



St. Joseph's Catholic Primary School, Islington

Pupil Premium Funding Information for Disadvantaged pupils 2020/21

Our family at St Joseph's Learns, Loves & Grows with God at the Centre

St. Joseph's is a two form entry primary school with a full time two form nursery provision. The school is located in the Junction Ward of Islington.

Pupil Premium funding gives schools extra funding to raise the attainment of Disadvantaged Pupils from Reception to Year 11. The Pupil Premium Grant provides funding to:

1. Raise the attainment of disadvantaged pupils and diminish the differences with their peers.
2. Supporting children and young people with parents in the regular armed forces.

Disadvantaged Pupils	Pupil Premium Grant Per Pupil
Pupils in Year Groups R to 6 recorded as having been in receipt of Free School	£1,345

Means at any time within the last 6 years	
Looked After Children (LAC)	£2,345
Children adopted from care under the Adoption and Children Act 2002 ¹ and children who have left care under a Special Guardianship or Residence Order	£2,345
Service Children	
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£310

24% of our children are recorded as Disadvantaged Pupils (DP) as they are eligible for pupil premium funding. 44% of our children are from an ethnic minority group and 32% of our pupil's first language is not English.

We have high expectations of all our children and are committed to ensuring that every child is given the best opportunities to enjoy and succeed at school. We want all our children to reach their full potential and become confident, independent, life- long learners. Pupil premium funding represents a significant proportion of our budget and we ensure that it is spent to maximum effect.

In-school Barriers to Future Attainment 2020/21

A.	Low language levels –many of our pupils have language delay or difficulties when they arrive in Foundation Stage. This leads to social communication difficulties and issues with Reading and Writing
B.	Poor emotional resilience, self-regulation skills and limited aspiration impact on many pupils’ ability to work collaboratively and to accept a degree of challenge in their learning

Recent Initiatives/Improvements 2020/21

A.	Additional CAMHS Counselling for a growing number of identified pupils as a result of the ongoing pandemic.
B.	Additional teaching support for targeted year groups.
C.	KS1 and KS2 homework clubs for identified vulnerable Disadvantaged pupils.
D.	Speech and Language Teaching Assistant for identified pupils

Pupil Premium Grant (PPG) 2020/21

Total number of disadvantaged pupils eligible for PPG	98	24.2%
Amount of PPG received per pupil	£1,345	98 pupils
Total amount of PPG received	£131,810	-
Total Planned expenditure by School to fund support – see attached breakdown	£155,405	-

Nature of Support 2020/21 (includes additional funding by school)

Staffing provision to support high quality teaching and learning outcomes	93%
Bought in professional support	4%
Resources/initiatives to enrich curriculum provision and learning outcomes	2%

Pupil Premium Grant Spending 2020/21

Year Group/ Key Stage	Initiative	Cost	Objective	Outcome/Impact	Impact
Additional Teaching Support = £144,761					
Year 5	Additional teaching assistant support for Year 5 Writing & Maths five days per week.	£28,779	To support the delivery of Writing & Maths curriculum five days per week.	Attainment & progress in Reading to be in line with expected levels. At least 6 steps of progress on Target Tracker to be made by Disadvantaged pupils.	Expected standards were achieved in Reading and Writing for pupils eligible for Pupil Premium Funding. Pupils grew in confidence and willingness to take risks in learning.
Year 6	Maths and English tutor to provide targeted support for Year 6 during English & Maths lessons provide small group and individual pupil conferencing sessions in the afternoon and deliver 1:3 tutorials after school, four days a week.	£24, 528	To raise standards in Reading, Writing and Maths. To increase the % of Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths. To increase the % of Disadvantaged pupils achieving the higher standard in Reading, Writing and Maths	Disadvantaged pupils to achieve in line or above the % of National 'Other' pupils, for Reading, Writing and Maths at the expected level and at the higher level by end of Key Stage 2 SATs.	Expected standards were achieved in Reading & Writing in Year 6. % of children reaching greater depth in reading & writing was significantly higher than expectations.
Year 6	Additional TA in Year 6 to support groups in Maths & English, and deliver interventions.	£28,779	To raise attainment In Reading, Writing & Maths in Year 5. To deliver additional interventions.	Increase in % of pupils attaining the expected level (5S on Target Tracker) by July 2021.	SEN children in year 6 achieved expected standards or made significant progress in readiness for secondary transition
Year 1 & Year 2	Additional reading support from lunchtime supervisors beginning January 2021.	£2,242	To hear vulnerable pupils read on a 1:1 basis and provide an opportunity to discuss what has been read and support with book choices.	Attainment & progress in Reading to be in line with expected levels. At least 6 steps of progress on Target Tracker to be made by Disadvantaged pupils.	Support from lunchtime supervisors did not take place due to Covid restrictions and bubbles. However additional reading support was put in place and a high % of children passed the phonics test
Whole School	Teaching staff released half termly to meet with Senior Leaders for Pupil Progress Meetings to review attainment and progress for all	£3,124	To ensure all pupils and Pupil Premium pupils make appropriate progress and that no pupil is left behind. To identify any further support etc. to be put in place.	Additional support, interventions etc. are put in place and reviewed to support pupils to achieve targets set.	All staff (including 5 NQT's) had a very comprehensive understanding of progress, attainment and achievement of all pupils in their classes. Interventions were

