



Our Lady + St Joseph  
Catholic Academy

## Record 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	512
Total number of pupils eligible for PPG	36
Amount of PPG received per pupil	£1,503
Total amount of PPG received	£54.120

Aim	Barriers to Learning	Intervention	Intended Impact	How impact will be monitored.	Cost
Increase the proportion of disadvantaged children working at the expected standard in reading, writing and maths at the end of all key stages 2 in 2019	<ul style="list-style-type: none"><li>Gaps in key skills of English and maths</li><li>Possible disengagement from the curriculum</li><li>Financial barriers associated with the cost of living, including poor diet</li></ul>	Release of subject specialists and outstanding practitioners to: <ul style="list-style-type: none"><li>Support all teachers in improving their practice, moving all teaching and learning to outstanding, with a particular emphasis on supporting disadvantaged children</li><li>Provide coaching to all teachers to ensure outstanding provision for children supported by Pupil Premium funding to accelerate their progress and improve attainment</li><li>Coach and mentor all teachers to accelerate the progress of more able</li></ul>	Disadvantaged children working at least in line with National data at all key stages.	Moderation of work and review of progress and attainment every six weeks at pupils' progress meeting for all year groups. Further review of progress of these children 2-4 weeks in FS, Y2 & Y6.	£2,580

	<ul style="list-style-type: none"> <li>Poor attendance</li> <li>Disadvantaged children also with SEND</li> <li>Lack of provision of quality reading materials at home</li> <li>Lack of access to learning materials which allow children to practice application of their skills</li> </ul>	<p>children through well adapted curriculum provision and targeted interventions</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Improved quality of work seen in home learning &amp; the classroom.</p> <p>Improved outcomes and accelerated progress.</p>	<p>Formative assessment carried out by all teachers on an ongoing basis to ensure that progress is sustained or accelerated where necessary and that gaps are identified and addressed through intervention</p>	<p>£1000</p>
<p><b>Increase the proportion of disadvantaged children working at greater depth in reading, writing and maths at the end of all Key Stages in 2019</b></p>	<ul style="list-style-type: none"> <li>Lack of available support at home to enable effective pre-learning</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Provision of a 1-1 English specialist to improve outcomes in reading and writing. The English specialist will liaise with the class teacher regularly to ensure intervention is delivered as close to the point of teaching as possible.</li> <li>Provision of a 1-1 Maths specialist to improve outcomes in maths at the expected standard for disadvantaged children. The Maths specialist will provide personalised tutoring and will liaise with the class teacher regularly to ensure intervention is delivered as close to the point of teaching as possible.</li> </ul>	<p>Increase attainment of disadvantaged pupils at end of Y6, through bespoke and personalised programmes.</p>	<p>Through weekly pupils interviews which assess ongoing barriers to learning and the effectiveness of steps taken to address them</p> <p>Moderation of work and review of progress and attainment every two weeks at Y6 strategy meeting</p>	<p>£8,000</p>

