

St Joseph's RC Primary - Pupil premium strategy statement (End 2017-18)

1. Summary information					
Academic Year	16/17	Total PP budget	£34,320	Date of most recent PP Review	04/18
Total number of pupils	94 (incl YN)	Number of pupils eligible for PP	36	Date for next internal review of this strategy	10/18

2. Current attainment		
	<i>SCHOOL</i> <i>Pupils eligible for PP</i> <i>DISADVANTAGED</i>	<i>NATIONAL AVERAGE</i> <i>Pupils not eligible for PP</i> <i>OTHER</i>
GLD	67% (6 pp pupils)	73%
Year1 Phonics Test	67% (3 pp pupils)	84%
KS1 achieving expected standard or above in reading	67% (3 pp pupils)	79%
KS1 achieving expected standard or above in writing	0% (3 pp pupils)	72%
KS1 achieving expected standard or above in maths	33% (3 pp pupils)	79%
KS2 reading progress score	-4.5 (2 pupils)	0.33
KS2 writing progress score	1.2 (2 pupils)	0.20
KS2 maths progress score	-7.2 (2 pupils)	0.30
KS2 achieving expected standard or above in reading	100% (2 pp pupils)	77%
KS2 achieving expected standard or above in writing	100% (2 pp pupils)	81%
KS2 achieving expected standard or above in maths	100% (2 pp pupils)	80%

3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Poor speech and language skills		
B.	Poor social skills		
C.	Mathematical and Literacy skills		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Low attendance levels, poor parental maths and literacy skills, low level of enrichment opportunities		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria
A.	Improved language and speech skills		Better communication
B.	Improved access to reading and therefore access to wider curriculum		Attendance improvement for PP children
C.	Improved social skills		Fewer interventions needed for behaviour
D.	Higher aspirations resulting in better attendance		Attendance improvement for PP

5. Planned expenditure					
Academic year		2017/18 (£34,320)			
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?
Improved reading skills for all PP children	Lexia	Phonics gaps and attainment across school below national levels	HLTAs run Lexia sessions across the week	AR, AH, SC	LM/GH to check data regularly Short Notes reviewed termly Staff meeting feedback

To reduce class size and increase small group intervention	Directed support for all children	Small group intervention and phonics groups to provide targeted support for all children	Data reports termly, 3 weekly Teacher monitoring of records and planning	GF, LM, GH	End of summer term 1 st half 2018
Total budgeted cost					£15,000
ii. Targeted support					
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?
To provide emotional support for all families	CoL initiatives	Several families experiencing financial and emotional strain	Support in place, reports from key staff	J Dobson M Parry	Half termly feedback from staff (written)
To improve SALT outcomes	SALT additional intervention	Poor speech on entry to YR Increasingly complex issues for	Monitored by TAs and Ts through Support Plan reviews	Claire Graham	Termly at Census time
Total budgeted cost					£3,320
iii. Other approaches					
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?
To improve attendance	Attendance Improvement Officer	Attendance data shows school below national with lateness an issue for several PP children. Engagement of all children in prompt start and broad curriculum	Monitor attendance	GH/LC/AD	Half termly data Govs reports and pupil track meetings
To improve attitudes to learning	Additional PE/SS support	Engagement in lunchtimes to prevent issues arising with behaviour	Monitoring of club attendance	AH/LH/AR/ SC	Half termly when new clubs are agreed
To Improve support for high needs children	1:1 additional support for specific children who fall out of direct EHCP provision	Support out of cohort will reduce distractions and reduce impact on Teaching staff, thus enabling Ts to focus on whole class work rather than 1:1 support	Employ staff who can support high needs children or reallocate support from other children to enable 1:1 to be available without affecting other children.	GT/BW LE MLB	Very regular tracking of children re impact on progress, exclusion data, seclusion data
Total budgeted cost					£16,000

6. Review of expenditure				
Previous Academic Year		16/17 (£22,000)		
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
To improve access to curriculum via small group support	Phonics, maths and English small group support sessions across the school.	KS1 pupils attained at least expected standard and scores close to national for non D children All EYFS groups close to or at national attainment figures	We will use maths groups and phonics groups again next year but in year groups rather than across whole KS. Support for HA children not evident although EXP coming along for all children (2017/18)	£13,200
To improve literacy levels across school, targeting at specific individual needs	Lexia access for all KS1 children		Lexia has had an impact on specific children. This needs more careful monitoring against national data although rhetorical progress has been evident including increased independence in tasks.	£3,000
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
Additional football coaching	Whole class and team support with focus on skills and engagement	All children participated- all able to have whole team approach and challenge, resilience and stamina	Brian Honour football coaching twice weekly during curriculum time- to be continued next year. Good engagement tool for all pupils especially PP children.	£2,500
Adam Bushnell story telling/ writing workshops	Enhanced opportunities to write and engage in creativity	Engagement and participation with Adam raises profile of writing for a purpose, fun, ability to be creative and shine regardless of technical skills with focus on imagination.	Adam has worked with children across school and then focused on HA children. This has given those PP children with HA the chance to shine.	£1,500
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
Engagement in arts and culture- widening opportunities	Engagement in culture and arts	All children able to participate in performances and engage in national / local music activities- Big Sing, carol services, Y2 performance	Sage less willing to work with children in schools. Need similar access for all and especially PP children next year (17/18)	£1,000
Additional IR hardware to increase efficient access to internet	Developed project with Finance Gobs to fund improvements to provision	Outdated hardware replaced with laptops and ipads. Governors allocated funds to improve provision	Reconditioned laptops to enhance this provision in 17/18 so costs high against opportunities now made available. This provision has enabled children to engage at point of need.	£800

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

In 2016/17 we had several PP children who were MaT and these children were accessed to a wide range of enrichment activities to sustain their involvement in school rather than additional specific support to 'catch them up'. During the assessment process these children were helped by their increased resilience as a result of the interventions.

The 2017/18 children in receipt of PP are from a different attainment groups and therefore our focus as a school has had to change to enable these children to access higher levels of support from the outset.