

# Pupil premium strategy statement: St Joseph's Catholic Primary School

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£44880	Date of most recent PP Review	July 2017
Total number of pupils	373	Number of pupils eligible for PP	34	Date for next internal review of this strategy	April 2018

2. Current attainment		
	<i>Pupils eligible for PP – St Joseph's 2017</i>	<i>Pupils not eligible for PP (St Joseph's 2017)</i>
% of pupils achieving the expected standard in reading, writing and maths	14.3% (1/7)	81%
reading progress score	-0.3	2.3
writing progress score	-5.1	0.3
maths progress score	-1.9	0.9

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 progress in subsequent years.
<b>B.</b>	Many pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions
<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 resulting from disrupted home circumstances.
<b>C</b>	Access to technology
<b>D</b>	

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech and language skills for PP pupils in foundation stage	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
<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>	Higher rates of attainment for pupil premium children.	Pupils eligible for PP continue on the same trajectory as other pupils with the same starting point.

5. Planned expenditure					
Academic year	2017/18				
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. Improved progress in writing.	Work with BLT advisor to support teachers in developing writing skills across the curriculum.	Progress in writing is below that of maths and reading. PP eligible pupils have poor oral skills and are less exposed to story structures and spoken language. EEF review indicates increased teacher confidence and evidence of improved writing skills when implemented effectively.	Focussed staff meeting time to introduce.  INSET day to develop teachers' skills.  Follow-up team teaching sessions to embed in school.	AH / SLT	July 2018
B.Improve knowledge of SPAG and Phonics and the implementation of this in writing	Targeted CPD for all staff leading and supporting phonics and SPAG.	OFSTED 2017 identified as an area for further development.	Phonics/SPAG training for identified Teaching Assistants  Focused staff meeting to support phonics/SPAG teaching  Phonics lead to support teaching in EYFS & KS1.	DB / AH	April 2018
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.  NACE training for all staff.	OFSTED July 2017 identified continuing to raise the attainment of HA children.  Experienced teachers are focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics within class and replaces work that previously would have been done in TA groups.	NACE training  Focused staff meeting time to revisit strategies. And share practice.  PIXL conferences to support teachers across the school.	G/T Lead	Half Termly
D.Develop self-confidence and self-motivation in all pupils.	Introduce in whole school assembly with support of JLT.	Learning Walks and observations identified children who are reticent to take risks.	Focus at weekly assemblies  Weekly challenges led by JLT  Links with PSHE	CL /JLT	Termly
<b>Total budgeted cost</b>					£10000

<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 Club provides support for identifying children 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.	TOK	Half Termly
B. Improve achievement of children below ARE in reading.	Better Reading Partners intervention continuing for identified children.  Training for all staff to support impact of intervention  Tailored intervention to continue	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.	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.	KF	Half Termly

D. Improve language and communication in entry to Reception.	Language Link screening and interventions to ensure rapid progress in communication and language.	EEF Toolkit identifies oral language interventions as having high impact for relatively low cost. Screening children and providing support rapidly on entry to Reception, enables support to be targeted quickly and effectively.	All Reception children screened by half-term.  Reception TAs supported by additional TAs to complete.  Protected timetable for intervention.  Overseen by SENDCo.	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
<b>Total budgeted cost</b>					£20000

<b>i. 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/ 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.	TOK	Termly
B. Improve attendance for identified PP eligible pupils.	Support families in finding transport and subsidising transport costs where appropriate.	Low attendance has a negative impact on children's achievement in school. In previous years, offering support has improved children's attendance and achievement.	Regular monitoring of attendance.  Communication and engagement with parents.	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.	Development of teachers' understanding of use of assessment information.  Regular SLT monitoring of use of assessment information through PPMs termly.	CL	Half-termly

			Develop the use of formative assessment using Insight tracking and Rising Stars.		
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 2018
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 18
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 2018
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>					£15000

## Evaluation and Impact:

EYFS		
	No of pupils	GLD
Non PP	34	71%
PP	2	100%

Phonics check		
	No of pupils	
Y1 Non PP	43	84%
Y1 PP	2	50%
Y2 Non PP	58	90%

KS1	No of pupils	Read Exp	Read GD	Writing Exp	Writing GD	Maths Exp	Maths GD
Non PP	58	81%	40%	78%	26%	76%	26%
PP	6	33%		50%		17%	

KS2	No of pupils	Read Exp	Read GD	Read Scale	Reading progress	Writing Exp	Writing GD	Writing Progress	Maths Scale	Maths Exp	Maths GD	Maths Progress	RWM Exp	RWM GD
Non PP	55	73%	25%	105.1	0.7	80%	20%	0.6	104.5	71%	33%	1%	65%	16%
PP	7	33%		101.4	-3.5	50%		-2.7	99.1	17%		-5.4		

KS2 – PP pupils (5 out of the 7) are joiners in Year 5 and 6 to St Joseph's School

The expected standard at both KS1 and KS2 in writing has increased. Pupils following a structured approach to storytelling has enabled them to structure writing and develop extended pieces in various areas of the curriculum – evidenced in book and moderation of samples. The focus on phonics and SPaG has enabled pupils to develop their writing styles and improved their quality of work – weekly SPaG homework has reinforced aspects which have enhanced writing.

Pupil progress meetings have identified some pupils, in need of more intensive support as well as identifying the need to challenge at greater depth for others. NACE training has enabled all staff to improve the challenge for high attainers. Being a PiXL school has meant that staff can attend conference

to develop their knowledge of identifying, meeting the needs of and resourcing for key marginal pupils (those at risk of slipping just below ARE / those at risk of slipping just below GD and ensuring that finally tuned resources and interventions are in place to bridge gaps in learning).

All pupils have engaged in a series of Growth Mindset assemblies, in which learning characteristics have been re-embedded. The Junior Leadership Team, comprising of a variety of pupils have presented the concepts involved in having a growth mindset in whole school assemblies. A NED assembly, (outside workshop) reinforced the theme of developing a mind which grows and develops.

Life skills were developed through a secondary school run workshop focusing on careers and aspirations.

Transport issues have prevented some PP pupils from being able to get to school and on time. Transport was provided for these pupils in order to ensure that they could access a full day of learning at school.

School trips, including residential were subsidised for PP pupils, ensuring that they developed the independent and life skills required to move on to a new year group.

627 targeted groups supported all Year 6 children and a targeted group of vulnerable pupils to be successful through the transition into secondary school.

Targeted interventions for emotional and social support such as Seasons for Growth, social skills programmes, new starters programme have enabled children to be resilient, develop social skills and coping skills in situations of change.

Uniform provided for PP pupils enables them to develop their sense of belonging and self-worth.

Parents have been followed up if unable to make a parent meeting and alternative arrangements made. Drop in sessions are available every Wednesday after school. Hard to reach parents have been targeted to attend workshops in order to support their child's learning. Attendance has increased for this group at these events.

Extending the contract and funding additional hours with the school Educational Psychologist has enabled children's learning needs / barriers to learning to be identified quickly, ensured that where applicable application for additional support have been made (EHCP applications need EP support), parental understanding of needs is enhanced and teachers are advised on teaching approaches to best meet individual needs and hence facilitate progress for all. The EP has provided INSET for all staff on dyslexia and this has enabled dyslexia friendly approaches in all classes.

Many PP pupils have multiple needs which have been supported through numerous strands (SEN, Family support, Travelling community and attendance).