



St Joseph's Catholic Primary School Pupil Premium Strategy Statement

Children who are in receipt of Pupil Premium funding are:

- a) Pupils in Year Groups R to 6 recorded as Ever FSM
- b) Children adopted from care, children who have left care under a Special Guardianship Order or a Child Arrangements Order, children who have been in local-authority care for one day or more
- c) Service children pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence

1. Summary Information					
Academic Year	2018-19	Total PP Budget	15 pupils x £1320 = £19800 3 pupils x £2300 = £6900 1 pupils x £300 = £300 £27,000	Date of most recent PP review	
Total Number of Pupils	360	Number of Pupils Eligible for PP	19	Date of next internal review	

Current Attainment for PP Children based on KS2 Data 2018	All Pupils (29)	Pupils eligible for PP (3)	National Average
% achieving Expected or Above in Reading	93%	67%	75%
% achieving Expected or Above in Writing	97%	67%	78%
% achieving Expected or Above in Maths	86%	33%	76%
Progress Measure for Reading	+1.26	-0.43	
Progress Measure for Writing	+0.80	+0.51	
Progress Measure for Maths	+2.27	-1.13	

2. Barriers to Future Attainment (for pupils eligible for PP)	
A	Financial - where pressures on parents mean that the school assists to ensure children have equal access and opportunities to access the wider curriculum and extra-curricular activities

B	Academic – where children have additional needs in their learning or barriers to new learning, for example: limited imagination, paucity of language, lack of basic skills, short term concentration.
C	Emotional – when the strain on a family as a result of their family's position or circumstances, has had a detrimental impact on their health and emotional wellbeing, impacting on resilience, independence and self esteem
D	Physical- where children or their parents have physical or significant medical needs which impact on their ability to be at school or access school and impacts on a child's attendance

3. Desired Outcomes (and how they will be measured)		Success Criteria
A	Pupils in receipt of Pupil Premium funding to participate and continue with school music opportunities, after school clubs and educational visits (in line with the school Charges and Remissions Policy)	<ul style="list-style-type: none"> • Analysis of educational visits, including residential trips evidences pupils participating in all visits • Analysis of music provision evidences pupils continuing with lessons into the next year group • Analysis of participation in after school and extra curricular clubs
B	Improved English and maths skills for pupils eligible for Pupil Premium funding	<ul style="list-style-type: none"> • Pupils eligible for PP to make rapid progress to achieve the expected standard at the end of the year (Tracker, TAF sheets, intervention records, pupil interviews)
C	Improved self-confidence, self-esteem, resilience, independence and perseverance for pupils eligible for PP	<ul style="list-style-type: none"> • Pupils demonstrating more self-confidence, self-esteem and resilience evidenced through problem solving and reasoning (class work / staff observations and reports) • Using strategies to cope with different situations effectively
D	Improved attendance for PP children and higher rates of attainment and progress	<ul style="list-style-type: none"> • Notes from attendance meetings demonstrating strategies for parents and staff working together to improve attendance • Children's attainment and progress (tracker and class work)

4. Planned Expenditure

Academic Year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium funding 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?
Improved English and maths skills for pupils eligible for Pupil Premium funding	<p>Inset and implementation of Teaching and Learning approaches:</p> <ul style="list-style-type: none"> Quality First Teaching Inset Mastery Maths Reading Comprehension / daily reading with individuals Focus and basic skills <p>Regular monitoring and pupil progress meetings to track progress and ensure staff are aware of their responsibility to accelerate learning.</p>	<p>Evidence from prior assessment information demonstrated that pupils needed to expand answers and develop vocabulary (e.g. reasoning and inference skills). EEF Evidence summaries advocating feedback, oral language, reading comprehension and mastery.</p>	<ul style="list-style-type: none"> Whole school inset Monitoring Pupil interviews 	SLT	Regularly - Pupil progress meetings, performance management meetings, phase meetings, staff meetings

Total budgeted cost £4000

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 English and maths skills for pupils	1:1 and small withdrawal group	Some pupils are not achieving expected	<ul style="list-style-type: none"> Intervention progress 	SLT	Half termly reviews

