

Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	52 (including 2 x adopted)
TOTAL PP received	£69,220

Identified barriers to educational achievement

St Joseph's Catholic Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities - educational experiences such as trips and participation in extra-curricular activities.
- Attendance/punctuality.
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning.
- The number of pupils who are in receipt of Pupil Premium and also have EAL.
- Behaviour – pupils with specific social and emotional needs which affect their learning.
- Lack of parental support with homework.

Rationale for expenditure

As identified in the 2015-16 Pupil Premium Grant Impact Report, accelerated progress is required for PP pupils in core subjects across KS2. Allocated PP teacher time has been dedicated with particular focus on pupils not on target to achieve AREs in core subjects within KS2. Additional TA hours have been allocated to provide further support to year 3 and 5 PP pupils with specific Reading, Writing and Maths difficulties along with additional TA support specialising in supporting children with Maths difficulties in Years 4-6. Some PP pupils have been identified as benefiting from receiving additional specialist support around maintaining emotional well-being and social skills. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget, for example, revision guides, spell checkers. Many of the PP pupils' parents are unable to afford to pay for school trips, residential trips, items of school uniform and extra-curricular activities. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated PP tutor x 3 afternoons per week	English and Maths	£12,000
Additional 1:1 teaching support	English and Maths	£20,213
Additional TA support in classes and for focused interventions	English and Maths	£14,522
Homework Club	English and Maths	£550
Computing Club	Computing	£1,110
Play Therapy	Personal and social	£13,000
Additional Education Psychology support	Barriers to learning	£1,200
Funding for extra-curricular activities	Personal and social	£1,609
Additional learning resources (Spell-checkers, iPads/Revision Guides) / Uniform	Personal and social	£500
Funding for school trips and residential trips	Personal and social	£2,629
Funding for Breakfast Club /After School Club	Personal and social	£4,361
TOTAL SPEND		£71,694

Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated PP teacher x 3 afternoons per week/ Additional 1:1 teaching support	<ul style="list-style-type: none"> • Improved learning outcomes in Reading, Writing and Maths (meeting end of year age-related expectations) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific SEN/ EAL needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practice and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning <p>Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and Maths calculation strategies and terminology</p>	<ul style="list-style-type: none"> • Regular reviews of Disadvantaged cohort with DHT through half termly pupil progress meetings • Specific focus re pupil progress target for Disadvantaged cohort through Performance Management • Regular communication between PP teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources • Teaching resources and materials – PP teacher to liaise with DHT as necessary • PP teacher to attend staff meetings – keep up-to-date with school priorities, teaching strategies and national developments
TA support in classes and for focused interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. Maths, Phonics, Spelling, Reading, Handwriting) • Support within lessons to improve understanding of learning in Reading, Writing and Maths • Consolidation of learning completed in classes – time for practice and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and Maths calculation strategies and terminology. • Careful tracking of homework to include reading journals – ensure regular reading takes place • Prioritise reading with TAs if pupils are unable to read at home • Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> • Regular TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO review – careful planning of interventions to be completed each half term • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of “soft start” and afternoon intervention time for pre- teaching and consolidation of learning • Close communication between TAs, teachers and DHT to track pupils with concerning attendance and/or punctuality. DH to address concerns with parents and develop action plan as necessary • Teachers and TAs liaise with PP teacher closely and regularly update tracking for pupils with SEN/EAL/PP

	<ul style="list-style-type: none"> • Improved learning outcomes in Reading, Writing and Maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • DHT meet with pupil premium teacher and teachers on a half termly basis for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes • Data analysis on a half- termly basis to identify pupils whose progress is causing concern and to review successes
Homework Club	<ul style="list-style-type: none"> • Pupils have time to complete homework tasks if unable to do so at home 	<ul style="list-style-type: none"> • TA to run homework club x 1 per week – support in completion of tasks set and preparation for teaching/consolidation of learning
Computing Club	<ul style="list-style-type: none"> • To ensure all children eligible for PP have access to computers 	<ul style="list-style-type: none"> • Ascertain which children do not have access to a computer at home • Children specifically targeted who do not have access to a computer at home
Funding for dedicated emotional /social skills support for vulnerable pupils	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build emotional development for pupils and resilience • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred as appropriate for play therapy/social skills • Regular opportunities to feedback to relevant staff and parents • Service level agreement for Play Therapist with the Catholic Children’s Society • DHT regularly liaises with school Play Therapist to assess progress and prioritise access to the service for vulnerable children in the school
Additional support from the Educational Psychology Service	<ul style="list-style-type: none"> • To identify barriers to learning for children and implement appropriate strategies to ensure all vulnerable children maximize their progress 	<ul style="list-style-type: none"> • Termly planning meeting with SENCO / EP to identify children who require additional support • Provision of strategies to support access to learning

