

St Joseph's Catholic Primary Pupil premium strategy statement April 2019 – March 20

1. Summary information				
School	St Joseph's Catholic Primary School			
Academic Year	2019 -20	Total PP budget	£133,800	Date of most recent PP Review
NOR	181+ nursery	Number of pupils eligible for PP	100	Date for next internal review of this strategy
2. Current attainment				
KS1 2019		<i>Pupils eligible for PP (13) SEN2</i>	<i>Pupils not eligible for PP (14) SEN 1</i>	<i>All pupils 27 SEN 3</i>
% achieving age expectations in reading		38%	86%	67%
% achieving age expectations in writing		43%	93%	78%
% achieving age expectations in maths		47%	93%	70%
KS2 2019. 75% of the cohort were Ever6		<i>(21) SEN 6</i>	<i>(7) SEN 0</i>	<i>28 SEN 6</i>
% achieving age expectations or above in reading, writing & maths		33%	71%	39%
% achieving age expectations in reading		38%	86%	50%
% achieving age expectations in writing		43%	100%	57%
% achieving age expectations in maths		48%	86%	58%
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>				
A.	All pupils come from homes with higher than average levels of multiple deprivation (82% MDI E, significant overall multiple deprivation, with 40% in E* wards)			
B.	Poor oral language skills and vocabulary throughout the school			

C.	Reading skills are not in line with national expectations throughout the whole school and many children do not read for pleasure	
D.	Gaps between PP and NPP are not consistently narrowing in all classes throughout the school	
E.	Limited experience of wider social, cultural and outdoor opportunities	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Pupil premium pupils attendance is lower than non-pupil premium pupils	
B.	Families require support with behaviour, housing and a high level of mental health issues. Levels of domestic violence are relatively	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Oral language and vocabulary are developed throughout the school, measured through rates of progress and levels of attainment in FSP, KS1 and KS2	Increased %age achieving age expectations in EYFS and KS1 CLL/ speaking and listening Increase range of vocabulary evident in KS2
B.	Reading skills have improved throughout the school; pupils enjoy reading: Monitoring to include pupil questionnaires, pupil interviews, monitoring of assessment data termly. In KS2 measure progress of vocabulary through writing in books. Children will read age-appropriate texts and develop a greater stamina for reading and be able to confidently answer questions around texts. make expected progress from their starting points.	Increased %age of pupils attaining age expectations in all classes Pupils enjoy reading and are able to discuss books for pleasure
C.	Narrow gaps between PP and NPP consistently throughout the school in reading writing and maths Measure progress termly through data analysis and pupil progress reports and meetings	Gap narrowing in all classes between PP and NPP pupils

Evaluation. FSP

FSM_T Pupils currently eligible for Free School Meals					
Year	Group	NOR	GLD	ATP	Prime 2+
2014/15	FSM	6	66.7	32.8	83.3
2014/15	Not FSM	21	66.7	33.7	81.0
	GAP	15	0.0	0.8	-2.4
2015/16	FSM	9	44.4	29.1	66.7
2015/16	Not FSM	21	81.0	35.9	85.7
	GAP	12	36.5	6.7	19.0
2016/17	FSM	10	50.0	27.6	60.0
2016/17	Not FSM	20	85.0	32.5	85.0
	GAP	10	35.0	4.9	25.0
2017/18	FSM	13	38.5	26.8	38.5
2017/18	Not FSM	9	66.7	30.9	66.7
	GAP	-4	28.2	4.1	28.2
2018/19	FSM	11	54.5	29.5	63.6
2018/19	Not FSM	17	76.5	32.9	88.2
	GAP	6	21.9	3.3	24.6

Lancashire		
GLD	ATP	Prime 2+
51.7	31.2	62.7
70.2	35.5	78.7
52.2	31.2	63.4
72.1	35.5	79.3
53.1	31.2	64.8
72.0	35.1	79.5
54.1	30.9	63.6
72.2	34.8	79.4
52.0	30.5	61.4
72.1	34.7	78.9

Scores in listening and attention, Understanding and Speaking all rose. In early reading and writing, scores also rose.

The gaps between PP and non-PP pupils has reduced in successive years.

