

## Pupil premium strategy statement (St Joseph's Catholic Primary School)

• Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2017-18	Total PP budget	£15,680	Date of most recent PP Review	Sept 2017
Total number of pupils	154	Number of pupils eligible for PP	11	Date for next PP Strategy Review	September 2018
		9 children @1320 = 11880 2 adopted @ 1900 = 3800			

• Current attainment			
	<i>Pupils eligible for PP St Joseph's school</i>	<i>Pupils not eligible for PP</i>	<b><i>Pupils not eligible for PP (national average)</i></b>
	<i>4 pupil's exit Y6</i>	<i>(22 pupils)</i>	
	<i>Based on new measures</i>	<i>St Josephs</i>	
% achieving expected standards or above in reading, writing & maths (or equivalent)	<b>50%</b>	<b>91%</b>	<b>65%</b>
Progress in reading (or equivalent)	<b>1.52</b>	<b>4.93</b>	<b>00./0.3</b>
Progress in writing (or equivalent)	<b>0.85</b>	<b>1.4</b>	<b>0.0/0.2</b>
Progress in maths (or equivalent)	<b>2.53</b>	<b>1.94</b>	<b>0.0/0.3</b>

• Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some PP (including mobile) children have low starting points due to complex learning needs
B.	To provide full access to the wider curriculum providing first hand experiences including residential trips and music lessons
C.	Improve progress for PP in reading so to close the gap between pp and non-pp
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	The use of external agencies is necessary for some PP children due to complexity of their needs

• Outcomes ( <i>Desired outcomes and how they will be measured</i> )	Success criteria

A.	Children will receive targeted intervention support (reading, writing and Maths) in order to diminish the gap between PP and non-PP	<p>Children not making expected progress are identified during Pupil Progress meetings X4 per year. Targeted, personalised intervention support will be put in place and progress measured</p> <p>Where necessary, children will have 1:1 support or small group as necessary. PP identified on planning and staff mindful of who is supporting-balance between teacher and TA</p>
B.	Pupil Premium to have access to music lessons/residential trips/school meals and extra-curricular clubs	<p>PP attend clubs - monitored via club registers</p> <p>Residential attended (additional funding requested from local charity also)</p> <p>Music lessons, school trips and swimming lessons</p> <p>Children to attend breakfast club to support good well-being and start to the school day.</p>
C.	Prior attaining MAPs (PP) will continue to make sustained progress in line with non PP	Review of ALL PP X4 per year with a view of being in line with peers. Where appropriate additional support/1:1 support
D.	Use of external agencies to ensure that complex needs are understood and met	Use of educational psychologists, emotional support where appropriate to ensure that needs are met academically and emotionally

<b>• Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</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>

PP children received appropriate intervention support targeting the gaps in their learning External support impacts on QFT, making a difference to those with complex needs	Pupil progress meetings X4 per year (SLT, SENDCO and classteacher) to include structured conversation with parents.	Pupil progress meetings reviews progress for all individual children and flags up those who are causing concern	Accountability around impact of intervention Lesson observations to ensure QFT especially in reading Pupil Progress meetings X4 per year triangulate lesson obs, progress, book looks etc	WD/CH	X4 per year (PP meetings) Termly observations by SLT and SENDCO
Staff have release time to write interventions that are fit for purpose rather than off the shelf	Teachers to be release X4 per year to write interventions	Staff to work alongside SENDCO where necessary and seek advice from SLT. Use of tracker to identify objectives to plug the gaps	SENDCO to scrutinise planning and delivery of interventions	NJ/CH/W D	As above
<b>Release time to write interventions</b> <b>Ed Psych</b> <b>Small group work</b> <b>Additional resources</b>  <b>Total budgeted cost</b>					£1800 £900 £8,780 £500  11,980
<b>ii. Targeted support</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>

