

# St Joseph's Catholic Primary Pupil Premium Review 2017/8

1. Summary information					
<b>School</b>	St Joseph's Catholic Primary School				
<b>Academic Year</b>	2017/8	<b>Total PP budget</b>	£134040	<b>Date of most recent PP Review</b>	Oct17
<b>Total number of pupils</b>	213	<b>Number of pupils eligible for PP</b>	106	<b>Date for next internal review of this strategy</b>	Jan 18
2. Current attainment					
<b>KS1 2017</b>		<i>Pupils eligible for PP (13) SEN 3</i>	<i>Pupils not eligible for PP (16) SEN 2</i>	<i>All pupils 29 SEN 5</i>	
<b>% achieving age expectations in reading</b>		62%	55%	69%	
<b>% achieving age expectations in writing</b>		62%	69%	66%	
<b>% achieving age expectations in maths</b>		62%	81%	72%	
<b>% making at least 3 terms of progress in reading over year</b>		85%	81%	83%	
<b>% making at least 3 terms of progress in writing over year</b>		54%	94%	76%	
<b>% making at least 3 terms of progress in maths over year</b>		62%	94%	90%	
<b>KS2 2017</b>		<i>(17) SEN 5</i>	<i>(10) SEN 0</i>	<i>27 SEN 5</i>	
<b>% achieving age expectations or above in reading, writing &amp; maths</b>		41%	50%	44%	
<b>% achieving age expectations in reading</b>		35%	70%	52%	
<b>% achieving age expectations in writing</b>		44%	80%	56%	
<b>% achieving age expectations in maths</b>		35%	60%	48%	

% making at least 3 terms of progress in reading over year		76%	80%	78%
% making at least 3 terms of progress in writing over year		82%	90%	85%
% making at least 3 terms of progress in maths over year		53%	70%	59%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>				
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )				
<b>A.</b>	ALL pupils come from homes with higher than average levels of multiple deprivation (83% significant overall multiple deprivation, with increasing %age in E* wards 2015/56			
<b>B.</b>	Poor oral language skills and vocabulary throughout the school			
<b>C.</b>	Reading skills are not in line with national expectations throughout the whole school and many children do not read for pleasure			
<b>D.</b>	Gaps between PP and NPP are not consistently narrowing in all classes throughout the school			
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )				
<b>A.</b>	Pupil premium pupils attendance is lower than NPP			
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )			<b>Success criteria</b>	
<b>A.</b>	Oral language and vocabulary are developed throughout the school: Measure progress of EYFS and KS1 through speaking and listening, EYFS CLL. In KS2 measure progress of vocabulary through writing in books		Increased %age achieving age expectations in EYFS and KS1 CLL/ speaking and listening Increase range of vocabulary evident in KS2 Literacy and topic books	
<b>B.</b>	Reading skills have improved throughout the school; pupils enjoy reading: Monitoring to include pupil questionnaires, pupil interviews, monitoring of assessment data termly		Increased %age of pupils attaining age expectations in all classes Pupils enjoy reading and are able to discuss books for pleasure	
<b>C.</b>	Narrow gaps between PP an NPP consistently throughout the school: Measure progress termly through data analysis and pupil progress reports and meetings		Gap narrowing in all classes between PP and NPP pupils	

<b>5. Planned expenditure</b>					
<b>Academic year 2017/8</b>		<b>£134,040</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Narrowing gap between PP and NPP	Ensuring effective targeting of PP pupils through in class differentiation and high expectations Through: support from teaching advisor for CPD (individual and whole school) purchase of on track maths programme to support teachers with appropriate resource materials	Data and observations from last year showed inconsistent effective differentiation and challenge	Whole school training for all staff from HT/SLT and MIT teacher advisors Monitor through observations, book scrutinies	SLT	Termly through SLT monitoring – (see reports) £2400  £600

