week for monitoring and other subject leadership tasks
Wider strategies	Engaging the families facing most challenges	Working closely with families to ensure that they have technology; uniform; etc

Review: last year's aims and outcomes – no data for 2020 (Teacher Assessment used)

Aim	Outcome
Progress in Reading	<ul style="list-style-type: none"> KS1 data showed that there was one disadvantaged child who was not on track to meet age related expectations in Reading when lockdown started – <i>below national but only one child</i> KS2 data showed two disadvantaged children who both were on track to meet the expected standard when lockdown happened; one of them was on track to meet the expected standard at greater depth – <i>better than national 100% at expected standard; 50% at greater depth</i> .
Progress in Mathematics	<ul style="list-style-type: none"> KS1 data showed that there was one disadvantaged child who was on track to meet age related expectations in Maths when lockdown started – <i>above national but only one child</i> KS2 data showed two disadvantaged children who both were on track to meet the expected standard when lockdown happened; one of them was on track to meet the expected standard at greater depth – <i>better than national 100% at expected standard; 50% at greater depth</i> .
Phonics	<ul style="list-style-type: none"> The PST that took place in Dec 2020 - 60% of disadvantaged children met the standard and passed the screening check. <i>This is below national average of 71%</i> . New aim of disadvantaged pupils meeting national average for all pupils by September 2021.