

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2016-2017	Total Pupil Premium budget	£190,280	Date of most recent PP Review	June 2017
Total number of pupils	344 (461 including EYFS PP)	Number of pupils eligible for Pupil Premium Funding	97 (107 including EYFS PP)	Date for next internal review of this strategy	Sept 2017

2. Current attainment – 2016 KS2 SATs results		
	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (national average)</i>
% at expected in Reading, Writing and Maths combined	59% (60%)	78% (60%)
% at expected in Reading - KS2	75% (71%)	81% (71%)
% at expected in Writing - KS2	94% (79%)	100% (79%)
% at expected in Maths - KS2	63% (75%)	89% (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 enter school with poor oral language skills.
B.	Attainment of pupils eligible for Pupil Premium in Key Stage 1 is lower in Writing and Mathematics than for Non Pupil Premium children especially for higher attaining pupils.
C.	Pupils eligible for Pupil Premium funding who were higher attaining in Reading and Mathematics at KS1 are not attaining high scores in Reading and Mathematics at KS2 SATs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parents experience difficulties supporting pupils with homework.
E.	Some parents have limited access to the internet to enable pupils to access school computer programs such as Mathletics.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for Early Years Pupil Premium Funding achieve expected levels by the end of Reception.	Early screening for all pupils eligible for Early Years Foundation Stage Pupil Premium Funding. Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving at least a 2 for Communication & Language, and Speaking in particular.
B.	At Key Stage 1, the attainment of higher attaining pupils eligible for Pupil Premium Funding in Writing and Mathematics, who achieve at Greater Depth, is at least in line with National standards.	Percentage of higher attaining pupils eligible for Pupil Premium Funding, achieving at greater depth in Writing and Mathematics is at least in line with National standards.
C.	Higher rates of progress across Key Stage 2, for pupils eligible for Pupil Premium Funding, and in particular for high attaining pupils. Higher attaining pupils make at least expected progress across Year 3, 4 and 5.	Higher attaining pupils who are eligible for Pupil Premium Funding obtain high scores in Reading and Mathematics in Key Stage 2 SATs tests. Year 3, 4 and 5 pupils who are eligible for Pupil Premium Funding make at least expected progress in Reading, Writing and Mathematics.
D.	Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to complete work at home.	Increased range of Parent Workshops in school targeting parents of pupils eligible for Pupil Premium Funding. Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
E.	Pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet-based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete homework projects or access programs such as Mathletics.

5. Planned expenditure					
Academic year	£190,400				
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.					
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?
Raise standards in English and Mathematics in Years 2 & 5.	Additional teaching full time intervention work for Years 2 and 5.	Low levels of attainment and particular needs of Year 1 & Year 4 pupils identified the need for additional targeted high quality teaching intervention to take place in order to diminish the difference in pupil progress and attainment in these year groups. Smaller class sizes will have a positive impact on teaching and learning and accelerate progress.	Half termly lesson observations to monitor teaching. Book scrutinies to demonstrate pupil progress. Peer observations (Triads) to enhance pedagogy and professional dialogue with regards to pupils learning.	SLT	<p>Jan 2017</p> <p>Teaching graded good or outstanding in lessons</p> <p>Yr5 Average 3 point progress of PP in RWM – 20.3% compared to 23.1 % non PP</p> <p>Average expected progress of PP in RWM PP 76.8% compared to 70.4% non PP</p> <p>Yr 2</p> <p>Average 3 point progress of PP in RWM –25.9% compared to 14.0 % non PP</p>

					Average expected progress of PP in RWM PP 70.4% compared to 73.3% non PP
Support for teachers to raise standards.	1 to 1 Tuition – Pupil conferencing.	Providing pupils with high quality feedback is an effective way to improve attainment, empowering pupils to take ownership of their learning and identify ways to improve.	Ensure termly targets for all pupils are met and that data suggests that pupils eligible for Pupil Premium Funding are at least in line with pupils who are not eligible for Pupil Premium Funding.	Phase Leaders & SLT	<p>Jan 2017 Whole school average progress RWM: PP – 3 Steps 19% Non PP – 3 Steps 23.6%</p> <p>Whole School: Average expected progress of PP in RWM PP 75.7% compared to non PP 64.5%</p>