Current PP data at age expectations: Rec: 2/11 18% S+L (5 pupils still within early stages of 20-50m) Target: 7/11 64% S+L ..% PIPs baseline language	Develop role play throughout EYFS/KS1 to develop language/oracy skills through specific support from EYFS team – 3 x consultancy visits 7.11.17, 20.11.17, 27.11.17	Speech and language data (EYFS CLLD, speaking and listening AT) specific development of language modelled by teachers and LSA staff Specific support from EYFS team	Track pupil progress through pupil progress meetings termly: 19.12.17 22.03.18 12.07.18	SLT	Half termly monitoring by EYFS lead  £1791
<b>Total budgeted cost</b>					<b>£4791</b>

## 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?
Pupils read for pleasure Pupils vocabulary improved (including speech and language development)  Data PP: Current PP data at	Purchase books with high interest/ low read ability Purchase books that are 'boy' friendly Extend core reading scheme and guided reading books	Enable pupil's choice and improve interest impacting on reading development. Based on last year's experience (pupil discussions) pupils feel they have a better range of books that interest them but need more 'boy friendly' books	Literacy SL to audit needs of pupils to purchase correct range of books Lit SL to monitor individual reading and guided reading SL monitor data, observe lessons	LB (Lit SL)	Termly: 20.12.17 27.03.18 20.06.18  £1500

<p>age expectations:  Rec: 7/11 36% CLLD  Y1 7/9 78%  Y2 4/10 40%  Y3 8/13 62%  Y4 13/17 76%  Y5 10/21 48%  Y6 8/14 57%</p>					
<p>Target outcomes:  Rec 8/11 73%  Y1 8/9 89%  Y2 8/10 80%  Y3 9/13 69%  Y4 15/17 88%  Y5 14/21 67%  Y6 11/14 79%</p>	<p>Continue to purchase 'Wellcom' package to support early identification of language development for EYFS/KS1 and implement support for individuals/groups from TA's.</p>	<p>Impact evident from Wellcom support last year – EYFS pupils vocabulary improved as a result of targeted support from TA and wellcom materials.</p>	<p>All pupils tracked – monitor progress half termly  Observe Wellcom teaching</p>	<p>SENCO</p>	<p>Half termly   £630   £30</p>
	<p>Purchase online reading scheme 'Inspire'  Introduce to whole school  Aut tem (training 27.9.17)  Trial in classes for aut term  Target and use for PP groups for Guided reading from Jan 18</p>	<p>Based on last year's experience (pupil discussions) pupils feel they sometimes do not read books of interest to them but most enjoy using the internet/computers – Inspire is an online reading programme that will help to engage and enthuse learners.   Inspire to be used for specific PP groups for engagement</p>	<p>Track groups of pupils using Inspire  Track pupil progress through pupil progress meetings termly:  19.12.17  22.03.18  12.07.18</p>	<p>LB</p>	<p>Track pupil progress through pupil progress meetings termly:  19.12.17  22.03.18  12.07.18</p>



