



# Pupil Premium Strategy Review: St Joseph's Catholic Primary School, Thame

## 2020-21

At St. Joseph's Catholic Primary School we are committed to providing the very highest quality of education for all our pupils. We believe that school has a key role to play in supporting and challenging all our pupils to be the very best that they can be and we have high expectations for all our pupils. Our Pupil Premium Strategy is one which promotes our aim of providing the highest quality education for all as this is the key to improving outcomes for disadvantaged pupils. Interventions and support are carefully planned for individuals and include a range of approaches which are dependent on the specific needs of the children in the school.

### 1. Summary information

<b>School</b>	St Joseph's Catholic Primary School, Thame				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£16,700	<b>Date of most recent PP Review</b>	Sep 21
<b>Total number of pupils</b>	201	<b>Number of pupils eligible for PP</b>	Funding based on 12 pupils at census, however additional 3 pupils became eligible during the year.	<b>Date for next internal review of this strategy</b>	Feb 22

<p><b>Attendance Year 20-21 for PP pupils</b> Attendance was again hard to monitor this year due to the disruption of COVID-19, however the whole school attendance figure for the academic year is 95.66%, whilst for PP it is at 86.4%. The attendance team have included monitoring PP in their action plan and have an active approach to attendance monitoring and follow up.</p>	<p><b>SEND/EHCP/LAC</b> 13.3% of Pupils eligible for Pupil Premium also have an Education Health Care Plan (EHCP) and have additional physical, learning and emotional needs. A further 26.6% of Pupil Premium pupils are on the SEN Register. This accounts for 40% of Pupil Premium Pupils.</p>
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1. Barriers to future attainment (for pupils eligible for PP, including high ability)			
	In-school barriers	Strategies in place to address these Barriers	Spending
A.	Some pupils eligible for pupil premium make less progress than their peers.	<ul style="list-style-type: none"> <li>Quality First Teaching training to further improve the quality of teaching and learning across the school</li> <li>Pupil premium focus in pupil progress meetings</li> <li>Specific targeted interventions to raise attainment in reading and writing (see below)</li> <li>Purchase of Literacy Shed subscription to provide teachers with high quality resources for teaching of English</li> </ul>	£273 OXSIT Quality First Teaching £170 Literacy Shed Resources
B.	Behaviour and emotional barriers to learning and emotional well-being	<ul style="list-style-type: none"> <li>Training TAs to support social/emotional and behavioural issues including ELSA</li> <li>1:1 support where needed</li> <li>Specialist intervention around restorative practice to support behaviour management in the school and specific needs</li> </ul>	£350 ELSA Supervision
C.	Confidence and communication skills	<ul style="list-style-type: none"> <li>Including pupils in leadership opportunities in the school such as School Council, Learning Champions etc.</li> <li>Enrichment activities such as Chess, French and programming</li> <li>School trips and residential to build confidence and independence</li> <li>SEND TA to provide specific advice and support</li> </ul>	(support for residential trips cancelled due to COVID) £315 for Enrichment activities <i>Calculated by PP participation (7% of school population) in cost of following activities:</i> <ul style="list-style-type: none"> <li>Chess – £2000</li> <li>French - £2500</li> <li>7% of £8000 = £315</li> </ul>
D.	SEND needs of some pupils eligible for pupil premium impact on their learning and progress	<ul style="list-style-type: none"> <li>Trained SEND TA support and general TA support including groups such as Fresh Start</li> <li>EP assessments and advice</li> <li>SENCO time – additional days to support complex family needs</li> </ul>	£14,584 Remaining balance 1:1, group and intervention support and class TA support £400 – Additional SENCO days
E.	Resilience and growth mind set – attitude to learning	<ul style="list-style-type: none"> <li>Growth mind set week at the start of year</li> <li>Broad enrichment programme at school – including Chess, French and Programming to offer enriched experiences</li> <li>Participation in small group additional teaching, focused activities and additional TA support</li> </ul>	
	External barriers	Strategies in Place to Support these Barriers	Spending

