

St Joseph's Catholic Primary School Pupil Premium Strategy Statement 2018-19

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their non- pupil premium peers.

We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision. Through robust evaluation of pupil standards the funding has been devolved to enhance the provision for pupils with complex needs both pastorally and academically in order to narrow the gap in attainment and progress against non-pupil premium pupils.

1. Summary Information					
School	St Joseph's Catholic Primary and Nursery school				
Financial Year	2018- 19	Total PP budget	£139320	Date of most recent PP Review	5 th November 2018
Total number of pupils	208	Number of pupils eligible for PP 78 pupils	Ever 6= 78 pupils Ever6 FSM% 52.4%	Date for next Strategy Review	Jan 2018 May 2018

2. Current Attainment			
Results KS 2 2018	Pupils eligible for PP 14 SEN 2	Pupils not eligible for PP 10	All pupils 24 SEN 2
% achieving age expectations in Reading	36%	70%	50%
% achieving in Writing	50%	70%	58%
% achieving in Maths	36%	80%	54%
% combined R/W/M	29%	70%	46%

Results KS1 2018	Pupils eligible for PP 10 SEN 4	Pupils not eligible for PP 20	All pupils 30 children SEN 4
% achieving in Reading	70%	65%	67%
% achieving in Writing	40%	70%	60%
% achieving in Maths	40%	75%	63%

Current attainment across the school.

3. Planned expenditure 2018-2019	
	Cost

Family Support Worker employed over 5 days to provide pastoral support pupils and their families	£19 015	
Pupil premium audit and action plan Release of Acting Head for 3 mornings	£480	
CPD support from contracted consultancy In Y2,Y4 Y1 EYFS Sept 2018 Y4 22.11.18 Y2 28.11.18 Y2 4.12.18 Y2 24.1.19 Y2 Spring term 3 visits EYFS	£2391	
Summer 2 Consultancy support post	£1791 £5000	
LSA employed to work 5 afternoons with identified pupils Y5	£5368	
LSA employed 5 afternoons to release teachers to deliver Intervention sessions twice weekly	£7604	
HLTA employed 4 mornings to work in year5 to support behaviour and learning	£12394	
Subject leader audit /review MIT Adviser	£691	
Wider experiences brass tuition Y4 Peripatetic tuition	£450 £1000	
LSA Support for identified vulnerable pupils Y2	£11,692	
Y6 class teacher employed 4 pm to provided interventions and targeted support for PPG pupils and remove barriers to learning	£25382	
PIXL purchased as an assessment tool to track pupil progress and support the effective delivery of interventions from Y3- Y6	£2,600 £500	

PIXL training for Senior Leaders		
Visits by behaviour consultant Jeanette Wallis To deliver staff training and support children with specific SEN and behavioural needs	£1,500	
SENDCO/ support for PPG/SEN pupils and their provision	£11071	
Funding provided to deliver extra-curricular clubs and other wider opportunities such as trips and residential visits, school uniform and theatre visits	£10 000	
Provision of toast and fruit to pupils across the school at the beginning of the school day	£1444	Total £120,373

4. Barriers to learning from analysis of needs carried out by the pastoral team

In school barriers

- Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class.
- Historical issues surrounding education as a priority
- Narrow life experiences meaning they are unable to access some areas of the curriculum i.e writing
- Vocabulary size in early years – needs increasing to ensuring breadth and narrowing the gap.. This continues in KS2 pupils show limited understanding of word meaning and vocabulary choices when reading and writing
- Reading stamina and diet
- KS2 Reading progress was significantly below the national for other pupils for at least two years for the following groups: overall disadvantaged
- Reading and mathematics attainment was in the bottom quintile 20% for at least two years for all pupils and disadvantaged pupils.

External Barriers

- A number of pupils have attendance and punctuality issues.
- Large families finding it difficult to give each child their individual time and support and access to enrichment and extra activities
- Children within the group have identified welfare needs and have been working with agencies such as social care, CFWB service, CAMHS and other emotional support services.

- Issues surrounding age appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines
- Engagement with families who have a number of agencies working with them
- Narrow life experiences and aspirations due financial constraints
- Poor social housing and diet

Academic Year- 2018 - 2019					
Quality of Teaching for all					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
<p>To support the Learning mentor/family support worker with attendance and punctuality.</p> <p>To support families with timely intervention through direct and indirect work.</p> <p>To work with individuals and groups of children on barriers to learning</p> <p>Work with families – as a key worker to provide best outcomes</p> <p>Complete paperwork and appropriate referrals and intervention. Carry out duties</p> <p>Attendance continues to improve and the yearly attendance figure increases to 96%PP</p>	<p>Learning mentor/family support worker employed to support pupils and families 4 days</p> <p>Fund extra support in class at the point of need</p>	<p>Evidence of the impact of the last four years where PPG children gaps have narrowed year on year</p>	<p>Weekly pastoral meetings</p> <p>Half termly attendance meetings</p> <p>Multi agency training</p> <p>weekly monitoring</p> <p>and reviewed in summer</p>	<p>NJ/JL</p>	<p>Autumn 2018</p> <p>Spring 2019</p> <p>Summer 2019</p>

