

## Pupil premium strategy statement - St Joseph's Catholic Primary School 2018-19

### What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. For the current academic year (2018-19) primary schools will received a sum of £1320 for any child who has been in receipt of free school meals (FSM) any time during the last 6 years. Schools will also receive £2300 for any pupil identified in the January census 2018 as having left local author care as a result of adoption, a special guardianship order, a children arrangements order, who has been in local authority care for 1 day or more

• Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2018-19	Total PP budget	£11,540	Date of most recent PP Review	Sept 2018
Total number of pupils (September 2018)	176	Number of pupils eligible for PP	9 Pupils  (1 LAC child funding not included in this figure)	Date for next PP Strategy Review	September 2019

### Current attainment

	Pupils eligible for PP St Joseph's school 0 Pupils were in Y6 to provide exit data	Pupils not eligible for PP 16 pupils @ St Josephs	Pupils not eligible for PP (national average)
% achieving expected standards or above in reading, writing & maths (or equivalent)	-	81%	65%
Progress in reading (or equivalent)	-	4.9(100%)	0.0/0.3
Progress in writing (or equivalent)	-	3.2(94%)	0.0/0.2
Progress in maths (or equivalent)	-	1.8(88%)	0.0/0.3
Year	% on Track in Reading	% on track in Writing	% on track Maths
1	-	-	-
2	-	-	-
3 (1 pupil)	100%	100%	100%

4	-	-	-	
5 (1 pupil)	0	0	0	
6 (7 pupils)	100%	85%	85%	
• <b>Barriers to future attainment (for pupils eligible for PP)</b>				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
A.	Mid-year admissions and poor previous educational experience and delayed funding for PP			
B.	Access to one to one help and catch up programmes for high and lower attaining PP			
C.	Access to advice for pupils with complex additional needs including social and emotional			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
D.	Access to the wider curriculum providing first hand experiences including residential trips, music lessons,			

• <b>Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	Mobile pupils to make accelerated progress and the gaps in their learning closed	Mobile pupils assessed swiftly to identify gaps in learning and personalised interventions, where necessary, put in place  Where required, children will have 1:1 support or small group as necessary. PP identified on planning. Staff plan to ensure a balance of support in class between teacher and TA
B.	End of key stage attainment and progress for the Pupil Premium pupils is at least in line or better than national figures for Pupil Premium in reading, writing and maths (and with pupils with similar starting points)	Pupil Premium Pupils make at least good progress from their starting points each year Children are prepared for the next steps in their school career
C.	Targeted expertise sought and strategies put in place  Children in need of nurture and mental health support to support their emotional development and wellbeing will have their needs met	Children will have access to counselling sessions  Children will be able to access learning more readily and close the gap with their peers

D.	Access to rich extra-curricular experiences and 'life skills' are not restricted because of finances	Children will be able to attend a wider range of rich extra-curricular experiences Broad and rich opportunities to develop 'life skills' are put in place through the curriculum ALL Pupil Premium children will have access to all school trips, visits, residential and music lessons
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**Planned Expenditure**

<b>Academic Year</b>	<b>2018-19</b>
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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

**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?
Smaller class sizes (no more than 30 per year group) with additional support from TA's to benefit all pupils, especially Pupil premium	Continued employment for four TA's in KS2	Evidence supports small class sizes and higher ratio of teachers to children. Increased capacity to support PP children	Rigorous monitoring and self-evaluation procedures Pupil progress meetings X4 per year Staff performance management	W D'Arcy C Howells	Pupil progress meeting X4 per year Termly reviews of where the school is at based on monitoring
Release time to write interventions that are fit for purpose and based on the individual needs of pupils	Teachers to be release X4 per year to write interventions	Staff to work alongside SENDCO where necessary and seek advice from SLT. Use of tracker to identify objectives to plug the gaps	SENDCO to scrutinise planning and delivery of interventions	N Jones W D'Arcy C Howells	Pupil progress meeting X4 per year Closing the gap documentation to demonstrate progress
<b>Teaching cost (part funded)</b>				<b>£9912</b>	
<b>Release time for Staff</b>				<b>£900</b>	