Pupil Premium to have access to music lessons/residential trips/	Use of PP to support attendance on residential and peripatetic music lessons	Children will be given the opportunities to take part in a range of opportunities and experiences	Monitor participation in visits and children who attend clubs  Pupil voice will be used to gain feedback	WD	Summer 2018
Pupil Premium to have access to school meals and extra-curricular clubs	Trips/clubs to be subsidised	All children in receipt of PP are able to attend residential trips	Monitor participation in visits and children who attend clubs. Pupil voice will be used to gain feedback from children.	WD	As and when necessary
				<b>Music Lessons</b> £400 <b>Residential trips</b> £700 <b>Other trips</b> £300 <b>Meals/milk/fruit</b> £300 <b>Total budgeted cost</b> £1,700	
<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>
Educational psychologists to address the complex needs of individuals	1:1 educational psychologist to work with individuals to identify specific learning need. Providing advice and recommendations for school	Interventions written to match the needs of individuals Specialist resources where recommended bought	Feedback and strong communication between school and EP measuring impact of interventions	CT/SLT	X4 per year

Counselling service for children that need additional emotional support	Children to receive 1:1 with Ben's Behaviour Solutions or in a small group with TA	Children have opportunity to talk about emotions and build resilience	Staff have appropriate training  Pupil voice	SLT	X4 per year
Disadvantaged children close their gap (especially reading) between themselves and their peers from similar starting points	Interventions targeted support through small group work	Interventions are written and specific to individuals Targeted support has impact on pupils Gaps begin to diminish	Monitored X4 per year and as part of SLT termly reviews Evidence triangulate in PP meetings	All staff	X4 per year
<b>Counselling</b>					<b>£1800</b>
<b>Emotional support (Training)</b>					<b>200</b>
<b>Total budgeted cost</b>					<b>£2000</b>

• Review of expenditure				
Previous Academic Year		£17,000		
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

<p>For all PP to make expected progress in reading, writing and maths</p>	<p>Matched learning across the curriculum Additional teacher with this large cohort so to reduced staff/pupil ratio</p>	<p>50% PP made better than expected progress – Y3,4 and Y6</p> <p>Two Y5 pupils did not make expected progress</p> <p>Two PP pupils who are mobile, came in with low starting points and did not make expected progress</p> <p>50% (2/4) Y6 pupils met the expected standard and progress in reading writing and maths was above national (0)</p>	<p>Impact clearly where teaching stability is evident. Interventions successful for all children having interventions</p> <p>Y6 pupils had disruptive staffing changes(staff sickness and maternity) which impacted over all on their progress</p> <p>Mobile pupils needed more time to settle before being assessed.</p> <p>SATs revision club impacted on this particular pupil</p>	<p>£2,000</p>
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<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>
For PP to meet new expected standard in reading, writing and maths	SATs club and one to one support (Y6)  Targeted interventions for PP run by teaching assistants across both Key stages (32 weeks of interventions) X2 TA's	Rapid improvement in SATs papers during prep time-3/4 pp children met the expected standard (one not entered for Maths) and overall, a positive progress measure.  Outcomes were expected standards met with good progress  Progress across the school in line with peer groups  Separating Y6 will allow QFT focus on just Y6 objectives  For interventions to close the gap for all pupils.	One to one targeted intervention will continue next year  Interventions specific to the needs of the individuals-teachers write themselves and this approach will continue to ensure personalised and targeted-more accountability for interventions needed here 17-18  Additional class ensured that class size stayed below 30-continue with this 17-18  Attempt to use non-negotiables did not work as well due to having to re-write the ladders. This will be easier to determine going forwards	£14,220
<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>
Improve attendance for two PP pupils	Work closely with EWO in tackling attendance	Attendance for two targeted children at for 2016-17  (from 96%-98%) and (94%-97%)	Close links with EWO impacted. Letters to parents made a difference. Buy back EWO again to support school however EWO is leaving current position and therefore need to find alternative	£650

Behaviour/self esteem for two PP is an issues	One to one and small group behaviour support (Bens behaviour solutions on a weekly basis for autumn and spring term)  Play therapy (12 sessions)	Behaviour improved and Golden time loss reduced for this one pupil  Play therapy improved confidence and self esteem (concerns around mental health were alleviated summer term 2017) (See BB report )	Worked well-if necessary would use same again however may need to consider counselling for one pupil due to medical issues with parent  On pupil P has accepted their journey, and has developed coping strategies as a result. Noticeably improved behaviour for learning. Excellent progress measures with RWM at+6,+6+4  Another Pupil P who also had conselling met the expected standard in reading, writing and Maths with +6,+9,+4 progress in KS2 SATs-a	£1500
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<ul style="list-style-type: none"> <li>• <b>Additional detail</b></li> </ul>
<p>In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.</p> <p>None</p>