



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

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

2. Current attainment		
Attainment at KS in 2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected Standard or above in reading, writing and maths</b>	44	53
<b>Average progress in reading</b>	-0.51	1.54
<b>Average progress in writing</b>	-2.31	-1.50
<b>Average progress in maths</b>	0.23	-0.15
<b>Average scaled score in reading</b>	99.1	102.6
<b>Average scaled score in maths</b>	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 on entry. However in 2016 disadvantaged pupils made similar progress to their peers, when considering their starting points.
- At KS1 50% of the disadvantaged pupils have a SEN as compared to 14% of others. Disadvantaged attainment was below others in 2016. However pupils made progress at least in line with their peers at KS1. In reading and mathematics the proportion of disadvantaged pupils attaining the expected standard at KS1 from EYFS emerging and expected was above peers and in line with national others, resulting in a closing of the gap in attainment.
- At KS2 40% of the disadvantaged pupils have a SEN as compared to 17% of others. Disadvantaged pupils at KS2 attainment is below 'others'. However the progress of disadvantaged pupils has been strong with the proportion of pupils making 'expected progress' and 'exceeding expected' well above national figures in 2015 and

progress broadly in line with their peers in 2016. Taking the two year period 2015 / 2016 pupils have made progress at least in line with peers given their starting points.

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Low starting points for pupils entering school in Reception
<b>B.</b>	Poor literacy and language skills (mainly due to a SEN)
<b>C.</b>	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 (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	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.
<b>E.</b>	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>
<b>A.</b>	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). We have set a target of proportion of disadvantaged pupils to attain GLD of 43% (from 20% in 2016) which represents progress above peers.
<b>B.</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 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.
<b>C.</b>	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.
<b>D.</b>	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.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2016/17</b>
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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
<b>Budgeted cost</b>					£ 18,736
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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
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): £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	Spring 2017
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): £1000 (approx.) - Nurture intervention (3 x weekly) HLTA + TA: £2000 (approx.)	Early intervention has +5 months gain in progress and particularly effective for EYFS (Sutton Trust)	Track progress of nurture group through Boxall profile  Track physical development through profile scores.	NOD	Spring 2017
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. £20,000	Effective practice in 2015/16 in Y1 now rolled out into Y2.	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.	NOD	Spring 2017

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
<b>Budgeted cost</b>					£70.000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					£96,136

6. Review of expenditure				
Previous Academic Year 2015-16				
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
Ensure pupils begin the day with a nutritious breakfast	Breakfast club staffing;	A nutritious breakfast each morning will ensure pupils are ready to start learning each morning and increase social skills	This has only begun in July 2016. Initial impact evident in the clam atmosphere and developing social skills of some pupils. This will be continued next year.	£3315
Improve pupils fluency in mathematics	Adopt Big Maths scheme	This training ensured that there was a significant focus on key facts and number operations. Significant improvements occurred in the 'Big Maths' test across the school.	The focus on number was to the detriment of the wider maths curriculum in some classes. This will be a focus for developments in 2016/17.	£2000
Provide smaller teaching group in reading for all in Y5/6	Additional teacher hours (9 lessons per week) mathematics to give time to focus on intervention for individuals	Groupings made similar progress in reading.	Groupings need to be more focused on direct need, particularly the less able grouping. Next year ensure the LA grouping is smaller and that teaching focuses on gap analysis and reading fluency and resilience.	£5184