**i. 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?
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Pupil premium children have access to high quality interventions delivered on a X8 weekly rolling programme	Teaching assistants, including HLTA's used to deliver bespoke interventions	Targeted and personalised 'boosts' so that the gap is closed and improved outcomes for all PP	Rigorous monitoring of data and progress Monitoring of delivery of interventions	N Jones C Howells W D'Arcy	X 4 per year in pupil progress meetings  Termly reviews  Feedback to Pupil Premium champion governor
Support for PP children who find friendship/relationships difficult, do not engage well in classroom activities or have difficult relationships with their parents and other adults	Counselling service on a weekly basis	Previous experience of pupils who have previously had counselling with measureable impact on own self confidence and self esteem	Weekly updates from class teachers to counsellor Working closely with parents/carers for children who are accessing counselling services	WD'Arcy	Termly reviews and updates form counsellor
TA's interventions/class support Counselling services					(As above already costed) £1620
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to all curricular and extra-curricular activities for Pupil Premium pupils	Funding for targeted activities and events for PP children to ensure they are able to fully participate	To ensure they do not miss out on any activity due to financial grounds and continue to build on increased participation rates last year	On going monitoring of all trips and activities to ensure full access and participation	WD'Arcy	Termly reviews of participation of trips/extra curricular opportunities
<b>Extra-curricular</b>					<b>£1500</b>
<b>Total budgeted cost</b>					<b>£13932*</b>
					*Please note the over spend due to virtual school holding LAC finances and school having to apply for it £2300

Review of expenditure				
Previous Academic Year 2017-18		£15,680		
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)	Total Cost
PP children received appropriate intervention support targeting the gaps in their learning External support impacts on QFT, making a difference to those with complex needs	Pupil progress meetings X4 per year (SLT,SENDCO and classteacher) to include structured conversation with parents.	All children made progress and where there were learning gaps, these will addressed.  Where PP are not on track, they also have additional learning needs and on the SEND register.  Educational psychologist reports and observations supported QFT and adaptations implemented where necessary	Staff need release time to complete data for pupil progress and closing the gap documentation. Will continue with the approach as it has increased accountability of progress for ALL pupils  Educational psychologist provided useful tips for classroom practice.	£11980
Staff have release time to write interventions that are fit for purpose rather than off the shelf	Teachers to be release X4 per year to write interventions	Progress made and gaps were closed in learning although some PP (SEND) still not on track	Interventions bespoke and therefore high quality interventions impact on progress. Staff need time to write the interventions and resource them	

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)	Total Cost
Pupil Premium to have access to music lessons/residential trips/	Use of PP to support attendance on residential and peripatetic music lessons	Children's opportunities broadened Children took part in annual music competition	Yes- ensure enrichment and provides opportunities that the children would not get due to financial constraints	£1700
Pupil Premium to have access to school meals and extra-curricular clubs	Trips/clubs to be subsidised	Children participated in clubs including multi skills, cheer leading, street dance which broadened experiences	Yes- ensure enrichment and provides opportunities that the children would not get due to financial constraints	
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
Educational psychologists to address the complex needs of individuals	1:1 educational psychologist to work with individuals to identify specific learning need. Providing advice and recommendations for school	Suggested strategies taken on board and used to improve QFT resulting in better engagement with learning	If needed	£2000
Counselling service for children that need additional emotional support	Children to receive 1:1 with Ben's Behaviour Solutions or in a small group with TA	Children's engagement improved (assessments completed by counsellor)  Some children have less frequent contact with counsellor as strategies developed and implemented	Yes-with regular reviews	
Disadvantaged children close their gap (especially reading) between themselves and their peers from similar starting points	Interventions targeted support through small group work	Interventions were highly effective where there were no additional learning needs  There is still a gap for two PP who are SEND also	Yes-continue with provision and personalised interventions	

#### Additional detail

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

LAC entitled to £2300, school has to apply to the virtual school for funding and therefore the overall amount of £11540 does not include this

Equally there are 4 additional children who are now entitled to FSM that were not included in the January 2018 census