
St Joseph's Catholic Primary School
Pupil Premium Strategy Statement 2017-18

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017/18	Total PP budget		Date of most recent PP Review	June 2017
Total number of pupils	399	Number of pupils eligible for PP	66	Date for next internal review of this strategy	December 2017

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
49	66	x	3

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	55	7	11	1	X
Year 5	59	8	12	X	X
Year 4	59	6	10	1	X
Year 3	57	13	17	X	X
Year 2	60	9	9	X	X
Year 1	59	6	7	1	X
Reception*	50	?	?	?	?
Total	399	49	66	3	0

*PP numbers not available until pupils register at school

2. Current achievement			
End of KS1 & 2 Attainment for 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	33	42	61
% achieving expected standard or above in reading	56	53	71
% achieving expected standard or above in writing	67	69	76
% achieving expected standard or above in maths	33	56	75
Progress score in Reading	-3.3	-2.5	0
Progress score in Writing	+2.4	+0.3	0
Progress score in Mathematics	-5.1	-3.0	0
% achieving expected standard or above in reading at KS1	62	72	74
% achieving expected standard or above in writing at KS1	54	67	65
% achieving expected standard or above in maths at KS1	62	68	73
*Data unknown until released by DfE			
<i>Pupil Progress and attainment in 2016/17</i>			
<ul style="list-style-type: none"> - GLD attainment of PP at 29%; GLD attainment of non PP at 70% - At Y1 phonics 87% of PP attained standard; by end of Y2 92% attained standard - In Y2 PP pupils attaining: RD 60%; WR 50%; MA 60%. 100% made good progress in RD; 80% in WR (in line with national) and 75% in MA (below national but above school 2016) - In Y6 PP pupils attaining: RD 56%; WR 67%; MA 44%. Progress in line with national in RD, above in WR and below in MA - Across the school progress of PP was at least in line with peers with greater progress in Y4 and Y5. 			

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 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.	
D.	Poor progress and attainment in Mathematics at Y2 and Y6	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for FSM pupils in 2016/17 was 91.8% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
F.	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.	Pupils in EYFS are able to access learning and have improved attitudes to learning resulting in higher outcomes in Literacy	Close the gap in GLD attainment at end of EYFS focusing on the prime areas of learning (Literacy). We will set a target for targeted youngsters in their PSE development following completion of base line assessments in half term 1.
B.	Close the gap and accelerate progress of PP pupils in literacy and language skills	Currently there is a gap in each year group in attainment. We will set a target for each year group to close this gap by 30 th September 2017.
C.	Ensure PP pupils with a SEN make good progress based on their 'next steps'	Ensure that all disadvantaged pupils have individual curricular based targets based on their specific need which are reviewed at least half termly. Our target is that 90% of targets set for disadvantaged pupils with and without SEN will be met each term.
D.	Improve progress and attainment in mathematics.	Targets for attainment and progress score for Y2 and Y6: Y6 MA: 46% ARE; Y2 MA: 44%.
E.	Improve attendance rates of FSM. 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 will be 94%
F.	Increase levels of parent engagement in pupil learning in KS1.	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 across KS1 and EYFS.

5. Planned expenditure				
Academic year	2017/18			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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): £30,000	Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)	Teachers will assess pupils closely and identify areas of weakness. Monitor through pupil progress meetings.	NOD
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. £10,000	Effective practice in 2016/17 Resulted in 87% attaining phonics standard.	In Y1 attainment in phonics screen for disadvantaged in line with peers. Monitor through targets set and pupil progress meetings.	NOD
D	Provide an additional teacher in Y6 for Mathematics. This will enable smaller class group and targets work for lower grouping. £3000	Provision three groups for maths will enable teaching to be appropriately targeted at need	Y6 will be tracked via regular SAT s assessments (once per term) and PUMA test every term.	TG
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£43000

d. Group Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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. £500	Successful pre reading strategy in Y4 provided greater engagement in reading	Track book band progression of grouping	TG
B; D	Y5 provide one afternoon intervention focusing on PP underachievers in Y5 focused on writing. £1200	Addressing misconceptions	Identified pupils will be tracked based on their curricular targets achieved during these sessions	TG
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. Release time: £6500	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. Tracking of attainment PUMA / PIRA	TG
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£8200

e. Group Intervention – Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A, B	EYFS profile and on entry assessments identified that a number of pupils have poor physical development and low PSE scores. £1000	Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)	Track physical development through profile scores.	AH
A, B	EYFS Nurture intervention (3 x weekly) HLTA + TA. £2300	Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)	Track PSE profile.	AH
A, B	Nurture provision provided for groups of pupils in Y1 and Y2. £4600	Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)	Baseline and assessment on exit.	AH
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. £4700	Sutton Trust +4 months progress	Baseline and assessment on exit.	AH
A	Provide support for transition to secondary school through support for parents, guided visits for identified pupils £1000	Pupils will be less anxious in attending secondary school if familiar with surroundings. Staff at secondary school aware of pupil needs.	Feedback from secondary school; attendance at secondary school through first half term	AH
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£13600

g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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. £5000	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
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. £3000	Identified by OfSTED as an area to focus. Use of multi-sensory approach to teaching	There will be a rise in attainment in weekly spelling test at the end of each week.	NOD
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. £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
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. £1000 + £8700	Personalised targets based on next steps in learning	Pupils aware of targets; targets are measurable; targets are met.	AH
C	Whole school Tier 1 Autism training £1000	Ensure all staff are aware of autistic traits and strategies to use for effective practice.	Provision in place for identified pupils.	AH
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£22,600

h. Enrichment/Raising Aspirations				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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). £1000	These activities motivate the pupils and raise aspirations leading to improve academic outcomes and improved attendance.	Target PP pupils and ensure through registers that pupils engage in sessions through deployment of appropriate staff.	AH
E	Ensure a greater proportion of pupils accessing sporting clubs across the school. £2000	Pupils attending clubs are more likely to have good attendance and improved wellbeing.	Track proportion of PP children accessing clubs through registers.	AH
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£3000
i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
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; £2000 (approx.). Provide financial assistance with residential trips and visits.	Improvements in punctuality result in improved attainment.	Intervention and additional provision (e.g. attendance at BC) tracked.	AH
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. £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.	AH
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£5000

Total Planned Expenditure:	£95400

6. Additional detail

This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.