

# Pupil Premium Strategy Statement: St Joseph's Catholic Primary School

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£51,060	Date of most recent PP Review	July 2018
Total number of pupils	370	Number of pupils eligible for PP	38	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP – St Joseph's 2018</i>	<i>Pupils not eligible for PP (St Joseph's 2018)</i>
% of pupils achieving the expected standard in reading, writing and maths	14% (1/7)	65%
reading progress score	-3.5	0.7
writing progress score	-2.7	0.6
maths progress score	-5.4	1.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B.</b>	Many pupils eligible for pupil premium also have other factors such as SEN, EAL and issues associated with the adoption process
<b>C.</b>	Motivation and confidence issues where pupils have a low expectation of themselves.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A</b>	Many pupils eligible for pupil premium have difficulties with attendance and punctuality.
<b>B</b>	Many pupils have emotional difficulties/language delay resulting from differing circumstances.
<b>C</b>	Many pupils have limited access to technology/resources to complete online homework
<b>D</b>	

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech and language skills	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication. PP pupils have a greater confidence and self-belief.
<b>B.</b>	All pupils eligible for PP will make at least expected or better than expected progress.	Pupils eligible for PP make as much progress as 'other' pupils at the same starting points, by the end of a Key Stage in maths, reading and writing. As measured by the National end of key stage test and teacher assessments.
<b>C.</b>	Close the gap between PP and Non PP pupils	PP pupils make accelerated progress to narrow the gap

## 5. Planned expenditure

Academic year

2018/19

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?
A. Develop oral literacy skills	Work with English Lead to provide training for all staff in PiXL Oral Literacy Programme	PP eligible pupils have lower oral skills and have less exposure to the spoken language and an increased vocabulary. Increased focus to develop the skills to speak confidently in a variety of arenas, with an impact in writing across the curriculum.	Focused staff meeting time to introduce.  INSET day to develop teachers' skills.  Follow-up team teaching sessions to embed in school.	AH / SLT	July 2019
B. Improve knowledge of SPaG and Phonics and the implementation of this in writing	Peer observations to further develop good practice for all staff, leading and supporting phonics and staff	Focus of 2017- 2018; further embed in 2018-2019. Phonic screening results have remained consistent, but needs further embedding.	Monitor phonics and SPaG through learning walks, book scrutiny. Feedback from staff on peer observations- share good practice Monitor data from regular phonic assessments	DB / AH	April 2019
C. Raise the attainment of high attaining children and the number of children attaining above expected levels in RWM.	Using PiXL Primary Wise to identify key next steps for HA.  Implement NACE training ensuring strategies meet the needs of pupils	OFSTED July 2017 identified continuing to raise the attainment of HA children. Increase of children achieving the combined in RWM from 2017 to 2018  Experienced teachers are focused on various levels of challenge in all curriculum areas, according to children's ability.	Share NACE training with new staff  Focused staff meeting time to revisit strategies and share practice from NACE and PiXL.  PiXL conferences to support teachers across the school.	G/T Lead	Termly
D. Embed the learning behaviours for self-growth and self-reflection	Re-introduce behaviours in whole school assembly. Enhance reward system to include learning behaviour awards.	Learning Walks and observations have identified that children can be reticent to take risks and accurately reflect on their learning.	Focus on our marking guidelines for self and peer assessment Focus at weekly assemblies Ensure that staff refer to learning characteristics in lessons	All staff	Termly
<b>Total budgeted cost</b>					£10,000

<b>ii. Targeted support</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>
A. Improve achievement of pupils at risk of falling below ARE.	PiXL Primary interventions; led by experienced teachers and TAs.	PiXL Primary and PiXL 1 provides support for identifying children in both Key Stages and their specific needs as well as focussed intervention materials. Using experienced teachers will ensure children are well supported and received good quality teaching during groups.	Dedicated Raising Standards Lead to focus on PIXL.  Key Staff released to attend conferences and training.  Protected timetable for interventions.  Termly meeting with PiXL associate to maintain focus on identified children.  Target some pupils for individual tuition	TOK/KF	Half Termly
B. Improve achievement of children below ARE in reading.	Better Reading in Primary intervention continuing for identified children.  Better Reading in Primary strategies applied in all reading lessons individual and group.	Impact of BRP in previous years has been excellent (6-9 months progress in 10weeks) and improvement sustained.	Additional adults deployed to support targeted Guided Reading groups. Protected timetable for intervention.  Experienced, well-trained TAs leading BRP sessions  SENDCo leading intervention.  Target some pupils for individual tuition	KF	Termly
C. Improve achievement of children below ARE in mathematics.	Targeted interventions to support children falling below ARE.	Children with gaps in number skills have been identified as falling below ARE compared to peers who are more secure in number skills. These maths interventions have demonstrated good impact in previous years.	Class Teachers plan and direct intervention groups during maths lessons.  Experienced TAs leading groups.  SENDCo overseeing and tracking progress.  Target some pupils for individual tuition	KF	Half Termly

