



## Pupil premium strategy review 2017/2018: St Joseph's Catholic Primary School

1. Desired outcomes			
	<i>Desired outcomes and success criteria</i>	<i>Actual Outcomes</i>	<i>Evaluation</i>
<b>A.</b>	Pupils in EYFS are able to access learning and have improved attitudes to learning resulting in higher outcomes in Literacy	GLD of PP grouping (80%) exceeded peers (74%) in the prime areas of Literacy the outcomes for RD and WR were in line with peers.	Outcomes in EYFS have risen over 3 years to be above national. Attainment of PP grouping has followed trend and is now above national averages. Strengths – PD, MA and RD at exceeding.
<b>B.</b>	Close the gap and accelerate progress of PP pupils in literacy and language skills in KS1.	In Y1 phonics attainment off PP (78%) in line with peers (92%) given one PP child was dis-applied. At Y2 attainment also in line.  At KS1: Progress in RD from 'expected' at EYFS is broadly in line with whole cohort taking a 3-year average with WR below.	PP attainment in phonics continued to be in line with the peer group. Intervention TA effective.
<b>C.</b>	Ensure PP pupils with a SEN make good progress based on their 'next steps'	School data indicates that across the school PP grouping made progress in line with peers in Y4 and Y5 in all areas (RD, WR, MA) and progress in Y3 slightly below peers.	Progress across the school improved. However there remains poorer progress for Y3 (2017/2018).
<b>D.</b>	Improve progress and attainment in mathematics.	Progress in Maths: overall progress at Y6 improved by -3.5 to -1.6. Progress of Y6 pupils during year significant in raising attainment from 46% ARE in Y5 to 71% ARE in Y6. At KS1 progress of 'emerging' from EYFS for MA is below peers and national with 'expected' grouping in line.	Successful intervention at Y6 improved progress. However, there remains underperformance at KS1. Need to review approach to maths teaching across the school.
<b>E.</b>	Improve attendance rates of FSM. This reduces their school hours and causes them to fall behind on average.	Attendance of FSM grouping remains at 92%. Proportion of pupils arriving 'late' remains below main school grouping.	Attendance of FSM has not improved despite intervention. School needs to review its approach to lateness and attendance through appropriate challenge and support.
<b>F.</b>	Increase levels of parent engagement in pupil learning in KS1.	This has been highly successful. Comments in EYFS profiles have increased and the amount of parents reading in Y1 has increased through home reading initiative.	Continue with approach 2018/2019 and role reading scheme through into Y2.

2. Review of expenditure				
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>Additional Teaching Staff</b>				
A; B	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):	Deployment of additional staff had a significant effect on attainment of all pupils in YR. However, provision had a greater impact on the attainment of PP pupils. PP GLD exceeded peers	A positive intervention which worked effectively facilitated by curriculum development and collaboration of staff.	£30,000
B	Two-year trend in data identifies effective practice in raising attainment of disadvantaged pupils. Continue to employ 1 to 1 intervention TA to work with Y1 (f/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 Teaching Assistants.	Intervention successful in maintaining good outcomes in Phonics at Y1. Outcomes in line with other pupils.	Close collaboration and swift referral to intervention TA highly effective in ensuring good progress.	£10,000
D	Provide an additional teacher in Y6 for Mathematics. This will enable smaller class group and targets work for lower grouping.	Overall progress improved in Maths (from -3.5 to -1.5). Arrangements were altered through the year to adapt to need.	Pupils were ability grouped from January which had an impact on progress particularly the PP LA grouping.	£3000
<b>Group intervention - Academic</b>				
A, B	Low attaining group of PP + SEN (see KS1 results 2015; current Y5) Specific need in reading. Teacher intervention and TA led 'morning reading club' before school.	Morning reading, spelling and handwriting group effective in raising attainment.	Morning intervention effective in raising attainment in spelling and handwriting.	£500
B; D	Y5 provide one afternoon intervention focusing on PP underachievers in Y5 focused on writing.	Due to staff reorganisation this intervention only ran for one term.	A focus on pre teaching class targets used in class enabled greater engagement in lessons	£1200
B; D	Y6 Individual gaps in understanding impeding engagement in lessons. Individual and group analysis of misconceptions: 6 hours release time (0.2 fte) each week for class teacher to address need.	Varied group size and focus which focused on need. Effective in raising progress levels within Y6 (typically increase in 40 marks across the year group).	One class teacher led both classes' group, may be more effective if class teacher had led their group.	£6500