eligible for Pupil Premium funding	provision with effective feedback and review – teachers / teaching assistants / SLT as well as increasing pupil / adult ratios.	outcomes or making enough progress and small groups based on areas of need / gaps will be beneficial to aid progress	<p>tracker sheets to be regularly reviewed</p> <ul style="list-style-type: none"> • Monitoring • Pupil progress meetings • Pupil interviews 		
Improved self-confidence, self-esteem, social skills, resilience, independence and perseverance for pupils eligible for PP	1:1 and small group withdrawal provision – nurture/social groups, mentoring / counselling (internal support, e.g. Autism Lead Practitioner and Rainbow Counsellors and outside agencies – Our Place, Cherished, Gary Anderson) funding for staffing, training and resources.	Small social groups and / or 1:1 mentoring have improved self-confidence and self-esteem	<ul style="list-style-type: none"> • Timetable for group interventions to be regularly reviewed • Impact overseen by SLT • Pupil conferencing • Pupil progress meetings 	SLT	Termly reviews and as and when programmes / interventions are completed
Total budgeted cost					£18000
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?
Pupils in receipt of Pupil Premium funding to participate and continue with school music opportunities, after	Fund music lessons and educational visits / clubs to give children wider opportunities to succeed.	Children are able to engage in an inclusive environment and access opportunities of which they may not otherwise have.	<ul style="list-style-type: none"> • Music, educational visits and clubs registers • Pupil interviews • SLT monitoring 	GO'H	Termly review of music registers and regular review of other curriculum opportunity registers

school clubs and educational visits					
Improved attendance for PP children and higher rates of attainment and progress	Monitoring of attendance, attendance awards and letters and meetings with SLT for children with low attendance	Children's regular attendance in school will ensure they do not miss out on curriculum opportunities and create gaps in their learning.	<ul style="list-style-type: none"> • Weekly monitoring of pupil attendance and awards • Termly interviews with parents 	GO'H	A regular agenda item at SLT meetings
Total budgeted cost					£5500

5. Review of Expenditure

Previous Academic Year	2017-18	a) 9 pupils x £1320 = £11880 b) 4 pupils x £1900 = £7600 c) 2 pupils x £300 = £600 £20,080 (15 pupils)
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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
Greater attainment and progress rates in pupils eligible for PP and improved English and maths skills.	To deploy teaching assistants to provide support and lead focused intervention groups and increase pupil / adult ratios. To provide booster groups and increase pupil/adult ratios.	67% of Y6 children achieved the expected standard in English and 33% in maths (3 pupils in total).	We will continue to deploy teaching assistants in line with specific cohort needs and use a research / evidence based approach (SENCO course)	£15,000
Greater attainment and progress rates in pupils eligible for PP and improved English and maths skills.	To appoint a member of SLT to oversee the progress of children in receipt of PP funding, as well as regular pupil progress meetings with teaching staff to evaluate the effectiveness of and impact of teaching / interventions. To regularly provide inset for staff, including quality first teaching, mastery maths, reading skills and regular monitoring.	Pupil progress meetings held termly. Teachers have excellent knowledge of attainment and progress of children within their class. Feedback from monitoring was used to plan future inset. 67% of PP children met the expected standard in reading, writing and maths by the end of the year across the school.	We will continue with regular pupil progress meetings with a focus on Disadvantaged Pupils, to ensure staff ownership and accountability for them and adapt inset as necessary.	£3000

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
Where required, children improve confidence, social skills and self-esteem, resilience and independence through nurture groups / advice from other agencies.	To contribute towards the cost of a subscription to Our Place, SENCO time, EP, CAT team, Autism lead, counselling, Rainbows, Cherished, Secure Minds, etc. to provide mentoring and learning opportunities for pupils and advice for families. To contribute towards resources, e.g. anti-bullying workshops, peer mediation training.	Impact has been shown through the sessions in observations of pupils' school life. Children with behavioural and emotional needs gained from the advice and support given which resulted in greater focus in lessons.	Children gained from this personal approach. We will continue with these groups as need requires.	£2000
Greater attainment and progress rates in pupils eligible for PP.	To fund small group tuition / booster groups where the child needs additional support in English and maths.	KS1 and KS2 results show that small group tuition and smaller class sizes has benefited PP children and other children within the cohorts.	The timetable for group interventions will be reviewed regularly. We will continue with specific interventions focusing on individual skills. Continue with focus on mastery, teaching reading skills and a 'back to basics' approach.	Included in £15000 in part i – Quality teaching for all - section above
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

For children in receipt of PP to participate and continue with music lessons and school trips.	To fund or subsidise the cost of educational visits, music lessons and other clubs as required.	Children have made progress with music lessons and enjoyed their tuition. All children have had the option to attend all educational visit opportunities.	We will continue to provide these opportunities.	£3500
Improve attendance of individual children.	Individual meetings with SLT where appropriate and support from school nurse and other agencies where necessary. Distribution of class and individual attendance awards.	The overall percentage of sessions missed due to absence for the academic year 2017-18 was 3.6% compared to the national average of 4.2%. The sessions missed for disadvantaged pupils was also lower than the national average. Children's attendance improved throughout the year with monitoring and support.	We will continue with regular monitoring, parent meetings and referrals where appropriate and the awards are a good incentive for children.	£2000

6. Additional Detail

In this section you can annex or refer to additional information which you have used to support the sections above.