D. Improve language and communication	Interventions to ensure rapid progress in communication and language.	EEF Toolkit identifies oral language interventions as having high impact for relatively low cost. Screening materials enable support to be targeted quickly and effectively.	All Reception children screened with Language Link by half-term.  Interventions – Language Link Reception / KS1  SALT interventions for identified children  Social Language Skills interventions	KF	April 2018
E. Teachers better able to meet the needs of children.	Purchase additional time with the Educational Psychologist	Children identified as having other barriers to their learning.	Identified children seen by Educational Psychologist.  Recommended strategies implemented.	KF	April 2018
F. To improve access to wider educational experiences for disadvantaged pupils.	Music tuition and after school clubs offered to PP pupils and financially supported	To provide rich and varied opportunities for cultural experiences and high quality arts, a higher focus on music provision	Target specific pupils for music lessons  Target specific pupils for clubs	CL	Termly
G. Parental support and engagement	Parents to be given support and strategies to enhance the learning for their children at home.	A greater repertoire of vocabulary enables pupils to communicate clearly and develop the written word.	Parental support groups to revise strategies used within the school	KF	Termly
<b>Total budgeted cost</b>					£20,000
<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>
A. Improved emotional and social well-being for children.	Seasons for Growth/ Mind to be Kind, Emotional and Social programmes for identified children.	Research including, EEF Toolkit, identifies social and emotional learning has moderate impact for moderate cost. In previous years, these strategies have supported children's well-being and enabled them to achieve well.	Monitoring of pupils' wellbeing before and after strategies.  Engaging parents to support children as they participate in programmes.  Staff training for issued regarding post adoption children.	C McN / KF	Termly

B. Pupils attendance and punctuality monitored and rewarded.	Dedicated time to track and monitor	Tracking and monitoring has shown that pupils with PP funding have lower attendance figures	Regular attendance meetings Letters sent to follow up tracking and monitoring Assembly to reward good attendance Reward certificates and books	CL	Half termly
C. Rapid identification of next steps and children falling below ARE.	Teachers using data and gaps analysis toolkits to identify those at risk of falling below ARE.	Identifying children at risk of falling below ARE quickly, is key to filling gaps and supporting children to make accelerated progress.	Moderation time for teachers' to confirm judgements on assessment.  Regular SLT monitoring of use of assessment information through PPMs termly.  Develop the use of formative assessment using Insight tracking. Moderations with other schools locally, Catholic Partnership and Nationally through PiXL association.	CL	Termly
D. Children make a smooth transition to secondary school.	Targeted, bespoke Support for children eligible for PP led by transition support group (627)	Research including, EEF Toolkit, identifies social and emotional learning has moderate impact for moderate cost. Experience in previous years has demonstrated this group have a positive impact on PP eligible children's transition.	Spring and Summer Term transition projects and focussed sessions for identified children.  Y6 teachers liaising with 627 and leading programme of sessions.	Y6 teachers	July 2019
F. Access to educational visits for all	To ensure that all children are able to attend the residential visits and other curricular events.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager	AR	April 19
G. To support families with financial difficulties to ensure they are prepared for their day at school.	To ensure that all children are prepared and can access the curriculum	School uniform purchases or after school club participation. Clubs, uniform, to be paid for my PP budget.	Parents will feel supported by the school, their children will be fully included and not disadvantaged in any way by economic hardship. PP meetings to discuss the payment options, families to express an interest in clubs, communication lines kept open about economic hardship.	SLT	July 2019

H: Good attendance rate of parents at parents' evenings, Curriculum workshops and other school events.	Emphasis on ensuring the 'hard to reach' parents attend important meetings regarding their children.	Research shows that parental support is the most important factor in children making good progress and being successful.	Personal phone calls to parents where they have not responded to letters about Parents' Evenings. Alternative appointment times offered if appropriate.	Class teachers	Parents' Evenings dates – October and Feb
<b>Total budgeted cost</b>					£15,000