Group Intervention - Social				
A, B	EYFS profile and on entry assessments identified that a number of pupils have poor physical development and low PSE scores.	PD increased to 82% ELG from 60% in 2016	Effective intervention for gross motor schools.	£1000
A, B	EYFS Nurture intervention (3 x weekly) HLTA + TA.	Improvements in PSE resulted in improved GLD outcomes in 2017.	Successful intervention, however not consistently applied due to staffing reorganisation.	£2300
A, B	Nurture provision provided for groups of pupils in Y1 and Y2.	Lunch provision developed for each day which was effective in reducing playground incidents and provide provision for identified pupils.	Tailoring time in club with particular need. Varying activities and use of role models to facilitate play.	£4600
A, B	Provide a wider range of social and emotional support for pupils. Provide ELSA and First Aid Mental Health. This intervention will be a mix of 1-1 and group work.	Immediately referral successful in addressing need (particularly for social and emotional issue. Swift feedback also to parent.	For longer programmes need to limit sessions and ensure appropriate evaluation.	£4700
A	Provide support for transition to secondary school through support for parents, guided visits for identified pupils	Additional visits to secondary schools planned and completed. Visits from staff from secondary and inclusion of outside agencies involved. Effective in ensuring reduced anxiety.	Ensure arrangement for pupils begin prior to Christmas	£1000
Staff Training				
D	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.	Across the school the adoption has been inconsistent particularly with 'reasoning'. Quality of teaching 'inconsistent'.	School to develop a new approach to teaching focusing on 'concrete, visual, abstract'. Support accessed from neighbouring school.	£5000
B	Train staff in a focused method for teaching spellings across the school. Ensure a clear progression and systematic structure to lessons. Training from Springhill Primary. Review and monitor practice.	Spelling provision successful in raising attainment in spelling and greater range of vocabulary used in writing.	Ensure appropriate spelling list for LA grouping.	£3000

A	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.	Training has taken place. Number of incidents have reduced over time. Individual plans have been effective in improving behaviour of a number of vulnerable pupils.	Ensure consistency in classroom strategies (particularly in Upper School) with a revision of Behaviour Policy.	£3900.
C	Staff training on developing appropriate SEN / PP targets based on the next steps in learning. Ensure regular review of targets and time for teachers to develop – ½ hour per week.	Regular review of targets took place. Greater training and feedback enabled targets to be more 'SMART'. Pupil self-evaluation in place.	Ensure there is a link between provision and targets set.	£1000 + £8700
C	Whole school Tier 1 Autism training	Positive feedback from staff over training. Staff now more aware of strategies for all pupils.	Regular updates from SENCo	£1000
<b>Enrichment / Raising Aspirations</b>				
E	Arrange enrichment activities in English and Mathematics for identified pupils at St Edward's secondary school. Six afternoon sessions. Arrange with St Aldhelms opportunities to engage in the wider curriculum (e.g. cooking, design and technology).	Enrichment activities took place for Y5 pupils at two secondary schools (2 days). Pre visits by secondary staff.  In addition, visit from Y13 pupils talked to pupils about aspiration and life journeys. Visit also from B' mouth University students focused on tertiary education opportunities.	Ensure sessions are in place for 2018/19.	£1000
E	Ensure a greater proportion of pupils accessing sporting clubs across the school.	<i>Awaiting school data</i>	<i>Awaiting school data</i>	£2000
<b>Home Support</b>				
E	Ensure pupils attend school on time and access a full range of learning opportunities Provide places for Breakfast club for families with poor punctuality (approx.). Provide financial assistance with residential trips and visits.	Breakfast Club effective for some families but not all.	Ensure half term review for any intervention. Review provision for lateness.	£2000
E	To maintain home learning: LA Bags for Schools Scheme + training for EYFS staff. This to be followed up with parent meeting and engagement events.	Successful intervention. LA review commented on greater parental participation in EYFS profiles.	Maintain provision.	£3000