KS1

	Pupil Number	Reading		Writing		Maths		Science
		Expected+	Greater Depth	Expected+	Greater Depth	Expected+	Greater Depth	Expected
FSM6 2018/19	10	40.0	0.0	70.0	0.0	50.0	0.0	40.0
Not FSM6 2018/19	19	84.2	5.3	84.2	0.0	84.2	0.0	84.2
GAP	9	44.2	5.3	14.2	0.0	34.2	0.0	44.2
FSM6 2017/18	10	70.0	0.0	40.0	0.0	40.0	0.0	40.0
Not FSM6 2017/18	20	65.0	10.0	70.0	5.0	75.0	10.0	80.0
GAP	10	-5.0	10.0	30.0	5.0	35.0	10.0	40.0
FSM6 2016/17	13	61.5	0.0	61.5	0.0	61.5	0.0	61.5
Not FSM6 2016/17	16	75.0	18.8	68.8	18.8	81.3	0.0	87.5
GAP	3	13.5	18.8	7.2	18.8	19.7	0.0	26.0
FSM6 2015/16	15	80.0	6.7	73.3	6.7	80.0	0.0	100.0
Not FSM6 2015/16	11	54.5	18.2	45.5	18.2	54.5	9.1	54.5
GAP	-4	-25.5	11.5	-27.9	11.5	-25.5	9.1	-45.5
Lancs FSM6 % 2018/19		58.9	10.1	52.6	5.4	58.4	8.9	67.2
Lancs Not FSM6 % 2018/19		77.2	24.7	71.7	15.6	78.1	22.1	84.3
England FSM6 % 2018/19		62.0	13.8	55.0	7.3	62.6	11.8	70.7
England Not FSM6 % 2018/19		78.2	27.8	72.8	16.7	78.9	24.2	85.2

The nos of PP who reached EXS rose in writing and mathematics. The number reaching EXS in reading fell significantly. Attainment is below the national average in reading and mathematics. The gaps between PP and non-PP pupils is at the highest at any point.

Impact: limited impact

KS2.

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth	Expected+ Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	Expected+ Higher standard (100-120)	Higher standard (110-120)	Expected standard
FSM6 2018/19	21	38.1	9.5	42.9	4.8	47.6	4.8	28.6	4.8	57.1
Not FSM6 2018/19	7	85.7	0.0	100.0	14.3	85.7	0.0	100.0	14.3	100.0
GAP	-14	47.6	-9.5	57.1	9.5	38.1	-4.8	71.4	9.5	42.9
FSM6 2017/18	14	35.7	7.1	50.0	7.1	35.7	7.1	50.0	7.1	64.3
Not FSM6 2017/18	9	77.8	0.0	77.8	11.1	88.9	22.2	55.6	44.4	88.9
GAP	-5	42.1	-7.1	27.8	4.0	53.2	15.1	5.6	37.3	24.6
FSM6 2016/17	17	35.3	0.0	41.2	0.0	35.3	5.9	35.3	0.0	58.8
Not FSM6 2016/17	10	70.0	10.0	80.0	10.0	60.0	0.0	60.0	10.0	80.0
GAP	-7	34.7	10.0	38.8	10.0	24.7	-5.9	24.7	10.0	21.2
FSM6 2015/16	17	47.1	5.9	70.6	0.0	41.2	0.0	52.9	5.9	76.5
Not FSM6 2015/16	12	66.7	8.3	75.0	8.3	83.3	8.3	66.7	8.3	100.0
GAP	-5	19.6	2.5	4.4	8.3	42.2	8.3	13.7	2.5	23.5
Lancs FSM6 % 2018/19		59.1	13.3	64.3	10.9	65.3	12.8	65.4	19.6	69.8
Lancs Not FSM6 % 2018/19		76.7	28.7	82.7	23.8	83.1	28.6	82.1	37.2	87.0
England FSM6 % 2018/19		62.1	16.9	67.9	11.4	67.5	15.7	67.5	24.5	72.7
England Not FSM6 % 2018/19		77.9	31.2	83.0	23.8	83.4	31.2	82.5	40.4	87.3

The nos of PP who reached EXS rose in reading and mathematics. The number reaching EXS in writing fell slightly. Attainment is below the national average in all core subjects. The gaps between PP and non-PP pupils in reading and writing are at the highest at any point.

Impact: limited impact

Summary: while standards of achievement (rates of progress, levels of attainment) are close to the national average in EYFS, gaps are significant at KS2, and growing. Internal attainment data for summer 2020 will be published next year.

Attendance	Pupil Premium pupils		+/-	All others		+/-
	2018-19	2019-20		2018-19	2019-20	
Leavers 2025 R - Y1	94.37	92.77		95.54	92.89	
Leavers 2024 Y2	95.38	93.41		94.08	94.03	
Leavers 2023 Y3	95.94	94.67		95.81	93.49	
Leavers 2022 Y4	92.48	92.78		95.70	96.73	
Leavers 2021 Y5	93.13	94.02		93.18	96.57	
Leavers 2020 Y6	96.27	94.56		96.21	96.11	

Summary: as was recognised by Ofsted, measures to improve attendance have yet to fully impact on percentages. The impact on attendance by summer 2020 will not be available due to school closure.

NB: Attendance from September 2020 until 19th October was 96%