

Pupil Premium Strategy 2018-19

Amount of Pupil Premium funding received 2018-19

Number of pupils eligible	54
TOTAL PP received	£67,240

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:

- Poor 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.
- Access to extra-curricular activities - educational experiences such as trips and participation in extra-curricular activities.

Rationale for expenditure

As identified in the 2017-18 Pupil Premium Strategy Report, accelerated progress is required for Disadvantaged pupils in core subjects across KS1 and KS2 particularly in reading and Maths. Allocated PP teacher time has been dedicated with particular focus on pupils not on target to achieve AREs in core subjects within KS1/2. Additional TA hours have been allocated to provide further support to pupils with specific Reading, Writing and Maths difficulties along with additional TA support specialising in supporting children with Maths difficulties in Years 4-6 and Phonics in Reception, Year 1 and 2. Some Disadvantaged pupils have been identified as benefiting from receiving additional specialist support around maintaining emotional well-being and social skills.

Some Disadvantaged 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 Disadvantaged 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. Monitoring of attendance is a key priority for this academic year for this cohort as poor attendance has been identified as a contributory factor to less than expected progress across the core areas.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated PP tutor x 2 afternoons per week	English and Maths	£6000
Additional TA support in classes and for focused interventions including phonics	English and Maths	£875
Additional one to one tuition	English and Maths	£31,985.13
Stationary / Resources	English and Maths	£546
Computing Club	Computing	£1,300
Play Therapy	Personal and social	£13,560.45
Additional Education Psychology support	Barriers to learning	£1,200
Monitoring of attendance	Barriers to learning	£2000
Funding for extra-curricular activities	Personal and social	£1565.50
Additional learning resources (Spell-checkers, iPads/Revision Guides) / Uniform	Personal and social	£810
Funding for school trips and residential trips	Personal and social	£2943.17
Funding for Breakfast Club /After School Club	Personal and social	£4,454.75
TOTAL SPEND		£67,240

Area of spend	Intended outcomes – why these approaches were taken	Actions
<p>Dedicated PP teacher x 2 afternoons per week/ Additional 1:1 teaching support</p>	<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 • 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 	<ul style="list-style-type: none"> • Regular reviews of Disadvantaged cohort with DHT through 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 • Teaching resources and materials – PP teacher to liaise with DHT as necessary • PP teacher to keep up-to-date with school priorities, teaching strategies and national developments including strategies outlined through the Education Endowment Foundation. (EEF)
<p>TA support in classes and for focused interventions including Phonics</p>	<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 – ensure regular reading takes place • Prioritize 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 and impact, review of groupings, 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"> • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work • Improved learning outcomes in Reading, Writing and Maths (greater proportion meeting AREs and above AREs) 	<ul style="list-style-type: none"> • Teachers and TAs liaise with PP teacher closely and regularly update tracking for pupils with SEN/EAL/PP • DHT meet with pupil premium teacher and teachers on a 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 termly basis to identify pupils whose progress is causing concern and to review successes
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 resilience for pupils • To improve the self-esteem, social skills and behavior 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/Harrow Horizons(Early Support) • Regular opportunities for 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 prioritize 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

Monitoring attendance	<ul style="list-style-type: none"> Attendance rates are at least in line with national rates for both attendance and persistent absence rates 	<ul style="list-style-type: none"> At least termly monitoring of attendance of Disadvantaged cohort Alert letters sent to parents when attendance drops below 90% Pings sent to parents re attendance to alert when attendance has fallen below 95%. Meetings with parents to develop strategies and set targets to improve attendance Liaison with Harrow EWO CAF referrals
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 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 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 and expansion of range to offer more opportunities in particular to younger children Staff to talk to children/parents about possible interests and available clubs Arrange funding (as appropriate) for clubs and resources required

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 staff are aware of homework that requires completion – if appropriate • Purchase range of games/activities to support both clubs.
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How will the school measure the impact of the Pupil Premium funding?

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 Funding. 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, and the implication of appropriate intervention. Pupil Progress meetings will take place on a termly basis with a specific focus on the achievement of Disadvantaged children.