	pupils, with a focus on disadvantaged pupils, and plan for additional support and interventions to be put in place.				put in place and staff were clearly able to monitor this throughout the year and give additional support during lockdown and remote learning.
Years 1-6	Targeted After-school Club for identified Key Stage 1, Lower and Upper Key Stage 2 Disadvantaged pupils.	£3,225	Small group support for children to complete homework activities, with support of teaching staff and school resources.	Children receive additional support to complete homework directly linked to classroom learning and practise key Literacy and Numeracy skills, supported by skilled teaching staff.	When ASC was running throughout the year this additional support was put in place and children were able to benefit from additional help.
Whole School	Speech and Language Teaching Assistant five afternoons per week	£13,590	To deliver speech and language interventions to Disadvantaged pupils and other pupils.	Improved standards in Spoken Language for identified Disadvantaged pupils and other pupils.	S&L TA supported identified pupils who have made expected progress in this area
Whole School	Delivery of Lexia and Toe by Toe intervention. Teaching Assistant five mornings per week	£14,389	To deliver reading interventions to Disadvantaged pupils and other identified pupils.	Improved standards in Reading for identified Disadvantaged pupils and other pupils by providing additional opportunities to develop speech and language skills.	Supported identified pupils who have made expected progress in this area
Years 1-6	Librarian & reading programmes	£26,105	Raising standards in reading and writing. Delivering guided reading and 1:1 support for Disadvantaged pupils.	Termly targets met for Pupil Premium children in reading and writing.	Pupils grew in confidence and enjoyment of reading and standards improved as a result of this.

Professional Support = £6,969

Whole School	Counselling (CAHMS)	£6,969	Children all year groups identified.	Build confidence and independence. Support families and children with mental health difficulties.	SENDCo monitors this provision and has seen clear impact regarding CAHMS engagement with children and parents
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Resources = £3,675

Whole School	Maths Software licences (maths circle, white rose maths,	£625	To provide additional Maths curriculum support for all pupils including Disadvantaged pupils in school and at home	Disadvantaged pupils to make at least expected progress in Maths by end of Summer 2021..	% of children reaching high results in timestables tests as shown impact of appropriate
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	RM maths)		(Tables Rock Stars).		software
Whole School	Dyslexia Assessment £550 per session	£1,200	To assess potential pupils with Dyslexia and provide strategies to support their learning.	Disadvantaged pupils assessed with dyslexia supported to make expected progress by the end of Summer 2 2021.	Children identified and dyslexia friendly resources and teaching aids put in place
Whole School	Subscriptions for Toe by toe Twinkl, Vocabulary Ninja, Phonics play, Spag.com etc.	£1850	To provide additional English curriculum support for all pupils including Disadvantaged pupils on Phonics and Grammar.	Disadvantaged pupils to make at least expected progress in Writing by end of Summer 2 2021.	High % of children passing phonics tests

Total PPG received 19/20	£137,240
Total PPG expenditure 19/20	£140,025
PPG remaining	-£2785

Impact of Pupil Premium Grant Spending

The school tracks the progress of each pupil throughout the year in order to quickly identify successes, areas for development and develop strategies or 'next steps' to promote improvement.

A range of pupil data is used to analyse the impact of PPG spending. This includes:

- EYFS, KS1 and KS2 data
- Current data
- Phonics outcomes
- Intervention analysis – impact of intervention
- Outcomes of lesson observations, work and planning scrutiny, learning walks
- Pupil and Parent Voice

The impact of Pupil Premium Grant spending will be reviewed on a termly basis and analysed at the end of the 2020-21 academic year,