

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Joseph's Catholic Primary School Redhill
Pupils in school	513
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£38.620 £15.000 (free school meals)
Academic year or years covered by statement	2019 - 2020
Publish date	November 2019
Review date	July 2020
Statement authorised by	Governors
Pupil premium lead	Mrs De Sampayo/Mrs Tamsyn Lawlor
Governor lead	Mrs Barbara Barrett

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.08 (2 pupils)
Writing	3.54 (2 pupils)
Maths	2.20 (2 pupils)

## Strategy aims for disadvantaged pupils (2019 – 2020)

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	25%
Measure	Activity
Priority 1	To ensure teachers are provided with training and development in delivering an ambitious and rich curriculum in order to develop skills and knowledge, improve language and vocabulary.
Priority 2	To continue to embed a consistent approach to maths mastery across the school. Continue to develop a consistent approach to the 5 part lesson

Barriers to learning these priorities address	Teachers and teaching assistants with training to ensure evidence-based intervention and strategies are used to provide targeted interventions.
Projected spending	£3400

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2	Sept 2020
Progress in Writing	Achieve national average progress scores in KS2	Sept 2020
Progress in Mathematics	Achieve national average progress scores in KS2	Sept 2020
Phonics	Achieve national average in PSC	Sept 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Support disadvantaged pupils with fluency and reading for pleasure. Use of Lexia reading, reading for pleasure book (to own) provided twice a year,
Priority 2	Establish 1-1 tuition and targeted support for PPG children who are not on track to meet ARE
Barriers to learning these priorities address	Attending reading Lexia club and having opportunities to read extensively for pleasure. SEMH needs to develop a growth mind-set and resilience.
Projected spending	£5200

## Wider strategies for current academic year

Measure	Activity
Priority 1	Opportunities for clubs, residential trips and extended curriculum for disadvantaged pupils.
Priority 2	Develop and support SEMH needs – mind set and resilience
Barriers to learning these priorities address	Improving attendance for some pupils and readiness to learn (resilience)
Projected spending	£5600

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resource is given to allowing staff development and curriculum development, pedagogy and inclusive practice.	Use of INSET days, network meetings within our teaching school network. Training from Education Psychologist Development of subject/curriculum teams
Targeted support	Provide training for Inclusion team and 2 TAs in strategies for supporting SEMH needs	Strategies that will support the school's mental health strategy. Forest school sessions to incorporate disadvantaged pupils (2 days FS from February 2020)
Wider strategies	Engaging families who are facing challenges	Work with Surrey SEND, virtual schools and early Help

## Review: last year's aims and outcomes (summer 2020)

Aim	Outcome
Progress in reading and writing	Steady improvement and evidence of the gap closing between disadvantaged and non-disadvantaged groups. This has been achieved through rigorous monitoring of PPG children and developed mechanisms for transition.
Progress in maths	Evidence shows that progress in maths is stronger than writing as a result of lockdown and schooling missed.
Phonics	Current Y2 children will undertake postponed phonics check in December 2020. With a further check in June 2021 Y1 children are accessing additional support provided by an additional teacher 2 days a week and 1-1 tuition starting from November 2020
Other	Attendance of disadvantaged pupils has improved overall although this was affected by lockdown (March 2020 – July 2020). DFE daily attendance monitoring is evidencing this.