



Pupil premium strategy statement: St Joseph's Catholic Primary School

1. Summary information					
School	St Joseph's Catholic Primary School, Poole				
Academic Year	2016/17	Total PP budget	£95,000	Date of most recent PP Review	n/a
Total number of pupils	386	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
Attainment at KS in 2016	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Expected Standard or above in reading, writing and maths	44	53
Average progress in reading	-0.51	1.54
Average progress in writing	-2.31	-1.50
Average progress in maths	0.23	-0.15
Average scaled score in reading	99.1	102.6
Average scaled score in maths	100.8	103.0

Attainment and Progress across the school:

- In EYFS there is a 33% gap in attainment in GLD. This is due to disadvantaged pupils' low attainment in reading and writing (literacy skills) and low physical development.
- At KS1 50% of the disadvantaged pupils have a SEN as compared to 14% of others. When attainment is compared between similar groups (i.e. disadvantaged with SEN against others with SEN and similarity those groups without a SEN), attainment of disadvantaged pupils and other pupils within the school is similar. When considering the same starting points from EYFS disadvantaged pupils make better progress than peers in reading and writing.
- At KS2 40% of the disadvantaged pupils have a SEN as compared to 17% of others. Attainment of no SEN groupings (disadvantaged and others) was similar in writing and below for disadvantaged group in reading and mathematics. For the SEN groups attainment was in line. Progress shows that the disadvantaged pupils group made progress below peers in literacy and above in maths.

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.	Low starting points for pupils entering school in Reception
B.	Poor literacy and language skills (mainly due to a SEN)
C.	Many of our disadvantaged pupils have a special educational need. This is typically 50% of pupils who are disadvantaged in each year group as opposed to 14% typically of 'other' pupils in each year group.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for disadvantaged pupils in 2015/16 is 93.3% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
E.	Low parental engagement in home learning. This is more acute in the lower year groups.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Low starting points for pupils entering school in Reception	Close the gap in GLD attainment at end of EYFS focusing on the prime areas of learning (Literacy). Gap in 2016 was 33%. We have set a target of proportion of disadvantaged pupils to attain GLD of 57% (from 20% in 2016).
B.	Poor literacy and language skills	Currently there is a gap in each year group in attainment. We have set a target for each year group to close this gap. In Y2 we aim for our disadvantaged non SEN pupils to attain 88% RWM and our disadvantaged pupils with SEN to attain 33% RWM. In Y6 we aim for our disadvantaged non SEN pupils to attain 100% ARE+.
C.	Many of our disadvantaged pupils have a special educational need	Ensure that all disadvantaged pupils have individual curricular based targets based on their specific need which are reviewed at least termly. Our target is that 90% of targets set for disadvantaged pupils with and without SEN will be met each term.
D.	Attendance rates for pupils eligible for PP is 93.3% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	Reduce the absence due to lateness (after registers taken) resulting in lower overall absence rate. Our target is for attendance of 95%.
E.	Low parental engagement	To increase the engaged of parents in EYFS and to build a culture of home learning. Our target is to engage 80% of parents in the 'Bags for School' programme and have 80% of parents regularly (3 time per week) reading with their child at home.

5. Planned expenditure

Academic year

2016/17

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?
B: Poor literacy and language skills	Ensure regular monitoring of progress and evaluation of learning of disadvantaged group. Teacher appraisal targets are linked to progress of disadvantaged grouping. Evaluation of each strategy termly at a strategy meeting (including Governor). £1000	Greater accountability and data developed by staff (DfE good practice guide).	Clear accountability through appraisal. Under achievement identified at pupil progress meetings termly and action plan developed focused on identified pupils. Successful strategies highlighted, unsuccessful ones terminated.	NMD	Summer 2017
B: Poor literacy and language skills	Ensure consistent use of next steps writing targets (which also focus on gaps in understanding) and effective use of marking and feedback. Coach from Springhill to work with each year group to ensure effective next steps are identified for all pupils. £2000	Effective feedback raises attainment. Quality first teaching has a greater positive effect on disadvantaged pupils than peers.	Book review will show appropriate targets based on pupils' misconceptions. Teaching will focus on the teaching of pupil targets.	NOD / TG	Spring 2017
A: Low starting points B: Poor literacy and language skills C: Addressing SEN	Ensure effective induction for NQTs (x4). NQT colleagues provided with coaching support (mentor and coach from outstanding school). As a result NQTs understand the need for meeting the needs of all pupils; regular feedback from coaching support given. £5000	The quality of teaching has a greater effect on the progress made by disadvantaged pupils than 'others'.	Observations; feedback and targets from coaches.	NOD	Spring 2017

