

Pupil premium strategy statement (St Joseph's Catholic Primary School)

• Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2016-17	Total PP budget	£17,000	Date of most recent PP Review	July 2016
Total number of pupils	154	Number of pupils eligible for PP	12	Date for next PP Strategy Review	April 2017

• Current attainment				
	Pupils eligible for PP St Joseph's school	Pupils not eligible for PP	Pupils not eligible for PP (national average)	
	1 pupil exit Y6 Based on new measures	St Josephs Currently 10 pupils		
% achieving expected standards or above in reading, writing & maths (or equivalent)	100%	NA	69.2%	
% making expected progress in reading (or equivalent)	4.62	80%	3.4	
% making expected levels of progress in writing (or equivalent)	4.78	80%	3.7	
% making expected levels of progress in maths (or equivalent)	2.23	80%	2.3	

• Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	<p>Progress of non mobile PP is better in reading, writing and maths than mobile PP</p> <p>Two mobile pupils who joined September 2015-progress in reading, writing and maths is less than non mobile pupils in Y4,5,6 due to low starting points on entry to St Joseph's 2015</p>
B.	<p>Three PP need daily reading and questioning approach to improve comprehension skills</p> <p>Three PP require spelling intervention to bring spelling age up in line with chronological age</p> <p>(Predicted outcomes for Y6 are that 2 of the 3 PP will be at expected standard in reading writing and maths but the mobile PP will be just below)</p> <p>One PP with poor speech and language and required 1:1</p> <p>One PP with poor comprehension skills and required X3 week</p> <p>One PP poor grammar skills and requires 'catch up' X3 per week</p>
C.	Behaviours for learning of one PP impacting on progress of self and peers (Linked to home life also)

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Cost of bus in order for pupil to continue to attend St Joseph's

• Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Improve progress for mobile PP in Y4 and Y6 so that it is in line with peer</p> <p>Sustain good progress levels for ALL Pupil premium through booster groups and interventions (see provision map 2016-17 for further detail)</p>	<p>In maths, reading and writing, non-negotiables for Age related expectations are achieved for both Y4 and Y6</p> <p>Interventions target specifics to ensure non negotiables are achieved.</p> <p>5PP are at expected standard and one PP working at a greater depth (Higher ability Pupil premium)</p> <p>2 adopted pupils both low starting points starting points. One adopted pupil predicted to be at expected standard end of KS2 in maths and reading. One adopted pupil predicted to be on track in reading and writing, making accelerated progress from the starting point</p> <p>All PP will achieve non-negotiables for their year groups in reading, writing and maths</p>
B.	Pupil Premium to have access to music lessons/residential trips and extra curricular clubs (negotiations with parents who leave nearby to support with transport on a rota basis)	<p>PP attend clubs – monitored via club registers</p> <p>Residential attended (additional funding requested from local charity also)</p> <p>Music lessons for one PP attended</p>
C.	Progress in line with national for PP with similar starting points for Y6 Pupil premium	PP make progress in line with national PP
D.	Behaviour for learning issue addressed through positive rewards systems (golden time, marbles, house points and responsibilities of Y6)	<p>Fewer behaviour issues recorded (Golden time loss)</p> <p>Pupil engaged in their learning</p> <p>Good or better progress made in reading, writing, maths and SPAG</p> <p>Review of behaviour X6 per year</p>