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 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: Autumn 2019

ATTAINMENT OUTCOMES 2017/2018/2019

2017/2018/2019 KS2 SATs results attainment Closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

All Subjects (Reading , Writing and Maths)	2017				2018				2019			
	Maths, Reading & Writing				Maths, Reading & Writing				Maths, Reading & Writing			
	Cohort	School % meeting ARE	National % meeting ARE Non Disadvantaged	Difference	Cohort	School % meeting ARE	National % meeting ARE Non Disadvantaged	Difference	Cohort	School % meeting ARE	National % meeting ARE Non Disadvantaged	Difference
Disadvantaged	10 (17%)	80%	67.5%	+12.5	9	56%	70%	-14%	13	54%	71%	-17%
Other pupils	48	75%		+7.5%	51	82%		+12%	46	80%		+9%
School		+5%				-26%				-26%		
MATHS												
Disadvantaged	10(17%)	80%	80%	+0%	9	67%	81%	-14%	13	54%	84%	-30%
Other pupils	48	92%		+12%	51	96%		+15%	46	91%		+7%
School		-12%				-29%				-37%		
READING												
Disadvantaged	10(17%)	100%	77%	+23%	9	56%	80%	-24%	13	62%	78%	-16%
Other pupils	48	79%		+2%	51	84%		+4%	46	83%		+5%
School		+21%				-28%				-21%		
WRITING												
Disadvantaged	10(17%)	80%	81%	-1%	9	67%	83%	-16%	13	62%	83%	-21%
Other pupils	48	83%		+2%	51	92%		+9%	46	93%		+10%
School		-3%				-25%				-31%		

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

In-school comparison:

The **in-school** gap between Disadvantaged pupils and Non Disadvantaged pupils has increased by 8% in Maths, 6% in Writing and

decreased by 7% in Reading compared to 2018. The **in school** gap between Disadvantaged pupils and Non Disadvantaged pupils has remained the same across **all subjects** compared to 2018.

Comparison with national attainment:

54% of Disadvantaged pupils attained AREs in Maths compared to 84% of Non Disadvantaged pupils nationally.

62% of Disadvantaged pupils attained AREs in Reading compared to 78% of Non Disadvantaged pupils nationally.

62% of Disadvantaged pupils attained AREs in Writing compared to 83% of Non Disadvantaged pupils nationally.

The gap in attainment between Disadvantaged pupils and the % of Non Disadvantaged pupils nationally meeting ARE has narrowed in Reading by 8%, but widened by 16% in Maths and 5% in Writing compared to 2018.

2017/2018/2019 KS1 SATs results attainment Closing the Gaps Trend – Pupils in receipt of Pupil Premium funding

	2017				2018				2019			
	Cohort number	School % ARE	National % ARE Non Disadvantaged	Difference	Cohort number	School % ARE	National % ARE Non Disadvantaged	Difference	Cohort number	School % ARE	National % ARE Non Disadvantaged	Difference
MATHS												
Disadvantaged	8 (13%)	63%	79%	-16%	2 (3%)	100%	80%	+20%	9	67%	80%	-13%
Other pupils	53	94%		+15%	56	88%		+8%	51	82%		+2%
School		-31%				+12%				-15%		
READING												
Disadvantaged	8 (13%)	75%	76%	-1%	2 (3%)	100%	79%	+21%	9	56%	79%	-23%
Other pupils	53	92%		+16%	56	89%		+10%	51	84%		+5%
School		-17%				+11%				-28%		
WRITING												
Disadvantaged	8 (13%)	63%	72%	-9%	2 (3%)	100%	74%	+26%	9	56%	74%	-18%
Other pupils	53	90%		+18%	56	88%		+14%	51	84%		+10%
School		-27%				+12%				-28%		

The KS1 SATs results were calculated based on the % of pupils who met “end of year 2 expectations” in Maths, Reading, Writing.

In-school comparison:

The **in-school** gap between Disadvantaged pupils and Non Disadvantaged pupils has widened by 27% in Maths, 39% in Reading and

40% in Writing compared to 2018 although it needs to be noted that this was a relatively small cohort.

