

Pupil premium strategy statement (primary)

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2016-2017	Total PP budget	£13,200	Date of most recent PP Review	October 2016
Total number of pupils	209	Number of pupils eligible for PP	8	Date for next internal review of this strategy	October 2017
Number of pupils eligible for PP in 2015/2016			10	Number of PP pupils on SEND register (16/17)	3 (38%)

2. Current attainment			
KS1 (2015 – 2016) (5 PP, 4 SEND, 2 EAL)	<i>All pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Whole Key Stage</i>
% achieving in reading, writing and maths	60% (3/5)	90%	90%
% making progress in reading	80% (4/5)	81%	93%
% making progress in writing	100% (5/5)	94%	90%
% making progress in maths	100% (5/5)	74%	90%
% achieving expected standard in reading	60% (3/5)	91%	89%
% achieving expected standard in writing	60% (3/5)	91%	89%
% achieving expected standard in maths	60% (3/5)	83%	82%
KS2 (2015 – 2016)			
% achieving in reading, writing and maths	60% (3/5)	81%	77%
Points progress in reading across the Key Stage	2.87	2.09	2.22
Points progress in writing across the Key Stage	2.77	2.41	2.47
Points progress in maths across the Key Stage	-2.05	0.52	0.09

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	A number of pupils eligible for PP have also got Special Needs which impacts on their cognitive ability. Others have English as an additional language which has an impact on their depth of vocabulary and their ability to reason in maths.
B.	The ability to remain focused on task for some of the PP pupils is a concern.
C.	Ensure that the support provided is addressing the key need of the pupil

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates for some pupils eligible for PP were below the 90%. This reduction in school hours meant that they were not able to receive as much support and failed to make the progress even though they achieved the expected standard.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP pupils attendance to be above 90%.	Overall attendance with rise further (it is already above National Standards)
B.	Ensure progress is above expected level (100 pts +)	All PP pupils making at least 100 % progress to target on tracking data.
C.	Provide support to match need	Planned intervention to address individual's needs. Tracking data shows progress.

5. Planned expenditure					
Academic year		2016-2017			
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?
Quality teaching for all	Ensure appropriate differentiation of curriculum, high expectations & support or challenge within all lessons.	Questions about differentiation were raised during lesson observations in the Section 48 inspection. There is evidence that more able and less able groups of pupils are not making as much progress in maths as they have in the past.	Through lesson observations, book scrutiny by SLT, tracking data and Pupil Progress Review meetings.	HT/DHT/ Subject leader	Throughout the school year.
Support for Pupil Premium Pupils	A range of support depending on the specific needs of the pupil	There are a small number of PP pupils in the school which very individual needs (some linked to other issues such as SEND/EAL) Providing personalised support to address their specific needs and making best use of time/staff.	Through lesson/intervention observations, book scrutiny, Pupil Progress Review meetings and tracking data.	HT/SENCO	Half termly
Total budgeted cost					£4 959
ii. 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?
1:1 support in class	Individual support during teacher input	Some of the PP pupils have difficulty remaining focused during teacher input and would benefit from support to focus in order to access the new learning taking place.	Funding used to enable TA support in the classroom for those pupils needing support in this way.	HT/DHT	Half termly review
Intervention Groups	Small groups to support PP pupils knowledge and understanding of the learning that is taking place in the classroom	Some PP pupils have additional needs (SEND/EAL) and need time to review (overlearn) the learning from the classroom. They also sometimes need to revisit learning from earlier years to fill in the gaps in their knowledge or understanding in order to access new learning.	Funding used to provide specialist teacher support and specialist TA support to children	HT/DHT	Half termly review

Total budgeted cost					£10 273
iii. Other approaches					
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?
EWO	Buy in visit from Education Welfare Service	Although overall attendance at St Joseph's is good, there are a few pupils whose attendance is poor and this was the only weakness on the Dashboard.	Implement advice from EWO visit	HT	Termly attendance figures and tracking of all pupils whose attendance is below 90%
After School Activities and School trips	Cover the cost of PP pupils if they wish to attend	The take up of after school activities by PP pupils is lower than non PP pupils. Although the number of pupils is small we do not want funding to be a barrier to children taking part in activities they are interested in.	All parents with children eligible for PP funding are quietly made aware that they can access these funds through speaking to the Head	HT/OM	Annually
Total budgeted cost					£200

6. Review of expenditure				
Previous Academic Year		2015-2016		
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)	Cost
Quality teaching for all	Ensure appropriate differentiation of curriculum, high expectations & support or challenge within all lessons.	Inspection Dashboard reported: KS1 attainment of expected standard and greater depth for all EYFS development groups was close to or above national figures	Teacher' Performance Management Interviews and Pupil Progress Review meetings focus on the progress of all groups of pupils and continued improvements to our tracking data allows us to ensure that all groups are making progress. How TA support is used is being reviewed in 2016/17 using the MITA project to ensure that we are following best practise.	£15 559
Support for Pupil Premium Pupils	A range of support depending on the specific needs of the pupil	Inspection Dashboard reported: disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading.	Each year the individual needs of the PP pupils are reviewed and where appropriate individual programmes are devised to address specific needs.	
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)	Cost
1:1 support in class	Individual support during teacher input	Progress throughout the year of KS1 PP pupils was good with all making good or better progress.	Issues with KS2 PP pupils failing to make expected progress across the Key Stage was in part due to poor attendance. As a result the school has bought into the EWO service is 2016/17 to review attendance.	£1 728
Intervention Groups	Small groups focus on reading, writing or maths	Significant improvement in the quality of writing and reading from PP pupils	The impact of teacher input to intervention groups was significant and this model is to be adopted for next year.	£8 151
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
After School Activities and School trips	Cost of school journey and clubs for PP pupils paid	This allowed all PP pupils to take part in clubs which they might otherwise not have attended.		£595

7. Additional detail

St Joseph's Catholic Primary School is committed to enabling all pupils to receive an outstanding education. We are aware of the particular challenges that disadvantaged pupils might face and the School uses the Pupil Premium funding to support those children.

The School has very few children eligible for this support and the School provides that support discreetly through a range of methods which, while giving appropriate support, protecting the pupil's anonymity. Supporting the families by subsidising the cost of School Journey, trips or clubs is arranged through the headteacher. The governing body monitors the progress of the pupils and ensures the School is using the funds appropriately.

The School constantly monitors the progress of our pupils, both individually and as groups and we tailor the support to the needs of the individual.