



ST. JOSEPH'S

CATHOLIC PRIMARY AND NURSERY SCHOOL
'LEARNING TO LOVE, LOVING TO LEARN'

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	188
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£64,490
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	April 2021 & July 2021
Statement authorised by	Miss Emma Cashier
Pupil premium lead	Mrs Harriet Rees
Governor lead	Ms Johanna Jones

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 SDP: To continue to diminish any differences in the progress and attainment of disadvantaged pupils.	Increase staff awareness through CPD and further training in subject specific strategies/curriculum support in Reading and Maths.
Priority 2 SDP: Quality of teaching is highly effective (100% good or better) across school with precise professional development that encourages, challenges and supports.	Developing subject leaders through targeted CPD on teaching and learning within their subject. Ongoing work with SW Maths Hub. Collaboration in Local Authority and Catholic school cluster networks.
Priority 3 SDP: To develop, confident, articulate and resilient children who celebrate difference and are ready to engage successfully in their next stage of education.	SLT leadership training to increase capacity for curriculum development.

<p>SDP: Priority 4 To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</p>	<p>Enabling staff to access evidence –based interventions trained by a range of specialists such as Place 2 Be.</p>
<p>Barriers to learning these priorities address</p>	<p>Ensuring appropriate and targeted provision is in place as a result of effective staff CPD.</p>
<p>Projected spending</p>	<p>£97,000 (approx. £73,000 pp uptake)</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve within national average progress scores in KS2 Reading (0 or above)	July 2021
Progress in Writing	Achieve within national average progress scores in KS2 Writing (0 or above)	July 2021
Progress in Mathematics	Achieve within national average progress scores in KS2 Maths (0 or above)	July 2021
Greater depth attainment in Mathematics	Achieve in line with national average	July 2021
Phonics	Achieve above national average in Phonics screening.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Review SLT structure/intervention support impact termly. DHT now supporting Year 6 (focus PP pupils) Increase awareness of disadvantaged pupils for all staff; especially support staff. Disadvantaged pupils to remain a focus in progress meetings and effective support implemented through early identification (inclusion lead). Hertfordshire Reading intervention SW Maths Hub Beanstalk Pets as Therapy</p>
Priority 2	<p>All monitoring to have a pupil premium focus e.g book scrutiny, pupil voice, lesson observations Continue to have data driven targets as part of performance management. TA and CT planning time with PP focus Whole school leadership and professional development. CPD tailored to individual needs.</p>

	Continued 'workshop' approach to staff meetings with chunked sessions for immediate effect. Whole school 'Dyslexia friendly' training Reading curriculum skill based approach developed
Priority 3	Behaviour policy updated to incorporate school ethos and values following a restorative approach. Celebrate diversity and equality; Black History Month, BLM links in curriculum MTP, SEN awareness through pupil voice Pupils to share and present their learning with a range of audiences as part of MUNGA, Week of Wonder, Wellbeing week NELI – Nuffield Early Language Intervention EYFS transition 'stay and play' session. KS1-KS2 – Transition Day in school Year 6 - resilience sessions by Ninja Warrior's Year 6 Transition sessions by Place2Be/SENCo To provide enriching experiences such as, Cambridge University (through the Latin programme), School Journey
Priority 4	A wide range of therapeutic provision delivered in school as early identification/intervention External support identified for the most vulnerable pupils/families (including parent support). Introduce a sensory/ nurture room in EYFS and ks1/2 to support a range of needs including SEMH. All children have 'go to' adult of their choice. Recovery Curriculum – primary focus 'psychological safety' Wandsworth Art Packs for pp pupils across the school. Wide range of extra –curricular clubs (pp chn prioritised)
Barriers to learning these priorities address	Encouraging wider reading, mathematical conceptual understating and SEMH support
Projected spending	£75,583

Wider strategies for current academic year

Measure	Activity
Priority 1	Enjoyment for reading through staggered start Reading corners Electronic library system Parental engagement support
Priority 2	Online tutoring Catch up classes

	Technology loaned
Priority 3	Pupil voice opportunities MUNGA Growth Mindset whole school approach Therapeutic provisions
Priority 4	Gather & Grow Curriculum Enriching educational experiences School Travel Plan Wide range of sporting opportunities
Barriers to learning these priorities address	Improving parental engagement and pupils engagement in wider school activities.
Projected spending	£21,417

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff CPD esp. leadership development.	Use of INSET days and cover provided as well as bespoke leadership development programme.
Targeted support	Ensuring small group targeted intervention takes place consistently.	Intervention taught by SLT based out of class.
Wider strategies	Engaging families to support learning at home.	Working closely with identified families for regular school support.