<p><b>Ensure regular monitoring of the impact of strategies and interventions to support disadvantaged learners, enabling the curriculum to be routinely adapted to meet their needs</b></p>	<ul style="list-style-type: none"> <li>Engagement of pupils in intervention</li> <li>Quality of delivery and monitoring of interventions</li> <li>Tailoring the curriculum to meet both the needs and interests of all vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Updated Training &amp; Resources specific to SDP (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"> <li>Support children with gaps in the mathematical understanding</li> <li>Consolidation and application of key mathematical skills</li> <li>Overcome barriers to learning in maths</li> </ul> </li> </ul>	<p>Early intervention and specific strategies tailored to individual needs, that are regularly adapted to support learners ensure all children make very good progress from their starting points.</p>	<p>Monitoring of the impact of targeted interventions by the Inclusion Lead (Jill Thomas) &amp; Pastoral lead (Rachel Case)</p>	<p>£2,000</p>
<p><b>Further close the gap in all areas of the curriculum between disadvantaged and non-disadvantaged children</b></p> <p><b>Further increase the attainment of disadvantaged children across the curriculum</b></p>	<ul style="list-style-type: none"> <li>Disadvantaged children potentially not having the opportunity to pre-learn at home in line with other children</li> </ul>	<ul style="list-style-type: none"> <li>Provision of specialist teaching assistants to deliver targeted interventions to accelerate the progress of children supported by Pupil Premium funding <ul style="list-style-type: none"> <li>1:1 support for children requiring support with English &amp; Maths Skills in order to allow them to apply their skills across the curriculum</li> <li>'Pre-learning' interventions to ensure children are at an advantage when they begin learning a new concept</li> </ul> </li> </ul>	<p>All children make outstanding progress and achieve to their full potential across all areas of the curriculum</p>	<p>Monitoring of curriculum suitability by subject leaders</p>	<p>£12,160</p>
<p><b>Improve overall attendance and reduce persistent absence for disadvantaged pupils</b></p>	<ul style="list-style-type: none"> <li>Lack of engagement between parents and school</li> <li>Social factors impacting on the ability of parents to bring children to school</li> </ul>	<ul style="list-style-type: none"> <li>Increase the SLA with the ACE service to include more opportunities for home visits to engage with disadvantaged families and support them to identify and address barriers to attendance</li> <li>Provision of a pastoral team to work directly with families to remove barriers identified, either by the ACE service or through the work of the pastoral support lead</li> </ul>	<p>Attendance to disadvantaged is in line with those of non - disadvantaged. Swift interventions are put in place through robust systems in procedures that are followed by the school to ensure</p>	<p>Half termly meetings with attendance Officer ( Debbie Elkin) Daily and weekly monitoring of attendance information.</p>	<p>£3,400</p>

	<ul style="list-style-type: none"> <li>Financial implications of running a car</li> <li>Need to take holidays out of term time in order to reduce cost</li> </ul>		overall attendance improves.		
<b>Increase engagement of more vulnerable families to ensure their barriers are known and understood in order address them</b>	<ul style="list-style-type: none"> <li>Anxieties or insecurities from parents own experience of school</li> <li>Embarrassment about sharing personal circumstances with school staff</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pastoral team to carry out ongoing work and intervention with disadvantaged children and their families and provide essential signposting to relevant support</li> </ul>	Vulnerable families have access to a team of people that can swiftly support, signpost or challenge and ensure practical or emotional help provides scaffold and structure to improve good wellbeing within families.	Weekly meetings between the Pastoral Lead (Rachel Case) and parents of target disadvantaged children to monitor a holistic overview of progress and any potential barriers	£17,400
<b>Improve communication with parents of younger children to identify those who are disadvantaged but have not yet been identified as so in order to remove barriers to learning</b>	<ul style="list-style-type: none"> <li>Lack of confidence to share information about personal circumstances or financial information</li> <li>Lack of understanding of the system</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Improved relationships and communication with disadvantaged families, allowing swift interventions or programmes to be in place when required, ensures that children in school make progress.	Weekly meetings between the Pastoral Lead (Rachel Case) and parents of target disadvantaged children to monitor a holistic overview of progress and any potential barriers	As above
<b>Ensure that financial barriers do not impact on the opportunities each disadvantaged child has to access</b>	<ul style="list-style-type: none"> <li>Reluctance of parents to inform the school that finances are a barrier to</li> </ul>	<ul style="list-style-type: none"> <li>Ensure disadvantaged children have equal access to all school activities or equipment required by removing the financial barriers associated with the following: Subsidised Music Tuition</li> </ul>	Disadvantaged children have the same opportunities to enrichment activities and where talent is noticed, this is supported and	Weekly meetings between the Pastoral Lead (Rachel Case) and parents of target disadvantaged children to monitor a holistic overview of progress	£4,000

<p>provision above and beyond the curriculum</p> <p>Remove financial barriers associated with the cost of children attending school, e.g. cost of uniform, dinners etc.</p>	<p>school activities</p>	<p>Subsidised Trips (Inc. residential trips) Purchase of Uniform After school clubs</p>	<p>nurtured, and ensuring finance is not a barrier for the child to achieve.</p>	<p>and any potential barriers</p> <p>CPOMS Staff meetings</p>	
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<p><b>Total PPG Received</b></p>	<p><b>£54,120</b></p>
<p><b>Total Planned PPG Expenditure</b></p>	<p><b>£54,120</b></p>

An evaluation of impact will be published on the school website and shared with parents and those responsible for governance by 20<sup>th</sup> July 2019.