



Our Lady + St Joseph
Catholic Academy

Evaluation of Pupil Premium Grant Spending for the Academic Year 2018-19

Overview of the School

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	540
Total number of pupils eligible for PPG	48
Total amount of PPG received	£64,220

Outcomes at EYFS and Key Stage One were:

Reception	GLD (All)	GLD (National)	GLD (Disadvantaged)
GLD	79%	72%	50%

Year 1 Phonics	All (School)	All (National)	Disadvantaged (School)
Phonics Screening	90%	82%	100%

Year 2	All (School)	All (National)	Disadvantaged (School)
Achieving the expected standards in Writing	80%	69%	70%
Achieving the expected standards in Maths	84%	76%	60%
Achieving the expected standards in Reading	83%	75%	60%
Achieving Expected in RWM	74%	67% (Warks)	50%
Exceeding the expected standards in Writing	22%	15%	10%
Exceeding the expected standards in Maths	28%	22%	30%
Exceeding the expected standards in Reading	29%	25%	20%
Exceeding in RWM	17%	14% (Warks)	10%

	2019		
Key Stage Two	All (National)	Disadvantaged (national)	Disadvantaged
Achieving the expected standards in Writing	78%	68%	92%
Achieving the expected standards in Maths	79%	64%	85%
Achieving the expected standards in SPAG	78%	67%	85%
Achieving the expected standards in Reading	73%	65%	92%
Achieving the expected standards in RWM	65%	51%	77%
Achieving the higher standards in Writing	20%	10% (Warks)	23%
Achieving the higher standards in Maths	27%	11% (Warks)	23%
Achieving the higher standards in Reading	27%	16% (Warks)	31%
Achieving higher in RWM	11%	3% (Warks)	15%

Progress	National Progress of all 2019	Progress of all 2019	National Progress of all Disadvantaged 2019	Disadvantaged 2019
Writing	0	+2.41	-0.6	+4.87
Maths	0	+2.91	-0.6	+1.63
Reading	0	+3.14	-0.4	+4.74

Support Provided in 2018/19	Evaluation
<p>Release of subject specialists and outstanding practitioners to:</p> <ul style="list-style-type: none"> Support all teachers in improving their practice, moving all teaching and learning to outstanding, with a particular emphasis on supporting disadvantaged children Provide coaching to all teachers to ensure outstanding provision for children supported by Pupil Premium funding to accelerate their progress and improve attainment Coach and mentor all teachers to accelerate the progress of more able children through well adapted 	<p>Teaching and learning continues to be very strong and a large proportion of teaching is outstanding. Increased leadership capacity has enabled us to manage any staffing changes etc., whilst maintaining a consistently high quality of teaching across the school.</p> <p>We respond immediately to the areas for improvement by our headline data in 2019 and a robust focused plan is in place to ensure outcomes are maintained in 2020. Increased capacity also allowed us to improve outcomes within our fellow MAC schools.</p>