<b>F.</b>	<b>Some Pupil Premium children have complex home circumstances which affect their emotional well-being and learning</b>	<ul style="list-style-type: none"> <li>• Providing Early Help for families</li> <li>• HSLW to support parents as needed</li> <li>• EHA and TAF processes in place as needed</li> <li>• Effective communication with external agencies as appropriate</li> <li>• School Counsellor employed to support children and families</li> </ul>	PP children accounted for 50% of HSLW case-load at a cost of £363.01. PP children accounted for 20% of counsellor case-load at a cost of £220.
<b>G.</b>	<b>Lack of resources (such as books, internet, uniform and clothing)</b>	<ul style="list-style-type: none"> <li>• Purchase of books/equipment targeted at pupils interests and needs – linked to class opics</li> <li>• Purchasing uniform on an ‘as needed’ basis</li> <li>• Fruit bar – morning snack to aid concentration</li> </ul>	£23.00 fruit bar £22.00 revision books
<b>J.</b>	<b>Attendance and lateness (working hours/transport)</b>	<ul style="list-style-type: none"> <li>• HSLW to work with parents on lateness and missed schooling</li> <li>• Wrap around school care offered when working hours and transport are an issue</li> </ul>	
			<b>Total: £16,700</b>

2. Particular Focus for 2020-21			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<b>Review</b>
<b>A.</b>	Improve outcomes for pupil premium children	<ul style="list-style-type: none"> <li>• Pupil Premium is a key focus of internal monitoring</li> <li>• Quality First Teaching training completed</li> <li>• Pupils engage fully in all learning opportunities</li> <li>• Pupils benefit from interventions such as Fresh Start, making progress in reading and writing</li> </ul>	<p>Regular monitoring of pupil premium children in pupil progress meetings held between class teachers and SLT.</p> <p>Training in Quality First Teaching has begun and will continue into 2021/22.</p> <p>The period of national restrictions in 2021 had a significant impact on the majority of our Pupil Premium children. They were prioritised for places to attend 'in-school' provision, however only 1/3 of PP children attended during this time. Those children who did not attend will need to be prioritised for interventions on return to school in September 2021.</p> <p>Internal monitoring showed an increase in levels of engagement in pupils during the spring and summer term, with the rich variety of experiences on offer motivating pupils on the return to full school opening.</p> <p>Fresh Start intervention ran in Year 5 with pupils benefitting from this.</p>
<b>B, C,E</b>	Pupil resilience and well-being promoted and effectively supported	<ul style="list-style-type: none"> <li>• Training TAs to support social/emotional and behavioural issues including ELSA</li> <li>• Resources and materials used throughout the school to support well-being and build resilience</li> <li>• Pastoral support further developed by employing a counsellor – pupils supported through ELSA and School Counsellor</li> </ul>	<p>ELSA training and supervision took place throughout the year. Unfortunately restrictions did not allow in-person ELSA support however ELSA well-being resources were incorporated in our remote learning provision and children throughout the school benefitted from these. Five children and families benefitted from Counselling support between April and July 2021. The emotional well-being of most of these children was markedly improved and this had a positive impact on their engagement in their learning. Very positive feedback has been given by parents.</p> <p>Pupil resilience was also supported through the introduction of The Sports Project which addressed mental well-being through sports activities.</p>
<b>D.</b>	Pupils with SEND needs effectively supported and support provided for their families.	<ul style="list-style-type: none"> <li>• SENCo time allocated to complex SEN cases</li> </ul>	<p>Additional SENCo time enabled us to support families of children with complex SEND needs, resulting in children being able to access learning at their level. School has supported two pupils in being allocated specialist provision which more effectively meets their needs for September 2021.</p>

		<ul style="list-style-type: none"> <li>• Appropriate provision in place to support pupils with complex SEN needs</li> </ul>	
<b>F.J.</b>	Children with complex home circumstances are well-supported enabling them to engage in learning.	<ul style="list-style-type: none"> <li>• Effective Early Help and TAF process in place</li> <li>• Effective communication with outside agencies</li> <li>• School counsellor in place to support individual children and families</li> </ul>	HSLW left at the end of December 2020. HSLW caseload has been taken on by SLT. Early help and TAF process in place with support from LCSS. Internal management of Early help and TAF processes will be reviewed for the coming academic year. School counsellor successfully providing support. Families supported which is having a positive impact on pupils.