Comparison with national attainment:

67% of Disadvantaged pupils attained AREs in Maths compared to 80% of Non Disadvantaged pupils nationally.

56% of Disadvantaged pupils attained AREs in Reading compared to 79% of Non Disadvantaged pupils nationally.

56% of Disadvantaged pupils attained AREs in Writing compared to 74% of Non Disadvantaged pupils nationally.

The gap in attainment between Disadvantaged pupils and the % of Non Disadvantaged pupils nationally meeting ARE has widened by 33% in Maths, 44% in Reading and 44% in Writing, although it needs to be noted that this was a relatively small cohort..

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 2016-2017			% AREs at end of year 2017-2018			% AREs at end of year 2018-2019		
		READ	WRITE	MATHS	READ	WRITE	MA	READ	WRITE	MATHS
Reception	Disadvantaged	50% (3/6)	50% (3/6)	50% (3/6)	67% (2/3)	67% (2/3)	67% (2/3)	60% (3/5)	80% (4/5)	80% (4/5)
	Non Disadvantaged	79%	79%	79%	77%	77%	77%	78%	76%	76%
	GAP	-29%	-29%	-29%	-10%	-10%	-10%	-18%	+4%	+4%
Year 1	Disadvantaged	100%(2/2)	100% (2/2)	100% (2/2)	43% (3/7)	57%(4/7)	57%(4/7)	75% (3/4)	100% (4/4)	50% (2/4)
	Non Disadvantaged	89%	87%	85%	77%	81%	79%	63%	82%	69%
	GAP	+11%	+13%	+15%	-34%	-24%	-	+12%	+18%	-19%
Year 3	Disadvantaged	44%(4/9)	44%(4/9)	44%(4/9)	71% (5/7)	57% (4/7)	57%	100% (2/2)	100% (2/2)	100% (2/2)
	Non Disadvantaged	80%	79%	75%	82%	92%	92%	91%	75%	98%
	GAP	-36%	-35%	-31%	-11%	-35%	-	+9%	+25%	+2%
Year 4	Disadvantaged	50%(5/10)	50%	30%(3/1)	40% (4/10)	40% (4/10)	80%	83%(5/6)	67% (4/6)	67% (4/6)
	Non Disadvantaged	79%	69%	65%	78%	84%	96%	86%	85%	94%
	GAP	-29%	-19%	-35%	-38%	-44%	-	-3%	-18%	-27%
Year 5	Disadvantaged	67% (6/9)	67%	22%	60% (6/10)	50% (5/10)	50%	64% (9/14)	50% (7/14)	79%
	Non Disadvantaged	79%	79%	75%	77%	75%	85%	96%	80%	96%
	GAP	-12%	-12%	-53%	-17%	-25%	-	-32%	-30%	-17%

Reception Summary:

- Disadvantaged pupils outperformed Non Disadvantaged pupils in % meeting AREs in Writing and Maths but not in Reading.
- The attainment gap between Disadvantaged and Non Disadvantaged has widened in Reading, but narrowed significantly in Writing and Maths compared to 2018.

Year 1 Summary:

- Disadvantaged pupils outperformed Non Disadvantaged pupils in % meeting AREs in both Reading and Writing but not in Maths.
- The attainment gap between Disadvantaged and Non Disadvantaged has narrowed across all areas compared to 2018.

Year 3 summary:

- Disadvantaged pupils outperformed Non Disadvantaged pupils in % meeting AREs in Reading, Writing and Maths.
- The attainment gap between Disadvantaged and Non Disadvantaged has narrowed significantly across all areas compared 2018.

Year 4 summary:

- Non Disadvantaged pupils outperformed Disadvantaged pupils in % meeting AREs in Reading, Writing and Maths
- The attainment gap between Disadvantaged and Non Disadvantaged has narrowed significantly in Reading and Writing but widened in Maths compared to 2018.

Year 5 summary:

- Non Disadvantaged pupils outperformed Disadvantaged pupils in % meeting AREs in Reading, Writing and Maths.
- The attainment gap between Disadvantaged and Non Disadvantaged has widened in Reading and Writing but narrowed in Maths compared to 2018.