<p>curriculum provision and targeted intervention</p> <ul style="list-style-type: none"> • Provide programmes of support for children to use at home that are relevant to their age and stage of learning, including holiday packs to practise key skills, revision guides and high quality reading material. 	<p>Booster was successful in supporting many children to achieve the expected standard and did successfully support disadvantaged pupils to achieve in line with other pupils nationally.</p> <p>Quality of reading materials and using Reading Domains and use of Bug Club has also enhanced reading skills.</p>
<ul style="list-style-type: none"> • Provision of a specialist maths teacher to deliver 1-1 Maths tutoring to target disadvantaged pupils with potential to meet the expected standard and those who can potentially achieve greater depth in Year Five and Six. • Provision of a specialist maths teacher to deliver a range of interventions close to the point of teaching to fill gaps in learning and avoid the embedding of misconceptions, across the school 	<p>This programme proved highly effective in improving attitudes and confidence for children across the school and this can clearly be seen in the improved outcomes for many children supported by PP in all year groups, particularly those working at Greater depth. Using new materials and strategies from the White Rose programme has improved reasoning skills across the school. Feedback from children and parents demonstrated excellent impact and internal progress and attainment data evidences impact on outcomes</p>
<ul style="list-style-type: none"> • Release of staff for monitoring, coaching and mentoring to amend the curriculum to ensure it is closely tailored to meet the needs of all vulnerable pupils. • Updated Big Maths Training & Resources (To be used as a whole school learning tool but as an intervention for children supported by Pupil Premium funding) <ul style="list-style-type: none"> • Support children with gaps in the mathematical understanding • Consolidation and application of key mathematical skills • Overcome barriers to learning in maths 	<p>Professional partners in school ensures that staff were supported and challenged in ensuring children’s needs were met and curriculum was tailored.</p> <p>New big maths resources have supported tracking and planning of timely interventions linking to children’s barriers to learning</p> <p>New White Rose resources supporting teaching and learning of ‘understanding and reasoning’ of Maths across all areas of the curriculum.</p> <p>World Maths Day promoted using maths across the curriculum and children have a greater understanding of how maths skills and knowledge support learning in other areas.</p>
<ul style="list-style-type: none"> • Increased provision of teaching assistants to deliver targeted interventions to accelerate the progress of children supported by Pupil Premium funding <ul style="list-style-type: none"> • 1:1 support for children requiring support with Literacy & Numeracy Skills • ‘Pre-learning’ interventions to ensure children are at an advantage when they begin learning a new concept 	<p>The use of high impact interventions has been very effective in accelerating the progress at many children at risk of falling behind working at age related expectation. Intervention was particularly successful in all Key Stages, where outcomes were maintained and improved in 2019. The progress and attainment of disadvantaged pupils in all year groups in line with progress and attainment for non-disadvantaged pupils, with some cases being significantly higher. This intervention particularly supports our Disadvantaged EAL pupils.</p>
<ul style="list-style-type: none"> • Provision of a well-designed pastoral team who can build close relationships with parents to enable them to develop trust and confidence in the school and therefore enable them to share possible barriers for their child. • Pastoral team to carry out ongoing work and intervention with disadvantaged children and their families and provide essential signposting to relevant support • Pastoral team to build relationships with potentially vulnerable families and develop confidence and trust- they will also work closely with staff in Nursery and Reception to gather vital information which may enable early identification of potential barriers to learning. 	<p>The school’s pastoral team – Serenity – has established strong and effective working relationships with many of our families, allowing early support to enable personalised programmes that meet the needs of the children and families.</p> <p>A parent day enabling parents to engage with their children in making a ‘story in a box’ was successful with a large proportion of our disadvantaged families attending. Programmes that support parents with their child’s behaviour at home were run after school. The school provided childcare so parents could attend.</p>
<ul style="list-style-type: none"> • Big Maths & Rockstars Maths in EYFS & KS1 (To be used as a whole school learning tool but as an intervention for children supported by Pupil Premium funding) <ul style="list-style-type: none"> • Support children with gaps in the mathematical understanding • Consolidation and application of key mathematical skills 	<p>Big Maths continues to be used across the school and the quality of arithmetic in all year groups has improved as a result.</p> <p>Rockstars Maths is also improving the knowledge of children’s timetables.</p> <p>In all year groups, the vast majority of disadvantaged children are working at the expected standard and the percentage of children working at greater depth is increasing as children learn to apply their arithmetic in</p>

<ul style="list-style-type: none"> Overcome barriers to learning in maths 	<p>problem solving situations.</p>
Subsidised Trips	<p>We have subsidised a range of trips from curriculum related day trips to residential experiences in Cornwall and Yorkshire. All children have had access to all opportunities available them.</p> <p>A further residential trip was introduced this year and was offered to all children.</p>
Subsidised Music Tuition	<p>Music tuition continues to be available to all children who wish to learn to play a musical instrument, regardless of financial barriers. Approximately xxx of those in receipt of PP are currently learning to play a musical instrument.</p>
Purchase of Uniform	<p>We support parents in the purchase of new uniform where finance limitations prevent them from buying sufficient uniform items. (How much)</p>
<p>Staff Training</p> <ul style="list-style-type: none"> Providing appropriate levels of challenge for all learners Understanding interventions and identifying need Outstanding Teaching and Learning Early Help training for all pastoral team Further training for wider curriculum – ART, Music, and ICT The use of assessment to ensure progress for all learners 	<p>A range of staff training has taken place this year and this has had a positive impact on the extent to which all staff can respond to the needs of all children.</p>
Total PPG Received	£63,640
Total PPG Expenditure	£63,640