
St Joseph's Catholic Primary School
Pupil Premium Strategy Statement 2018-2019

“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	2018/19	Total PP budget	£102,960	Date of most recent PP Review	
Total number of pupils	345	Number of pupils eligible for PP	63	Date for next internal review of this strategy	14/12/18

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
49	63	-	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	77	9	12	1	-
Year 5	58	9	12	0	-
Year 4	58	11	19	0	-
Year 3	58	8	11	1	-
Year 2	60	10	6	0	-
Year 1	54	2	3	1	-
Reception*	-	-	-	-	-
Total	345	49	63	3	-

*PP numbers not available until pupils register at school (60 pupils are expected)

2. Current achievement			
End of KS1 & 2 Attainment for 2017/18	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	
		<i>School</i>	<i>National (2017)</i>
% achieving expected standard or above in reading, writing and maths	-	54	61
% achieving expected standard or above in reading	46	61	71
% achieving expected standard or above in writing	61	77	76
% achieving expected standard or above in maths	38	71	75
Progress score in Reading	<i>Not known</i>	-2.4	0
Progress score in Writing	<i>Not known</i>	-0.2	0
Progress score in Mathematics	<i>Not known</i>	-1.6	0
% achieving expected standard or above in reading at KS1	50	72	76
% achieving expected standard or above in writing at KS1	42	65	68
% achieving expected standard or above in maths at KS1	42	65	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.	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 across the school (particularly LA pupils)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for FSM pupils in 2017/2018 was 92% (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.	
G.	Pupils attend school with social or emotional challenges which inhibited their ability to engage in lessons	
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	In 2018 PP grouping attained in line with peers. This year we are aware that we need to maintain this. We will set targets for pupils in literacy based on their baseline score and ensure these targets are at least in line with peers.
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 2018.
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 SEN will be met each term.
D.	Improve progress and attainment in mathematics.	Targets for progress score across the school will be set which are in line with peers.
E.	Improve attendance rates of FSM.	Reduce the absence rate and reduce occasions of lateness. Our target will be 94%.
F.	Increase levels of parent engagement in pupil learning in KS1.	To increase the engagement 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' program and have 80% of parents regularly (3 time per week) reading with their child at home across KS1 and EYFS.
G.	School ensures swift referral to social and emotional support in school to address need.	All interventions will be logged and a narrative kept outlining need. For longer programs an entry and exit evaluation will be in place.

5. Planned expenditure				
Academic year	2018/2019			
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	<i>Deploy unqualified teacher to enable focus on intervention on key group; reorganise class teaching structure greater focus on literacy Teacher (whole class strategy): £20,000</i>	<i>Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust). Impact of previous year successful.</i>	<i>Teachers will assess pupils closely and identify areas of weakness. Monitor through pupil progress meetings.</i>	TO
B	<i>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). £14000</i>	<i>Effective practice in ensuring that PP attain in line with peers in Phonics.</i>	<i>In Y1 attainment in phonics screen for disadvantaged in line with peers. Monitor through targets set and pupil progress meetings.</i>	NOD
B; D	<i>Provide additional 0.2 fte teacher in Y5 to focus on low attaining PP pupils in RD, WR, MA. £8700</i>	<i>Pre teach strategies enables pupils to engage in lessons. Swift 'surgery' approach successful in addressing misconception immediately</i>	<i>PP progress meetings half termly.</i>	NOD
B; D	<i>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: £8700</i>	<i>Personalised intervention based on class assessments (effective in 2017/2018)</i>	<i>Pupil progress meetings; review of personal targets. Evidence of improvement work in books. Tracking of attainment PUMA / PIRA</i>	NOD
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £51,400

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
B	Deploy two TAs in the afternoon to address misconception within lesson through a 'surgery' approach in Y3 and Y4. 2 x £3500	Successful approach used in neighbouring school to address misconceptions swiftly.	Regular reviews of pupils' books to indicate misconceptions addressed.	NOD
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£7000