Funding for extra- curricular activities	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • Arrange funding (as appropriate) for clubs and resources required
Additional learning resources (Spell-checkers, iPads, Revision Guides)/ Uniform	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning • A range of learning styles can be catered for • Children can feel proud of the uniform they wear 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding – School Council • Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables) • DHT liaises with families to ensure support for purchasing uniform is provided as and when required
Funding for school trips and residential trips	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and on residential trips 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • DHT to liaise with parents regarding specific requests for funding • Teachers made aware of funding available
Funding for Before and After school clubs	<ul style="list-style-type: none"> • Breakfast Club – to promote good attendance and punctuality • Pupils have time to complete homework tasks if unable to do so at home • Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning) 	<ul style="list-style-type: none"> • Inform parents of PP pupils that Breakfast Club and After School Club are both available at reduced cost (encourage pupils to attend) • Liaise with class teachers so TAs aware of homework that requires completion – if appropriate • Purchase range of games/activities to support both clubs.

How will the school measure the impact of the Pupil Premium?

To monitor progress re attainment, ARE expectation measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At St Joseph's Catholic Primary School, the cycle of data collection and monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place on a half-termly basis and will include the DHT, teachers, TAs and the Pupil Premium Teacher.

After each pupil progress meeting, the school will review the impact of actions taken, and will plan for how the funding will be specifically allocated over the next half term. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Governors' Achievement and Resources committees.

Designated staff member in charge: Mrs Carrie French

Pupil Premium Teacher: Mrs Eileen O'Sullivan

Nominated governor: Mrs Linda Vann

Date of next Pupil Premium Strategy Review:

Nov 2017

ATTAINMENT OUTCOMES 2016 / 2017

2016/2017 KS2 SATs results attainment Closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

	2016				2017			
	Maths, Reading & Writing				Maths, Reading & Writing			
All Subjects (Reading, Writing and Maths)	Cohort number	School % meeting ARE	National % meeting ARE (all pupils)	Difference	Cohort number	School % meeting ARE	National % meeting ARE (all pupils)	Difference
Pupil Premium	6 (10%)	33%	53%	-20%	10(17%)	80%	61%	+19%
Other pupils	56	59%		+6%	48	75%		+14%
School Gap		-26%				+5%		
Maths								
Pupil Premium	6 (10%)	67%	70%	-3%	10(17%)	80%	75%	+5%
Other pupils	56	70%		0%	48	92%		+17%
School Gap		-3%				-12%		
Reading								
Pupil Premium	6 (10%)	50%	66%	-16%	10(17%)	100%	71%	+29%
Other pupils	56	75%		+9%	48	79%		+8%
School Gap		-25%				+21%		
Writing								
Pupil Premium	6 (10%)	83%	74%	+9%	10(17%)	80%	76%	+4%
Other pupils	56	86%		+12%	48	83%		+7%
School Gap		-3%				-3%		

The 2016 and 2017 SATs results were calculated based on the percentage of pupils who met 'end of Year 6 expectations' in Reading, Writing, Maths and All Subjects Combined (Reading, Writing and Maths).

In-school comparison:

The **in-school** gap between PP pupils and Other pupils has increased by 9% in Maths, stayed the same in Writing and narrowed significantly by 46% in Reading compared to 2016. The **in school** gap between PP pupils and Other pupils has narrowed significantly across **all subjects** by 31% compared to 2016.

Comparison with national attainment:

80% of PP pupils attained AREs in Maths compared to 75% of all pupils nationally – 5% above all pupils nationally.

100% of PP pupils attained AREs in Reading compared to 71% of all pupils nationally – 29% above all pupils nationally.

80% of PP pupils attained AREs in Writing compared to 76% of all pupils nationally – 4% above all pupils nationally.

The gap in attainment between pupil premium pupils and the % of pupils nationally meeting ARE in Reading has narrowed by 45%, 8% in Maths and increased by 5% in Writing compared to 2016.

2016/2017 KS1 SATs results attainment Closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

	2016				2017			
	Maths, Reading & Writing				Maths, Reading & Writing			
	Cohort number	School % meeting ARE	National % meeting ARE (all pupils)	Difference	Cohort number	School % meeting ARE	National % meeting ARE (all pupils)	Difference
Maths								
Pupil Premium	10 (16%)	50%	73%	-23%	8 (13%)	63%	75%	-12%
Other pupils	51 (84%)	76%		+3%	53 (88%)	94%		+19%
School Gap		-26%				-31%		
Reading								
Pupil Premium	10 (16%)	60%	74%	-14%	8 (13%)	75%	76%	-1%
Other pupils	51 (84%)	73%		-1%	53 (88%)	92%		+16%
School Gap		-13%				-17%		
Writing								
Pupil Premium	10 (16%)	50%	65%	-15%	8 (13%)	63%	68%	-5%
Other pupils	51 (84%)	71%		+6%	53 (88%)	90%		+22%
School Gap		-21%				-27%		

The 2016 / 2017 KS1 SATs results were calculated based on the percentage of pupils who met ‘end of year 2 expectations’ in Reading, Writing and Maths.

