

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	£ 14270	Date of most recent PP Review	n/a
Total number of pupils	206	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Oct 2018

2. Current attainment			
Number of disadvantaged pupils in Year 6 in 2017: 2		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths		0%	67%
progress in reading		-6.49	+0.33
progress in writing		-1.41	+0.18
progress in maths		-2.28	+0.29

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	KS2 PP pupils are not achieving expected levels or above in reading, writing and mathematics.
B.	The progress levels of KS2 PP pupils are significantly lower in reading and lower in mathematics.
C.	KS1 pupils are not achieving the expected standard in reading, writing & mathematics

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

D.	High levels of persistent absence.
E.	

4. Desired outcomes *(Desired outcomes and how they will be measured)* Success criteria

A.	Improve KS2 outcomes for PP pupils (reading, writing & maths)	When compared to end of KS2, PP pupils perform the same to their peers nationally.
B.	Accelerate progress across KS2	End of KS2 progress measures are improved when compared to 2017 outcomes. In other KS2 classes, achievement is measured in Y4, 5 and 6 by teacher assessments and summative NFER assessments. Teacher assessments are moderated with schools within the umbrella trust.
C.	Improve KS1 outcomes for PP pupils (reading, writing & maths)	When compared to end of KS1, PP perform the same to their peers nationally.
D.	% levels of persistence absence for PP Pupils is reduced	PA is reduced to below 10%.

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?
Improve KS2 outcomes for PP pupils (reading, writing & maths)	CPD on raising the standard of teaching and learning by further developing mastery of mathematics and the teaching of guided reading.	The new national curriculum which came into effect from September 2014 is underpinned by the concept of mastery. Curriculum expectations are for all learners to fully understand the key facts and concepts before moving on to new material. As a result there is a need to upskill and train staff to meet the new expectations and meet the needs of all pupils as masters of learning.	Use INSET days to deliver training – high priority. Follow up lesson drop ins and peers observations to ensure targeted support is given. Book scrutiny completed by SLT every half term. Feedback to GB also includes book scrutiny.	Maths Leads	July 2018

Accelerate progress in reading and mathematics across KS2	CPD on spelling and grammar.	Develop pupils' fluent reading capabilities by improving their ability to decode unfamiliar words. This will enable them to focus on the more complex skill of comprehension. Systematic teaching of spellings Systematic teaching of timetables EEF states that in order for pupils to make progress in reading they must be engaged and motivated to read (once overcoming decoding).	Staff INSET on reading comprehension for teachers. Phonics training for TAs. SLT will monitor the progress of the Year2 children through its termly monitoring schedule which includes pupil progress meetings. English lead to report on impact to the FGB.	Assessment & English Leads	July 2018
Improve KS1 outcomes for PP pupils (reading, writing & maths)	Further improve the standard of teaching and learning in Year 2 by developing the NQT +1 through specific CPD.	The Year 2 teacher is in her second year of teaching and has identified areas for further support. This will include improving subject knowledge and developing moderation skills.	CPD in place for the Year 2 teacher which includes moderation training and general SATs preparation.	KS1 leader & SLT	July 2018
Total budgeted cost					

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?
Improved KS2 outcomes in reading and mathematics	Weekly small group sessions for PP middle attainers with an experienced senior leader/teacher. This is in addition to standard lessons. Weekly booster sessions taught by a member of the SLT. Easter School for targeted PP and/or vulnerable children	Some pupils need targeted teaching and additional supported to catch up. Evidence shows that there is positive impact on outcomes from other schools within the UK.	Timetable established to ensure pupils receive additional reading and maths sessions twice a week. This is delivered by a senior leader.	KS2 Leader HT	

Improve rates of progress across KS2	The school has deployed a newly qualified HLTA to work in a KS2 class which contains 50% of the school's PP population. The HLTA will work with targeted PP children and will lead weekly booster sessions.	Research states that when additional staff are well trained they can have a positive impact on outcomes.	The HLTA will have a timetable which will state who she will be working with. Tracking of progress through ½ termly pupil progress meetings.	KS2 leader	
Improve KS1 outcomes	Speak to Sophie about what we are doing				

Total budgeted cost

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?
% levels of persistence absence for PP Pupils is reduced.	<p>Attendance and punctuality award are established and form part of the rewards policy at the school.</p> <p>Breakfast Club is a provision specifically targeting pupils who are vulnerable to poor attendance.</p> <p>SLT and admin officer will closely monitor attendance through regular scrutiny of the data and in-school reports across the whole school and is authorised to take action to address</p>	<p>NFER briefing states that schools cannot raise standards if pupils are not attending school. Furthermore breakfast helps to improve general attitudes to learning, behaviour and concentration all are key to addressing progress.</p> <p>One Education states that over a 5 year period a child whose attendance is at 90% will miss a half of a school year to education. There is a need to communicate expectations, actions and concerns so that it improves the culture and attitudes to attendance and punctuality achievement.</p>	<p>The admin officer is well briefed regarding the various issues surrounding attendance and therefore liaises closely with the HT</p> <p>PP children offered a place at the breakfast club. This will be subsidised.</p> <p>Admin meets with the HT or DHT to discuss attendance and PA on a half termly basis.</p> <p>Attendance is a standing item on the Full Governing Body meetings which allows leaders on all levels to monitor persistence absence and evaluate the impact of the actions.</p> <p>Attendance and punctuality rates are regularly shared within the school community.</p>	HT	

Total budgeted cost

1. Review of expenditure				
Previous Academic Year		2016-17		
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.	End of KS2 outcomes where above national average at Ex+ and GD (higher standard). Outcomes of KS1 were also at least in line with the national average. The more able children performed well but we know that this is not consistent across the whole school.	Ensuring that there is capacity within the leadership team to continue with the level of monitoring required is not compromised by unforeseen circumstances.	£4959
Support for Pupil Premium Pupils	A range of support depending on the specific needs of the pupil	The 2 pupils in in Year 6 did not achieve the end of year expectations. However given their starting point had made good progress.	Ensure that support for PP pupils is provided earlier and particularly on entry when first admitted into the school. We will continue to provide support for PP Children.	
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	Where possible PP pupils were given support across the school through the recruitment of an additional teacher (part time basis). This has a positive impact on pupils' progress which is reflected in the EYFS outcomes and KS1 & KS2 outcomes.	This had a great impact on pupils receiving consistent support.	£10273

Intervention Groups	Small groups to support PP pupils knowledge and understanding of the learning that is taking place in the classroom	Significant improvement in the quality of writing and reading from PP pupils particularly at the GD (higher standard) in reading, writing and grammar.	The impact of teacher input to intervention groups was significant and this model is to be adopted for next year.	
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
EWO	Buy in visit from Education Welfare Service	Whole school attendance at St. Joseph's is above the national average.	The school made concerted efforts to ensure attendance levels were above the national average. However, persistence absence remains a concern for a minority of PP pupils. Therefore this particular area will be targeted in 2017/18.	£200
After School Activities and School trips	Cover the cost of PP pupils if they wish to attend	All PP children were able to attend clubs and trips of their choice. Thus having a positive impact on the enriched curriculum and involvement.	This provision will continue for a further year.	