<p>Persistent absence of PP pupils is reduced from 14% to 7%</p> <p>Attendance for all children improves</p> <p>To support children individually and in small groups with improving emotional literacy and increasing children’s emotional resilience.</p> <p>Children are in an emotionally secure place where they can fully access the curriculum and make expected progress.</p> <p>Work with parents in supporting their child’s emotional health.</p> <p>Timely intervention ensures children meet individual targets of achievement and make good progress</p> <p>Life experiences aspirations and life chances and knowledge are broadened</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p>	<p>Learning mentor to work with families to improve attendance and punctuality</p> <p>Attendance of PP pupils 94.2% 2017/2018</p> <p>Persistent absence of PP pupils 14% 2017/2017</p>		<p>Attainment of PP pupils monitored by SLT and PP lead</p>	<p>Pupil Premium lead LB/JL</p>	<p>Autumn 2018 Spring 2019 Summer 2019</p>
<p>Provide effective CPD which secures high quality and learning and teaching and narrows the gap between high PP and NPP</p>	<p>Quality CPD provided to impact on teaching and learning and narrow the gap between PP and NPP pupils</p>	<p>CPD identified from Monitoring activities</p>	<p>Impact measured</p>	<p>LB /JL</p>	<p>Reviewed termly</p>

	PSubject leader audit and review				
Total budgeted cost					£28,677
Targeted/intervention Support					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
<p>Intervention matches accurately the needs of the pupils to improve achievement</p> <p>Using PIXL -key marginal pupils are identified through assessment and effective interventions impact on pupil attainment</p> <p>The gap between PPG pupils and Non PP pupils is narrowed</p> <p>Children are supported to remove their barriers to learning in terms of behaviour</p> <p>Positive attitudes to learning are fostered and developed</p>	<p>PIXL used to assess and identify key marginal pupils. Interventions are delivered and the progress of pupils are tracked. PIXL Resources used to deliver interventions</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points. Interventions to take place in class and in intervention time PM</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>Y6 class teacher employed 3 days to support PPG pupils in year6, to deliver interventions Am and PM in reading and maths</p> <p>HLTA employed4 mornings to support learning in Year5</p>		<p>PIXL Raising standards lead and headteacher to monitor the delivery and impact of interventions</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children. Pupil progress meetings to take place each term</p> <p>SLT and PIXL raising attainment to</p>	<p>PIXL</p> <p>Raising standards lead</p>	

<p>Identified PPG pupils make good progress and the gap is narrowed</p>	<p>Extra teaching assistant employed 5 afternoons to support identified pupils in year5 with emotional, social and behavioural barriers to learning.</p>		<p>monitor the progress of identified pupils</p>		
<p>To support and monitor referrals. Provide clear strategies to support individual children with additional needs to maximise their potential.</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points. Effective strategies in place to support individual pupil needs</p> <p>Staff support for small groups and 1-1 interventions in order to remove barriers to learning in literacy, maths, fine motor skills and social skills</p> <p>Support is timely, appropriate and focussed on the children making good progress from their starting points.</p> <p>Support /interventions are monitored and evaluated for effectiveness and progress of the children.</p>	<p>Educational Psychologist/ Behaviour consultant Jeanette Wallis to visit school 2 days and deliver staff training on identified needs to pupils</p>		<p>Strategies and interventions monitored by SEND and Pupil premium lead</p>		

Total budgeted cost					£78,802
Enrichment					
Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review
Support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences. Including extra- curricular sports clubs e.g dance, football and active-8 and residential outdoor and adventurous trips	Fund trips and schools adventure as well as residential in year 6 for PPG pupils	Ensuring that children get the same opportunities		PPG Lead	Termly
Support children to develop their musical skills through music sessions taught through a peripatetic teacher	Fund music sessions across the school	Parent and pupil questionnaire	Monitored by SLT and class teachers	PPG Lead	Springterm

Children take part in quality music lessons and achieve well in other subjects.					
Provide transport Uniform, Christmas presents and other incidentals for families in need. This gives families that otherwise could not afford uniform a sense of belonging and improves attendance.	Families and individual pupil's needs are assessed by the learning mentor		Monitored by headteacher and PPG lead	Learning mentor	Termly
Pupils are provided with fruit and toast before lessons begin and hunger is not a barrier to learning.	Fruit and toast provided to ensure pupils' are not hungry prior to lessons beginning	Speaking to families and pupils	Monitor the impact by talking to children prior to learning	Learning Mentor PPG lead	Termly
Quality of teaching for all					£28,677
Target/intervention and support					£78,802
Enrichment					£12,894
Total budgeted cost					£120, 373

4. Overall Data Impact

Attainment / Progress Report- St Joseph's Catholic Primary School

Date: Summer 2018 **Group:** Pupil Premium

Pupil Premium includes children who are in receipt of a Free School Meal (FSM), Ever 6 (those who have ever been eligible for FSM in any of the previous 6 years) and Looked After Children (LAC).

52.4% of our children are eligible for a Pupil Premium Grant. – ever 6/FSM

This shows the % of pupils working at EOY expectations

KS1

YGE July	Year 1		Year 2		
Reading	66.67% PP	80% NPP	70% PP	70.59% NPP	

Writing	22.2% PP	75% NPP	40% PP	76.47% NPP	
Maths	22.2% PP	55% NPP	40% PP	82.35%	

KS2

YGE	Year 3		Year 4		Year 5		Year 6	
No of pupils	28		28		28		22 PP	
Reading	58.33% PP	66.67% NPP	37.5% PP	50% NPP	19.05% PP	71.43% NPP	36% PP	70% NPP
Writing	41.67% PP	46.67% NPP	37.5% PP	50% NPP	4.67% PP	14.29% NPP	50% PP	70% NPP

Maths	25%	46.67%	25%	20%	0%	0%	36%	80%
	PP	NPP	PP	NPP	PP	NPP	PP	NPP

Summary St Joseph's School Context

- The school was in the top 20% of all schools for the proportion of FSM -52.4%
- The percentage of FSM in year4 63% and year5 76% was higher than any other year groups
- The percentage of Ever6/ FSM for the school =52.4%