In-school comparison:

The in-school gap between PP pupils and Other pupils has increased by 5% in Maths, 4% in Reading and 6% in Writing compared to 2016.

Comparison with national attainment:

63% of PP pupils attained AREs in Maths compared to 75% of all pupils nationally – 12% below all pupils nationally.

75% of PP pupils attained AREs in Reading compared to 76% of all pupils nationally – 1% below all pupils nationally.

63% of PP pupils attained AREs in Writing compared to 68% of all pupils nationally – 5% below all pupils nationally.

The gap in attainment between pupil premium pupils and the % of pupils nationally meeting ARE has narrowed by 11% in Maths , 13% in Reading and 10% in Writing.

Years REC , 1, 3, 4, 5 pupil attainment – teacher assessment
Closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

		% AREs at end of year 2015-2016			% AREs at end of year 2016-2017			% gain academic year 2016 to 2017		
		READ	WRITE	MATHS	READ	WRITE	MATHS	READ	WRITE	MATHS
Reception	Pupil premium	100%(3)	100%(3)	100%(3)	86% (6/7)	57% (4/7)	57% (4/7)			
	Non Pupil Premium	87%	74%	74%	92%	92%	83%			
	GAP	+13%	+16%	+16%	-6%	-35%	-26%	-19%	-51%	-42%
Year 1	Pupil premium	71% (5/7)	71% (5/7)	71% (5/7)	100% (3/3)	100% (3/3)	100% (3/3)			
	Non Pupil Premium	80%	88%	84%	86%	81%	79%			
	GAP	-9%	-17%	-13%	+14%	+19%	+21%	+23%	+36%	+34%
Year 3	Pupil premium	43%(3/7)	28% (2/7)	28% (2/7)	44%(4/9)	44%(4/9)	44%(4/9)			
	Non Pupil Premium	74%	54%	80%	82%	80%	76%			
	GAP	-31%	-26%	-52%	-38%	-36%	-32%	-7%	-10%	+20%
Year 4	Pupil premium	67%(6/9)	44% (4/9)	44% (4/9)	60%(6/10)	60% (6/10)	40%(6/10)			
	Non Pupil Premium	75%	73%	80%	66%	58%	52.5%			
	GAP	-8%	-29%	-36%	-6%	+2%	-12.5%	+2%	+31%	+23.5%
Year 5	Pupil premium	80% (8/10)	60% (6/10)	80% (8/10)	67% (6/9)	67% (6/9)	33% (3/9)			
	Non Pupil Premium	62%	38%	64%	67%	64%	65%			
	GAP	+18%	+22%	+16%	0	-3%	-32%	-18%	-25%	-48%

Reception Summary:

- Non Pupil premium pupils outperformed Pupil Premium pupils in % meeting AREs in Reading, Writing and Maths.
- Non Pupil premium pupils have made better gains in achievement than Pupil Premium pupils in Reading, Writing and Maths.
- The attainment gap between PP and Non PP has widened across Reading, Writing and Maths compared to the previous year.

Year 1 Summary:

- Pupil premium pupils outperformed non-PP pupils in % meeting AREs in Reading, Writing and Maths.
- Pupil premium pupils have made better gains in achievement than non-PP pupils in Reading, Writing and Maths.
- The attainment gap between PP and Non PP has narrowed across all areas compared to 2016 with PP pupils outperforming Non PP across all areas.

Year 3 summary:

- Non Pupil premium pupils outperformed PP pupils in % meeting AREs in Reading, Writing and Maths.
- Non Pupil premium pupils have made better gains in attainment than PP pupils in Reading and Writing.
- The attainment gap between PP and Non PP has widened across Reading and Writing but narrowed in Maths compared to the previous year.

Year 4 summary:

- Non Pupil premium pupils outperformed PP pupils in % meeting AREs in Reading and Maths .
- Pupil premium pupils outperformed Non PP pupils in % meeting AREs in Writing.
- The attainment gap between PP and Non PP has narrowed across Reading, Writing and Maths compared to the previous year.

Year 5 summary:

- The % of Pupil premium pupils meeting AREs is now higher than the % of non-PP pupils in Writing and in line with Reading but lower in Maths.
- The attainment gap between PP and Non PP has increased across Reading, Writing and Maths compared to the previous year.