Improved attainment and progress in Mathematics in particular higher attaining pupils.	Teacher training on CAME Maths lessons.	The Let's Think approach improves pupils thinking processes. It is a Piagetian programme that draws on the research of Vygotsky and focuses on questioning, collaborative work, problem solving, independent learning, metacognition and challenge. Extensive research in many countries has proved that it raises attainment and progress for pupils of all abilities.	Ensure termly targets for pupils eligible for PP are met and at least match non PP children.	Maths Faculty Lead SLT	Jan 2017 Maths Progress 3 Steps PP – 24.7% NON PP – 24.6% Maths Expected progress PP – 71.6% NON PP 62.1%
All pupils are confident about articulating their learning and are reflective learners.	Learning 'pods' introduced to pupils across Key Stages 1 & 2, to provide a private space for pupils to vlog about their learning, exploring what they have learnt, what helped /hindered their learning and identifying next steps in learning.	Providing pupils with opportunities to reflect on their learning and enabling them to articulate what and how they have learnt fosters independence, confidence and the potential to be a life-long learner. Ultimately it will have a positive impact on standards too.	Learning 'pods' will be introduced to pupils alongside the characteristics of effective learning based on the EYFS model. Pupils will be given opportunities to vlog about their learning. Teachers will conference pupils to discuss their vlog and any issues for future learning. Pupils eligible for Pupil Premium Funding will be targeted first.	SLT	There are child-friendly visual representations in all classrooms & shared areas. Pupils are able to clearly explain their individual strengths as learners & existing barriers to learning to be overcome.
Total budgeted cost					123,500.00
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?

Early intervention Speech & Language Therapy delivered effectively to target pupils.	1:1 and small group to receive SALT Intervention for children in Reception and KS1.	A targeted support group is needed for some pupils with specific speech and language needs to meet end of year goals. This programme has been evaluated and shown to be effective in other schools.	SENCO to liaise with class teachers to organise timetable. Collaboration with class teachers to ensure pupils are identified and their needs addressed. SENCO to monitor progress, observe sessions and analyse pupil data.	SENCO	Review Feb 2017 All children receiving SALT intervention have met or exceeded their targets.
KS1 & KS2 targeted support delivered to address underachievement.	Purchase of additional software to develop teaching and learning support staff delivery of intervention programmes.	In order to address underachievement and to enhance progress for lower attaining pupils, additional intervention programmes have been developed to target and support children's learning. Software automatically adjusts the activities to match the abilities of each pupil.	Class Teachers to meet regularly with other support staff to discuss pupil progress. Communication with parents on pupil progress.	Phase Leaders	Software purchased in Summer 1 2017. To be evaluated in Autumn 2 2017.
Vulnerable pupils making at least expected progress in Reading, Writing and Mathematics.	Counselling (CAHMS). Learning Mentor	In order to support targeted pupils to build confidence and independence, CAMHS team will offer assessments and provide therapy for pupils with emotional and behavioural difficulties.	Parents and teachers to be consulted prior to engagement with CAMHS clinician. Follow up meetings delivered to ensure counselling and targeted workshops are effective.	SENCO Learning Mentor	June 2017

Build parent partnerships and engage parents in pupils learning	Parent workshops	In order to improve parental involvement and dialogue with school, parents will be invited into school to attend workshops which empower them to support their pupils at home.	Parents and teachers to be consulted to devise programme of workshops. Follow up meetings delivered to ensure targeted workshops are effective.	SLT	June 2017
Total budgeted cost					46900.00
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?
Raise standards in Reading and Writing across the school	Librarian & reading programmes Volunteer Readers - training time and resources	Reading enhances general language competence. There is 'a spread' of effect from reading competence to other language skills ~ writing, speaking and control over syntax.' (Elley 1991) Reading benefits all language skills, not just reading. The benefits will ensure: 1. There is a wide variety of text types and topics to choose from. 2. The texts are not just interesting: they are engaging/ compelling. 3. Reading purposes focus on: pleasure, information and general understanding.	Meetings with Librarian to ensure the Library is being accessed by all pupils. Librarian to ensure pupils eligible for Pupil Premium Funding are regularly monitored to ensure reading material is appropriate and reviewed regularly.	Literacy Lead / SLT	Review Summer 2017: 51% of PP children made greater than expected progress in Reading from Autumn 1 91% of PP made expected from Yr1-Year 6 Writing -56% greater than expected, 90% expected
Create opportunities and aspiration for pupils eligible for Pupil Premium Funding.	Workshops and inspirational visitors	Inviting visitors inspires and enables pupils to discover and develop the unique potential within themselves and inspires, engages and empowers them to pursue their dreams.	Identify pupil groups who are underachieving. Meetings with pupils and class teachers to identify need. Pupils to evaluate what they have gained from visitors.	SLT	July 2017

Educational trips to be paid by the school for vulnerable pupils	Bursaries for annual Year 4 and 6 residential trips & other day trip costs.	In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.	Meetings with parents to address needs. Trip letters to highlight that parents can seek help to cover financial cost of trips.	Class teachers/ SLT	July 2017
Total budgeted cost					20000.00