E.	Cost of bus in order for pupil to continue to attend St Joseph's and attendance to continue to be 95%+	Attendance figure remains at 95%
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• Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase progress for mobile PP across KS2	<p>Staff to have key pupils on planning Whole school CPD on matching needs</p> <p>Reduce cohort size from 37 by additional teacher Grammar, Spelling and comprehension Interventions in place for 9 weeks and reviewed, impact measured</p>	<p>Deeper learning in maths has become a barrier for many, esp pp mobile children</p> <p>Interventions targeted specific learning needs of pupils (see interventions files for detail)</p>	<p>Use of INSET days to review ladders in maths and writing Lesson observation by SLT Planning/book scrutinies Feed back on specific groups from SLT</p>	WD	<p>Assessment windows 1,2,3,4 Pupil progress meetings</p> <p>Structured conversations with parents X4 per year</p>
Improve progress for middle PP pupils	Whole school review Cluster work on deeper learning	MA children PP are making expected progress but we want them to make better than expected progress	<p>Review of planning Sharing of good practice with cluster schools Monitoring of interventions Lesson observations, book look and data review</p>	CH JC	Assessment windows 1,2,3,4
Total budgeted cost					£1,515
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase progress for mobile PP across KS2 Improve progress for middle PP pupils	Small group interventions that target specific areas as identified on provision map	Targeted support has impacted on pupils who have made accelerated progress Interventions written to match needs of individuals (see interventions files)	Release time for class teachers to write targeted interventions (X4 per year) 2 TA's deployed to deliver interventions X 3 afternoons per week across Key Stage 2 (32 weeks of interventions per year)	KS, AB, JC	Assessment windows 1,2,3,4
Total budgeted cost					£12,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP to have access to extra curricular clubs/music lessons/residential trips	Use of PP to support attendance on residential and peripatetic music lessons	Children should not be disadvantaged due to financial constraints Only the HA pupil ops in for music tuition currently)	Ensure children have access to music lessons Ensure children attend residential that is subsidised using PP	WD	Summer term
Behaviour for learning issue addressed	Use of Ben's behaviour support	It was successful when previously used and pupil built up an excellent rapport with staff member	Report by behaviour support reviewed Feedback from behaviour support Conference with pupil to hear their voice and identify next steps	WD	Once the sessions have been completed (Spring term)
Pupil to attend school	Use of funding to pay for transport	Pupil's attendance improved when the school worked with the EWO and financially support parent to pay for the bus	Monitor attendance X4 per year Follow schools absence procedures	WD LE	Summer term
Total budgeted cost					£4,000

- Review of expenditure

Previous Academic Year		£18,320		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For all PP to make expected progress in reading, writing and maths	Matched learning across the curriculum Additional teacher with this large cohort so to reduced staff/pupil ratio	50% PP made better than expected progress – Y3,4 and Y6 Two Y5 pupils did not make expected progress Two PP pupils who are mobile, came in with low starting points and did not make expected progress Y6 pupil made excellent progress and met standards	Impact clearly where teaching stability is evident. Interventions successful for all children having interventions Y5 pupils had disruptive staffing changes(staff sickness and maternity) which impacted over all on their progress Mobile pupils needed more time to settle before being assessed. SATs revision club impacted on this particular pupil	£2,000

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For PP to meet new expected standard in reading, writing and maths	SATs club and one to one support (Y6) Targeted interventions for PP run by teaching assistants across both Key stages (32 weeks of interventions) X2 TA's	Rapid improvement in SATs papers during prep time Outcomes were expected standards met with good progress Progress across the school in line with peer groups Additional teacher to reduce cohort size and improve adult/pupil ratio For interventions to close the gap for all pupils.	One to one targeted intervention will continue next year Interventions specific to the needs of the individuals-teachers write themselves and this approach will continue to ensure personalised and targeted. Additional teacher did impact on pupil / staff ratio however progress for Y5 pupils was less than expected. New staffing format and structure for 2016-17 with additional classroom. Focus this year on interventions based around non-negiables	£14,220
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance for two PP pupils	Work closely with EWO in tackling attendance	Attendance for two targeted children at for 2015-16 (from 96%-98%) and (94%-97%)	Close links with EWO impacted. Letters to parents made a difference. Buy back EWO again to support school	£650
Pupils have access to music/peripatetic music lessons	Communication s with parents Access to music	Increase in self confidence and self esteem. Pupil not excluded and felt part of the class and other children that had music lessons	Worked well-pupils enjoyed and thrived completing a musical performance – will continue with this next year	£200

Pupil to attend trips and residential visits	Access to trips	Yes-pupil attended residential trip. Felt part of the class	Worked well-recommend same again next year	£327
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- **Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.