

Pupil premium strategy

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£24,172 Based on 21 (9 of whom left the school in July 2018)	Date of most recent PP Review	October 2018
Total number of pupils	95	Number of pupils eligible for PP	12	Date for next internal review of this strategy	October 2019

2. Attainment July 2018 based on 21 children Years R,1,2,3,4,5,6			
	<i>Pupils eligible for PP (21)</i>	<i>2018 Data Outcomes</i>	
		<i>St Joseph's</i>	<i>National</i>
% achieving in reading, writing and maths	33%	60%	64%
% making expected progress in reading	52%	73.3%	75.6%
% making expected progress in writing	52%	80%	78%
% making expected progress in maths	62%	66.7%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils are ready to learn in class with significant pastoral needs (pupils are in a secure place mentally/ emotionally)
B.	Other specific needs including Speech and language, medical needs such as ADHD.
C.	Gaps in prior learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Access to resources such as life experiences, books, libraries
E.	Parental Engagement with school and perceptions of education.
F.	A lack of regular routines including Home reading, homework, spellings and having the correct equipment in school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged children's emotional and social needs are met within the school and supported at home enabling them to concentrate on learning.	Routines are in place to ensure that all pupils are able to start the school day regulated and able to engage with their learning. Learning Mentor has oversight of all pupils requiring additional support and coordinates provision across the school. Key workers in each class established for all pupils.
B.	Identified medical needs are met and family, school, medics and outside agencies are working to support pupils, This will be measured by engagement within the classroom, engagement of Parents and other professionals. Pupils feeling happy and settled within school and demonstrating improving behaviours within the home as a result of the support provided.	Pupils who have been identified with additional needs that are a barrier to their ability to achieve within the classroom have a clear plan, which includes all the agencies involved. Where appropriate a CAF or TAF is in place and there is a shared ownership amongst the professionals involved as well as Parents and Carers. Outside Agencies are, where appropriate bought in to help make informed decisions about provision and support both within the school and the home environment. IEPs and Provision maps reflect this.
C.	Gaps are identified and targeted teaching address them	Pupils achieve (or exceed) expected levels in reading and writing and maths or make expected (or exceed) expected progress.
D.	Pupils have raised expectations and know how to be successful and what is required to achieve these aspirations.	Pupils to have a broader experience with extended school opportunities linked to personal interests and aspirations.

5. Planned expenditure				
Academic year	2018/19			
How will Pupil Premium be spent in 2018/19?				
Desired outcome	Chosen action / approach Quality First Teaching for All	Success Criteria	Staff lead	When will you review implementation?
A. To ensure that PP children have access to QFT and are able to access their learning thanks to planned emotional support. To increase the percentage of PP pupils achieving at least age related expectations	Smaller class size from September 2018 in Year 4/5 so that this targeted group can access more of the teacher's time through Quality First teaching. Support within the classroom is targeted and all children are supported appropriately within the classroom. Where there are interventions beyond the QTF of the class teacher they are taken outside key learning times and monitored for impact.	Engagement is high and provision is bespoke to the needs of each individual. Small groups demonstrate progress from their starting points and as important increased self-esteem.	C.G-R . Class Teacher	October 2018, termly thereafter Review of impact at SEC committee and in termly Headteacher report.
B. Professional work together to ensure that PP children have all their needs met; educational, social and emotional and medical.	CAT and TAF set up to support families, where appropriate. Early intervention works in place to support families and improve outcomes for the children educationally, medically and emotionally.	Pupils eligible for PP make at least expected progress and are settled within the school environment. Pupils know who to approach and feel supported (team approach) Children have input from specialist teachers ensuring that provision within the classroom is appropriate, meets needs and ensures progress. EHCP applications are supported.	PPCo and SENDCo L.M	January 2018, termly thereafter
Total budgeted cost				£26,609

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Targeted Support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this support?	How will we ensure that it is implemented well?	Staff Lead	Review?
Pupils to have their basic needs met physically, mentally, and emotionally so they are ready to learn.	Learning Mentor Bought in Professional Counselling Nurture	PP vulnerable children requiring nurture – 100% vs 8% NPP When basic needs are addressed all are in a better place and regulated so learning can take place. Links developed between home and school. Relevant outside agencies engaged and meet needs that the school is unable to.	Professional dialogue between class teacher	Learning Mentor	Weekly
Identified gaps in learning addressed.	Quality First Teaching and feedback to address gaps. Targeted Interventions in place.	Understanding in place so that pupils have a firm foundation to confident build on.	Class drop ins Professional dialogue Pupil progress meetings Termly data	Headteacher	Termly and ongoing
PP pupils read daily and are enthusiastic readers. Parental engagement increased	Look at reading provision beyond Year 2 strengthen parental engagement in Key Stage 2 Parental workshop on Reading in the Autumn term. Introduce E.R.I.C Everyone Reading In Class Emphasis is on everyone	Reading fluency has to be explicitly taught is essential in all curriculum areas.	Professional dialogue- staff meetings Termly data IEP updates where appropriate Attendance at workshops. Home school diaries	Headteacher	Termly

	reading more. Continue to embed Whole class Guided reading and use VIPERS to structure sessions(Vocab, Inference, Predict, Explain, Retrieve, Sequence and Summarise)				
Principles of Instruction are introduced within the classroom with an initial focus on maths. Feedback and in class support ensures that all pupils feel confident	Oral feedback established within the classroom and children demonstrate their understanding by marking each other's work.	Barak Rosenshine's principle of instruction supports the stages of learning that effectively ensures that learning is deep and can be retrieved. Feedback given by the teacher enriches children's understanding and this is reflected in their work and confidence in the classroom.	Lesson drop ins and team teaching sessions. Book sharing and moderation.	Assistant Head	Termly

