

Pupil premium strategy

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£27,608	Date of most recent PP Review	October 2017
Total number of pupils	101	Number of pupils eligible for PP	17	Date for next internal review of this strategy	October 2018

2. Current attainment		
	<i>Pupils eligible for PP –3 Yr6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	67%	61%
% making progress in reading	67%	71%
% making progress in writing	67%	76%
% making progress in maths	100%	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.	Speech Language and Communication
B.	Other special educational needs
C.	Welfare and social issues
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are % (below the target for all children of %). This reduces their school hours and can cause them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across the school for pupils eligible for PP, especially SEN PP pupils	Pupils eligible for PP, especially SEN make as much progress as 'other' pupils across the school in reading, writing and maths.
C.	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate.	Fewer behavioural or welfare issues are recorded for these pupils on the school system.

D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 9in line with school attendance target for the academic year.
-----------	--	---

5. Planned expenditure				
Academic year	2017/18			
How will Pupil Premium be spent in 2017/18?				
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A.	<p>Improve speech and language skills for pupils identified and eligible for pupil premium.</p> <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 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 if 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 develop reading comprehension.</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.</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>Pupils eligible for PP make accelerated progress so the gap continues to close. year in 2018.</p> <p>Small groups demonstrate progress from their starting points and as important increased self-esteem.</p> <p>Children are exposed to higher level language and through discussion led by the class teacher and with their peers. They will demonstrate greater comprehension skills this will be evidenced in the standardised scores at the end of the year.</p> <p>Specialist provision is available to those that</p>	C.G-R and SENCO	October 2017, termly thereafter

	We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.	require it within a short time scale		
B.	<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>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 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.</p>	<p>Pupils eligible for PP make accelerated progress closing of the academic year in 2018.</p> <p>Staff are confident in developing 1:1 targeted programs for PP children which are regularly reviewed and evaluated.</p> <p>Children have input from specialist teachers ensuring that provision within the classroom is appropriate, meets needs and ensures progress. EHCP applications are supported.</p>	PPCo and SENDCo	January 2017, termly thereafter
Total budgeted cost				£11,960
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?

C.	<p>Welfare and social needs are met through support from additional adults in school and the school Learning Mentor. Bespoke work with individual children and families.</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the school learning mentor, counselling by referral to Child Action North West. Referral into the Early prevention and Wellbeing Team.</p> <p>We will continue to track and monitor the data of PP children including achievement and welfare concerns.</p>	Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.	PPCo and SENDco	October 2017, termly thereafter
D.	<p>Increase attendance rates for pupils eligible for Pupil Premium.</p> <p>We will continue to track and monitor data of PP children .</p> <p>Regular meetings with families about attendance where it is a concern, following the Attendance Policy.</p> <p>Procedures will be followed and PAST involved if necessary to support our PP children.</p>	Reduce the number of persistent absentees amongst pupils eligible for PP. Improve the attendance rates so that pupils' attendance rates are in line with other pupils.	PPCo and SENDCo	October 2017, termly thereafter.
Total budgeted cost				£10,500
Provision for school Uniform, class trips, individual targeted Out of School experiences to address barriers to learning. Additional support for meetings to support families.				£5,148
Total budgeted cost				

Measure of impact for Pupil Premium expenditure in 2017/18:

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.