<p>PP to be able to access learning</p>	<p>Learning Mentor allocated time to support behaviour/attitudes to learning to enable pupils to feel safe and able to learn</p> <p>Employ counselling services for specific pupil with emotional and social needs</p>	<p>Pupils identified through teacher referrals, observations, data, involvement with other agencies</p> <p>Following support from Learning Mentor – advice was further counselling required</p>	<p>HT monitor LM support plans, observe sessions, monitor evaluation sheets, discussions with LM, termly subject progress</p> <p>Monitor impact of emotional counselling using evaluation of counselling support sessions, monitor impact on behaviour through incident records and impact on T&amp;L through pupil progress meets</p>	<p>HT</p>	<p>£21339</p> <p>£1500</p>
<p>PP attendance to be in line with NPP</p> <p>15/6 absence data (ASP): PP 5.4 Npp 3.6</p> <p>Current abs to date Oct 17: PP 3.3 NPP 4.6 (This is due to some NPP pupils taking holidays)</p>	<p>Learning Mentor time to develop parental relationships and pupil relationships to support attendance</p> <p>Whole school procedures(see policy) : Parent contracts in place Early morning calls PAST referrals home collection fines for 10 sessions unauthorised</p>	<p>Pupils identified through attendance officer</p>	<p>HT monitor impact of support through half termly analysis of attendance data</p>		
<b>Total budgeted cost</b>					<b>£101238</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure all pupils experience subject opportunities through first hand experiences, visits and visitors	Creative curriculum planned to incorporate class visits/visitors for each topic	Pupils learn better through first hand experiences (national evidence) Pupil's and parents have been consulted to ensure their interests have been provided for	Planned Curriculum to ensure skills progression in each subject training for all staff CC SL to monitor planning and planned SL observations for all subjects throughout the year. Analysis of pupil and parent questionnaires	CC lead	Termly  £15000
To ensure all pupils start school in the best condition with good mindset for learning	Provide breakfast for all pupils	Based on the staff's knowledge of the pupils (from pupil discussions, how they present in class first thing etc) the majority of PP pupils have not had breakfast.	Impact to be measured through staff observations		£2,500
To ensure all pupils have the opportunity to play a musical instrument	Y2 and Y4 to be able to learn an instrument for a term To support PP pupils identified as 'talented' to access tuition	From discussion with staff, parents and pupils, this was something that was seen as an entitlement for pupils. From questionnaire evidence, parents could not afford to pay for tuition therefore was agreed with school staff and governors to provide the opportunity	Observe lessons, pupil feedback, parent /pupil questionnaires	Music SL	Termly  £500  £525



Increase DSL time in school	Many PP 33% (31/95) children engaged with social services/support workers. Identified need for school liaison with services to ensure needs of pupils met	Number of PP accessing/ needing social service involvement. This also involves time with Learning Mentor to support families and pupils in school (see LM section)	Monitor identified pupils' behaviour and learning in school	DSL	Half termly  £10020
<b>Total budgeted cost</b>					<b>£28545</b>
<b>Total budgeted cost 2017/18</b>					<b>£134,040</b>

## 6. Review of expenditure

### Impact of Pupil Premium Spending 2017-2018

Previous Academic Year 2017-18

Total Pupil Premium Grant: £134040

#### IMPACT

- Pupil Questionnaires indicate a greater number of pupils enjoy reading for pleasure and can express an enjoyment of authors. Pupils expressed the view that they have a better choice of boy friendly
- Talk boost impacted on language and oral development in KS1. Pupils assessed before and after interventions delivered during the spring term
- Learning Mentor support has impacted on behaviour and attitudes to learning. Parents have acknowledged the importance of support given regarding emotional and social needs of PP pupils
- Attendance and persistent absence of PP pupils July 2018 was just below the whole school attendance figures. This has narrowed the gap.
- A greater variety of funded trips and visits took place in 2017/2018 including a 5 day residential visit for Y6
- Toast and fruit allocation ensured that PP pupils began their learning with a good mindset for learning
- Y4 received brass music tuition for three terms as part of the wider enrichment of the curriculum.
- Increased DSL hours has enabled the DSL to work with a greater number of PP children and their families

<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Narrowing gap between PP and NPP	Adopting growth mindset and BLP in all classes throughout school	Yes	Now continually applied in all classes	
<b>Total cost</b>				£0

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils read for pleasure Pupils vocabulary improved (including speech and language development)	Purchase books with high interest/ low read ability Extend core reading scheme and guided reading books	Some impact evident from pupil discussion – pupils like books but not reflected in reading attainment	Boys books need development – continue to look at alternatives to encourage pupils to read	£1,382