A: Low starting points B: Poor literacy and language skills C: Addressing SEN	Teacher release time to ensure identified pupils have appropriate next step targets and Individual feedback for identified pupils. Release time: (7 hours per week): £8,736	Feedback has high impact for low cost (possible 8 months gain Sutton Trust)	Pupil progress meetings review individual learning outcomes of grouping Monitor individual targets termly.	NMD	Spring 2017
A: Low starting points C: Addressing SEN	Address the need to develop pupils reasoning through employing a wider curriculum and focus on teacher questioning. Training for teachers and Teaching Assistants (Big Maths). Also, focus on effective identification in gaps in learning and strategies for intervention to close gap. £2000	The quality of teaching has a greater effect on the progress made by disadvantaged pupils than 'others'	Monitor gap in number attainment through Big Maths scheme. Book assessment of the range of reasoning opportunities given to pupils	DP	Summer 2017
Budgeted cost					£ 18,736
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?
E: Encourage parental engagement	To develop home learning: LA Bags for Schools Scheme (+ training for EYFS staff. This to be followed up with parent meeting and engagement events. £3000	Scheme has been used extensively across Poole to engage parents in pupil learning.	Monitor amount of use of bags and then analyse the amount of learning at home. Target individuals where necessary	NOD	Summer 2017

<p>A: Low starting points B: Poor literacy and language skills</p>	<p>Reduce class size to 20 to enable focus on intervention on key group; reorganise class teaching structure greater focus on literacy Teacher (whole class strategy): £30,000</p>	<p>Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)</p>	<p>Teachers will assess pupils closely and identify areas of weakness. Monitor through pupil progress meetings.</p>	<p>NOD</p>	<p>Spring 2017</p>
<p>A: Low starting points B: Poor literacy and language skills</p>	<p>EYFS profile and on entry assessments identified that a number of pupils have poor physical development and low PSE scores. As a result provide: - Gross motor skills intervention (sports coach 1 x per week): £1000 (approx.) - Nurture intervention (3 x weekly) HLTA + TA: £2000 (approx.)</p>	<p>Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)</p>	<p>Track progress of nurture group through Boxall profile Track physical development through profile scores.</p>	<p>NOD</p>	<p>Spring 2017</p>
<p>A: Low starting points B: Poor literacy and language skills C: Addressing SEN</p>	<p>Two year trend data identifies disadvantaged pupils' attain significantly below peers at KS1. Employ 1 to 1 intervention TA to work with Y1 (f/t) and Y2 cohort (p/t). Precision teaching techniques used and daily short sessions. Pre assessment identified personal outcome for learning (phonic, number, Sp and L). Training of and deployment of two Teaching Assistants. £20,000</p>	<p>Effective practice in 2015/16 in Y1 now rolled out into Y2.</p>	<p>In Y1 attainment in phonics screen for disadvantaged in line with peers. Closing gap at Y2 in attainment between disadvantaged and non-disadvantaged (see section 4). Monitor through targets set and pupil progress meetings.</p>	<p>NOD</p>	<p>Spring 2017</p>

D: Improve attendance and punctuality	Ensure pupils attend school on time and access a full range of learning opportunities Provide places for Breakfast club for families with poor punctuality; £2000 (approx.) Provide financial assistance with residential trips and visits.	Improvements in punctuality result in improved attainment	Attendance records focused on attendance and punctuality of identified pupils (Easter 2017)	TG	Spring 2017
A: Low starting points B: Poor literacy and language skills	Y5 and Y6 Individual gaps in understanding impeding engagement in lessons. Individual and group analysis of misconceptions: 1 hours release time each week for class teacher to address need. Release time (4 hours per week): £2,500	Personalised intervention based on class assessments (effective in 2014/15 and 2015/16)	Pupil progress meetings; review of personal targets. Evidence of improvement work in books.	TG	Spring 2017
A: Low starting points B: Poor literacy and language skills	Lower ability readers and mathematicians making poor progress (2015/16). Smaller classes for LA grouping (approx. 15) and deployment of TA. Reading lead to support development of provision to meet need. Maths lead to evaluate provision in lessons and ensure needs met through clear personalisation. Extra Teacher (mornings): £10,000	Focus on reading skills and comprehension (potential 5 month gain in progress – Sutton Trust)	Clear learning outcomes set for each child that can be evaluated termly. Intervention clearly identified in books and improvements evident.	TG	Spring 2017
C: Addressing SEN	Low attaining group of PP + SEN (see KS1 results 2015; current Y4) Specific need in reading. Teacher intervention and TA led 'morning reading club' before school. £500	Intervention of key misconceptions	Progress against key learning targets.	TG	Spring 2017
Budgeted cost					£70.000

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?
A; Low starting points	Training in general behaviour management and the use of language by AHT. Regular 'meeting around the child' involving all involved with pupil, consistent plans; involve parents. £3900.	Sutton Trust +4 months focusing on specific strategies for individuals and 'whole school ethos'	Number of incidents involving individuals reduces (see behaviour logs).	TG	Spring 2017
A; Low starting points	Provide a wider range of social and emotional support for pupils. Provide ELSA and First Aid Mental Health training for 1 x staff. £4500	Sutton Trust +4 months progress	Analysis of before and after data from intervention.	NMD	Summer 2017
Total budgeted cost					£96,136