



Pupil premium strategy review 2016/2017: St Joseph's Catholic Primary School

1. Desired outcomes			
	<i>Desired outcomes and success criteria</i>	<i>Actual Outcomes</i>	<i>Evaluation</i>
A.	Close the gap in GLD attainment at end of EYFS focusing on the prime areas of learning. We have a set a target of proportion of disadvantaged pupils to attain GLD of 43% (from 20% in 2016) which represents progress above peers.	<ul style="list-style-type: none"> - GLD attainment of PP at 29%; GLD attainment of non PP at 70% 	Attainment of PP rose by 8%; however gap in attainment remains. Progress of PP in line with peers. This is an improvement on 2016/17 when progress was below peers.
B.	Currently there is a gap in each year group in attainment in English. We have set a target for each year group to close this gap. In Y2 we aim for our disadvantaged pupils to attain RD 78%; WR 71% EXS. In Y6 we aim for our disadvantaged RD 67%; WR 56% representing progress above national others given starting points.	<ul style="list-style-type: none"> - At Y1 phonics 87% of PP attained standard; by end of Y2 92% attained standard - In Y2 PP pupils attaining: RD 60%; WR 50% - In Y2 100% made good progress in RD; 80% in WR (in line with national) - In Y6 PP pupils attaining: RD 56%; WR 67%. Progress in line with national in RD, and above in WR 	Intervention at Y1 highly effective in raising attainment of PP group in phonics. At Y2 although not met attainment target effective practice led to good progress of PP in Literacy, in line with peers. At Y6 attainment in line with peers in Literacy and progress good.
C.	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.	<ul style="list-style-type: none"> - Targets in place across the school. Proportion of pupils attaining curricular targets varied across the school (from 71% to 100%). 	The setting of individual curricular targets was inconsistent. Some targets were extremely challenge and needed to be broken down into smaller step, others were not clearly measurable.
D.	Reduce the absence due to lateness (after registers taken) of FSM group resulting in lower overall absence rate. Our target is for attendance of 95%.	<ul style="list-style-type: none"> - Overall attendance of FSM remains below peers at 91.8% (all 95.4%) 	Despite some significant success the overall attendance of the group did not improve. This is a priority for 2017/18.
E.	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.	<ul style="list-style-type: none"> - Use of 'Learning Bags' rose from 58% at launch to 80% in July. - Proportion of pupils home reading 3x per week rose from 10% to 84% in period January to July 	This has been a successful activity and has had an impact on the achievement in reading. 69% of pupils made very good progress in RD (49% in 2016)

2. Review of expenditure				
Previous Academic Year 2016 / 2017				
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
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).	Pupil progress focused on PP pupils; individual targets set and evaluated; additional provision in place	Staff require training in establishing SMART targets that are measurable	£1000
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.	At Y6; proportion of PP attaining ARE in WR rose from 56% to 67% resulting in attainment in line with non PP. At Y2 proportion of PP pupils attaining ARE+ rose from 38% to 50%.	Effective next steps targets have resulted in good progress for all pupils and have reduced gap in attainment between PP and non PP.	£2000
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.	4 x NQT met NQT standards. RD and WR development in KS1 resulted in attainment at ARE rising in RD (51% to 60%), WR (38% to 50%) for PP pupils.	Successful model of CPD. To use in Y6 next year with colleague new to Y6.	£5000
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).	All staff establishing and evaluating PP targets half termly.	Additional ½ hour PPA to be monitored by SLT more closely to ensure focus on PP.	£8,736

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.	School wide attainment in Maths has risen from 55% ARE+ to 63%. For PP grouping across the school attainment has risen from 34% ARE+ to 40%.	Work scrutines have revealed the need to ensure consistent coverage of maths topics and rerasoning opportunities for all children.	£2000
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
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 focused on reading at home.	Use of 'Learning Bags' rose from 58% at launch to 80% in July. Proportion of pupils home reading 3x per week rose from 10% to 84% in period January to July	Successful strategy in engagement with home. Ensure targeted non engaged early during autumn Ensure continued expectation into Y1	£3000
A: Low starting points B: Poor literacy and language skills	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)	FSP outcomes (GLD) for all rose from 55% to 65% in 2017. In RD and WR proportion meeting ELGs rose from 55% to 66%. For PP pupils GLD increased from 20% to 28%.	Ensure that PP group regularly read in school with parental helpers.	£30,000
A: Low starting points B: Poor literacy and language skills	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)	EYFS Physical development: the proportion of PP pupils attaining ELG rose from 63% in 2016 to 88% in 2017	Successful initiative	£1000
A: Low starting points B: Poor literacy and language skills C: Addressing SEN	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.	The proportion of pupils meeting phonics expectation in Y1 rose from 88% to 96%. For PP grouping phonic attainment rose to 87%. In Y1 ARE compared to ELG for RD and WR rose from 55% to 72%. For PP grouping this rose from 25% to 38%.	Significant impact on literacy attainment, particularly in phonics. Continue into 2017/18.	£20,000

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. Provide financial assistance with residential trips and visits.	There were some significant successes (e.g. DD rose from 75% to 86% attendance. However the overall attendance of group remains below peers at 91.8%	This area is a significant area for development. School needs to track pupils attendance more closely and measure impact of initiatives such as use of Breakfast Club	£2000
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 writing misconceptions: 1 hours release time each week for class teacher to address need. Release time (4 hours per week)	At Y6; proportion of PP attaining ARE in WR rose from 56% to 67% resulting in attainment in line with non PP.	Effective model for writing which closed the gap in attainment.	£2,500
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).	For the whole cohort progress for RD is -2.5 and MA is -3.0. This represents poor progress of whole cohort. PP progress in line with peers.	This is a priority for the school to raise progress levels in Y6 in 2017/18. The poor progress was a result of poor teaching in Y6. A new Y6 team will address need during 2017/18.	£10,000
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.	Attainment in Y4 at ARE+ rose from 51% in 2016 to 63% in 2017. Increase in PP ARE+ from 27% to 36%.	Successful pre reading of text enabled greater engagement in lessons.	£500
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
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.	A 6% reduction in the amount of incidents logged as L3 incidents for PP from 2015/16 to 2016/17.	Effective strategy. Meetings enabled a sharing of strategies by all staff for particular pupils. As a result consistency in approach improved behaviour.	£3900.

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.	This work had significant impact on a number of pupils. Feedback from parents is very positive.	Intervention needs to be tracked to ensure accountability.	£4500
			TOTAL:	£93,808