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise attainment of disadvantaged pupils with SEN across KS1	Reading recovery teacher employed	For Y1 attainment in phonics rose significantly (69% from 57% in 2015). The proportion of pupils at ARE+ increased as compared to GLD at EYFS reading.	This had a good impact on reading attainment in Y1, although it was a costly intervention. Role discontinued from July 2016.	£24,950
Give instant feedback on learning and teach next steps in maths for individuals in Y6	Release time for teacher (3 afternoons)	Disadvantaged pupils made progress above peers in Y6.	Effective intervention this will be continued in 2016/17.	£7488
Provide morning reading club to enable group to pre read and access the day's	Daily Teaching Assistant support (half hour per day)	This ensured the engagement of pupils in lessons, particularly with pupils who had less reliance in main lessons.	Continued into 2016/17.	£332
Provide detailed marking and feedback on writing to enable higher attainment	Additional teacher hours (4 lessons per week in Y5 and Y6)	Group made progress above peers in Y5 and similar in Y6. This enabled effective feedback and guidance for individual pupils.	Effective Intervention which will be continued into 2016/17. However writing targets and next steps to be refined particularly for the less able disadvantaged. These targets need to be focused on gaps and next steps.  Also for our HA pupils expectations of GD need to be explored and fully understood.	£4992

Address underachievement in reading in Y1	Full time daily targeted intervention using precision teaching to address individual needs (TA hours daily)	Effective Intervention resulting in significant improvement in phonics attainment of grouping at Y1 and reading ARE+.	This will continue into 2016/17 and will be rolled out to Y2.	£15,300
Provide release time for Y1 teacher to focus on intervention (12 weeks x 6 hr)	Provide intervention for identified Y1 pupils (writing and mathematics)	Partially effective intervention for disadvantaged: Increased attainment over cohort (GLD 53% to RD 76%; WR 58% for all). Reduced gap in attainment in maths only. Intervention not continued into 2015/16.	This did not impact as effectively. Organisation was not effective as the two Y1 classes were 'streamed' in the afternoon to enable teacher to work with chosen pupils. This proved difficult.	£2304
Provide intervention to address underachievement in Y3	Additional teacher hours to release class teachers in Y3 (10 weeks x 2hr)	Effective Intervention resulting in gaps in learning reduced and ensured engagement in mathematics and reading lessons; not as effective in writing.	Writing targets need to be refined and based on any gaps of understanding. This is a priority for 2016/17.	£640
Ensure correct provision for pupils with SEN	Inclusion leader (SEN + PP pupil)	Pupils provided with appropriate and targeted SEN provision.	Targets for individuals were refined in some classes following monitoring. Ensure all are measurable.	£2496
Provide behavioural support for identified pupil	TA to support individual with playtime provision	Effective intervention: resulting in a reduction in instances and preparation for a successful transition to secondary school.	Used when appropriate.	£2525
Provide support and to enable pupil to access learning who was at risk of exclusion	Teaching Assistant support (full time daily)	Effective intervention resulting in an improved behaviour and engagement in lessons without support (2016).	Used when appropriate.	£12750

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support the attendance of individuals from vulnerable families	Breakfast club and After school club fees	Pupils ready for learning and ensured punctuality. Impact to be assessed as put in place in July 2016.	To be continued.	£1200
Ensure that all pupils take part in all school trips	Support School trips cost for individuals	Where there is a high level of inclusion children feel settled, confident and have a high level of resilience. This will be continued this year to ensure this level of inclusion.	To be continued.	£4500
Provide trained Teaching Assistant to focus on individual emotional needs where identified that can become a barrier to learning	Teaching Assistant Support daily (3 afternoons per week)	Enabled pupil engagement in learning and addressed and social emotional needs. This will be continued next year and extra training sourced for practitioner.	To be continued but ensure measurable outcomes.	£2632
Provide targeted support for regular violin tuition for a group of pupils to	Music provision (violin) to raise attainment in music and increase self-esteem and confidence.	Improved attendance and motivation in all lessons. Some of the pupils concerned have continued with the instrument.	Continue for individuals continuing with instrument instruction.	£1000
Provide training in speaking and listening and precision teaching	Training session for all teaching assistants	Training used across school to focus on key gaps in learning resulting in targeted intervention for individuals to address individual needs.	Effective training which has supported intervention work with individuals across the school.	£200
			<b>TOTAL:</b>	<b>£93,808</b>

**7. Additional detail**