Enrichment and Experience

Desired Outcome	Chosen Approach	What is the evidence and rationale for this support?	How will we ensure that it is implemented well?	Staff Lead	Review?
Children to have opportunities within and where appropriate to address their barriers to learning	Pupils to have access to extended services to support sociability beyond the school and social skills	Pupils benefit from working with varied groups and being introduced to a variety of experiences.	All children assessed and barriers to learning addressed and monitored.	Learning Mentor/ HT	Termly and as required
	Pupils to partake in all	Experiences beyond the	Planning at the beginning	All staff	

	school visits to include museums, zoo, places of worship and residential trips. Funded in part by Pupil Premium.	classroom with help to develop vocabulary and give pupils experiences they draw on when back in the classroom. Social skills are given another setting to practice in.	of each academic year.		
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Review of Academic Year 2017-2018				
Desired Outcome	Chosen Approach/Action	Success Criteria-Did we meet it?	Lessons Learnt	Cost
Improve Speech and language skills for Pupils identified and eligible for Pupil premium	<p>Reorganisation of year groups in Years 4,5 and 6 to target learning at individuals level. Use of Teaching Assistants to support learning initially in the classroom so children have the benefit of Quality First Teaching (QFT) and are then supported later in the lesson by the T.A who reinforces key learning to aid over learning. Key Stage 1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>Rationale: Education Endowment Foundation (June 2016): One to One tuition: evidence indicates that 1:1 tuition can be effective, on average</p>	<p>Children benefitted from being in small groups and barriers to learning were quickly identified and dealt with. Year 6 PP children were supported and because their emotional needs were being met by a key worker they were able to spend increasing amounts of time in class benefitting from quality first teaching.</p> <p>Small group interventions in place in Key Stage 1 worked well but best when then were delivered alongside the class teaching or at times of the day where PP children were not missing key chunks of learning.</p> <p>Interventions were continuously reviewed and</p>	<p>Children needs are best met when they are in front of the class teacher and areas of challenge are addressed within the lesson and supported outside the lesson by additional targeted support.</p> <p>The involvement of Speech therapist was limited due to a number of factors in including wait times, missed appointments. School to explore using funding to get Private Speech therapy assessments for those children where daily intervention is having limited impact.</p>	<p>2x £460</p> <p>Daily input £10.60 - £2,730</p> <p>3 hours Daily TA support £6,084</p> <p>Attachment training £52</p> <p>Annual costs for software £375</p>

	<p>accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</p> <p>Small group tuition: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</p> <p>As part of our overall school improvement plan we will aim to raise attainment in Reading.</p> <p>Whole Class Guided Reading: Whole-class reading sessions means that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote. We recognise that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. This approach includes: targeted reading aloud and discussing books with the class; explicitly extending pupils' spoken vocabulary; the use of structured questioning to</p>	<p>have been changed according to the changing needs of the child and their impact over time.</p> <p>Children are engaged in daily reading led by the expertise of the class teacher. Vocabulary is discussed daily and is beginning to filter through into writing, although this needs to be further embedded.</p>		
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	<p>develop reading comprehension.</p> <p>To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified PP/ SEND children and that these are closely monitored.</p> <p>Increase targeted support from TA's for phonics, reading and speaking. Focussed narrowing the gap support.</p> <p>SALT Specialist advice for children experiencing significant difficulties.</p>			
<p>To accelerate Progress and close the gap for PP children with a focus on SEND.</p>	<p>To accelerate progress and close the gap in attainment for pupils eligible for PP with a particular focus on SEND PP pupils by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p>	<p>Attainment of disadvantaged at the end of Key Stage 2 is within national confidence intervals.</p> <p>Attainment of Disadvantaged pupils at the End Of Key Stage 1 In Maths and Reading Is inline with non disadvantaged with 66% achieving at least the expected standard in reading and maths.</p> <p>Additional support continues to be in place for identified PP/SEN pupils and a close relationship with the schools SENDO is in place.</p> <p>The school continues to by in</p>	<p>Whilst the support of the Learning Mentor is central to all our PP children there are some cases that require more specialist time limited intervention delivered by a qualified counsellor.</p>	<p>Cost of Learning Mentor 12 hours per week. £12.36 per hour £5,784</p> <p>Education Psychologist Report £650 x1</p>

	<p>Rationale: Education Endowment Foundation (June 2016): One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</p> <p>Small group tuition: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</p> <p>To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored. Training for staff to assist greater ownership of IEPs and continued review process.</p> <p>Increase targeted support from TA's for phonics, reading and speaking. Focussed narrowing the gap support.</p> <p>Specialist 1:1 teaching for</p>	specialist sport as required and this informs best practise.		£14,196-Teaching support Resources £425
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<p>Children to have their emotional and social needs met.</p>	<p>children experiencing significant difficulties in learning such Educational Psychologists and IDSS.</p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes. Enrichment experiences in place for targeted children to include out of school activities and After School clubs</p>	<p>Children improved their social skills 1:1 and in small groups. Children were exposed to groups of children and unfamiliar adults beyond the school giving them increased confidence in social situations and resilience.</p>	<p>Targeted activities linked to individual children's needs, outside of the familiar school environment, built resilience.</p>	<p>£850</p>
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Measure of impact for Pupil Premium expenditure in 2018/19:

- A and B –** Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.
- C and D -** Monitor the work of the learning mentor by half termly supervision meetings and reports as necessary.
Monitor the attendance of PP children.
We will evaluate the impact on confidence and self-esteem through attendance.