	Continue to purchase 'Wellcom' package to support early identification of language development for EYFS/KS1 and implement support for individuals/groups from TA's.	<p>Yes – language development increased in EYFS for low language pupils</p> <p>Data shows significant improvement of CLLD:</p> <p><b>On entry: 1/9 11%</b> pupils working at age expectations that at the beginning of the year</p> <p>End year: <b>7/9 78%</b> pupils achieving age expectations</p>	Continue this year	£30
Individual PP pupils make accelerated progress through 1:1 and small group support	Employ 2 TA's for specific 1:1 support Increase number of TA time in class to support targeted groups/ allow the teacher time to target specific groups	In some classes, PP pupils gaps have been narrowed – (see PP tables)	Continue to enable consistent closing of gaps in all year groups	£61,315

<p>Individual PP to make accelerated progress</p>	<p>Employ educational psychologist to assess child and produce action plan to ensure teaching styles appropriate for the child to enable good progress 2 pupils</p>	<p>Evidence of targeted pupils making 3 terms progress</p> <p>In some classes, PP pupils gaps have been narrowed – (see PP tables)</p> <p>2 pupils received support from specialist teacher. Both pupils are on the SEN register but good progress:</p> <table border="1" data-bbox="653 526 1245 808"> <thead> <tr> <th></th> <th>On entry</th> <th>exit</th> </tr> </thead> <tbody> <tr> <td>Pupil 1 JQ</td> <td>Developing within 16-26 months</td> <td>Secure 16-26 months</td> </tr> <tr> <td>Pupil 2 EMC</td> <td>P4 (R, W)</td> <td>P7 R E1 W</td> </tr> </tbody> </table>		On entry	exit	Pupil 1 JQ	Developing within 16-26 months	Secure 16-26 months	Pupil 2 EMC	P4 (R, W)	P7 R E1 W	<p>Continue with identified pupils for next academic year</p> <p>Continue to enable consistent closing of gaps in all year groups</p>	<p>£1,000</p>
	On entry	exit											
Pupil 1 JQ	Developing within 16-26 months	Secure 16-26 months											
Pupil 2 EMC	P4 (R, W)	P7 R E1 W											
<p>PP to be able to access learning</p>	<p>Learning Mentor allocated time to support behaviour/attitudes to learning to enable pupils to feel safe and able to learn</p>	<p>Some impact evident from tracking of individual pupils; majority of pupils make good progress</p> <p><b>Need evidence</b></p>	<p>continue</p>	<p>£24,004</p>									

Y6 PP to make rapid progress/attain age expectations	Employ teacher four days to support whole class and group/1:1 learning in Y6	Impact for PP limited	Not to be continued	£32,000
<b>Total cost</b>				<b>£119,731</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure all KS2 pupils are engaged in their learning; attitudes to learning are consistently good and basic key skills embedded	KS2 Creative Pod: (see Pod rationale) Each KS2 class to spend a week in the Pod each half term; focus on a topic that will promote growth mindset/attitudes to learning and embedding key skills (reading comprehension, research skills) and developing vocabulary.	Yes – all classes made better progress and attainment than previous year (see table)	Now embedded in all classes	£8,900

To ensure all pupils experience subject opportunities through first hand experiences, visits and visitors	Creative curriculum planned to incorporate class visits/visitors for each topic	Positive impact		£13,000
To ensure all pupils start school in the best condition with good mindset for learning	Provide breakfast for all pupils	Positive impact – pupils able to access learning as not hungry – attitudes to learning improved		£2,000
To ensure all pupils have the opportunity to play a musical instrument	Y2 and Y4 to be able to learn an instrument for a term	Positive impact – pupils engaged and performed for parents. All (bar 3 pupils) consistently took instruments home to practise	continue	£644
Increase DSL time in school	Many PP children engaged with social services/support workers. Identified need for school liaison with services to ensure needs of pupils met		continue	£8,927
<b>Total cost</b>				<b>£33,471</b>

<b>Total budgeted cost 2016/17</b>	<b>133,302</b>
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