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	<i>EYFS profile and on entry assessments identified that a number of pupils have poor physical development and low PSE scores. £1000</i>	<i>Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)</i>	<i>Track physical development through profile scores.</i>	AH
G	<i>Provide a lunch club for identified pupils to assist in promoting positive behavior. £2300</i>	<i>Pupils socializing in a structured environment improved behavior in 2017/2018.</i>	<i>Reduce playtime incidents and ensure a smooth start to afternoon sessions.</i>	AH
A, B, G	<i>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. £3200</i>	<i>Sutton Trust +4 months progress</i>	<i>Baseline and assessment on exit.</i>	AH
A	<i>Provide support for transition to secondary school through support for parents, guided visits for identified pupils £1000</i>	<i>Pupils will be less anxious in attending secondary school if familiar with surroundings. Staff at secondary school aware of pupil needs.</i>	<i>Feedback from secondary school; attendance at secondary school through first half term</i>	AH
E, G	<i>Provide a pastoral lead TA to work with vulnerable pupils at risk of missing learning and school £9,100</i>	<i>Swift intervention will enable social or emotional issues to be addressed.</i>	<i>TA to maintain log of intervention with outcomes listed.</i>	AH
E	<i>Provide parental help with uniform cost. Provide milk daily (Cool Milk), instrument tuition opportunities and book bags for PP pupils (£x)</i>		<i>Attendance figures, attendance at music lessons</i>	NOD
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £16,600

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	<p><i>Develop Maths curriculum through coaching by MA coordinator, development of scheme etc and advice and guidance from neighbouring school (including staff training).</i></p> <ul style="list-style-type: none"> - <i>Planning and development (10 days)</i> - <i>INSET from Springhill (4 days)</i> - <i>Individual teacher report (5 days). £4200</i> 	<i>The quality of teaching has a greater effect on the progress made by disadvantaged pupils than 'others'</i>	<i>Lesson monitoring will focus on the maths curriculum. Progress of PP grouping will be assessed through engagement in approach, progress in books and assessment data from PUMA tests.</i>	NT
B	<p><i>Provide 'coaches' from an outstanding school to support and develop 2x NQTs. Ensure that NQTs provision is good for all pupils. Sessions 3 per half term.</i></p> <p>£4000</p>	<i>The quality of teaching has a greater effect on the progress made by disadvantaged pupils than 'others'</i>	<i>Regular feedback from coach to mentor. NQT lesson observation half termly and termly report to SLT. Program evaluated each term.</i>	TO
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£8,200
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	<p><i>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</i></p>	<i>These activities motivate the pupils and raise aspirations leading to improve academic outcomes and improved attendance.</i>	<i>Target PP pupils and ensure through registers that pupils engage in sessions through deployment of appropriate staff.</i>	TG
E	<p><i>Ensure a greater proportion of pupils accessing sporting clubs across the school (including focused 'groovy gang' grouping).</i></p> <p>£800</p>	<i>Pupils attending clubs are more likely to have good attendance and improved wellbeing.</i>	<i>Track proportion of PP children accessing clubs through registers.</i>	AH
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£1,800

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	<i>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.</i>	<i>Improvements in punctuality result in improved attainment.</i>	<i>Intervention and additional provision (e.g. attendance at BC) tracked.</i>	<i>AH</i>
E	<i>To maintain home learning: LA Bags for Schools Scheme + training for EYFS staff. This to be followed up with parent meeting and engagement events. £500</i>	<i>Scheme has been used extensively across Poole to engage parents in pupil learning.</i>	<i>Monitor amount of use of bags and then analyse the amount of learning at home. Target individuals where necessary.</i>	<i>TO</i>
E	<i>Review of entry into school arrangements to ensure PP pupils are punctual and able to access lessons from 8.55am. Doors open early and late register monitored weekly by HT. £4,600</i>	<i>Pupils feel more confident and less anxious coming into school. Pupils present for their learning at the start of the day.</i>	<i>Weekly monitoring of late book. Late comers identified. Actions put in place if needed (e.g breakfast club, behavior support etc.)</i>	<i>NMD</i>
E	<i>Improve attendance levels of PP grouping. Weekly monitoring, publicity, GB, visit to another school to establish strategies TBD</i>	<i>To be determined</i>	<i>To be determined</i>	<i>NMD</i>
Outcomes of Mid-Year Review:				
			Total Planned Expenditure:	£7,100
			Total Planned Expenditure:	£92,100