

# St Joseph's RC Primary - Pupil premium strategy statement 2018-2019

1. Summary information					
Academic Year	18-19	Total PP budget	£31,140	Date of most recent PP Review	09/18
Total number of pupils	92 (incl YN)	Number of pupils eligible for PP	31	Date for next internal review of this strategy	07/19

2. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Poor speech and language skills	
B.	Mathematical and Literacy skills	
C.	Poor social skills	
<b>External barriers</b> ( <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	
3. 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	Improved outcomes in reading
C.	Improved social skills	Fewer interventions needed for behaviour
D.	Higher aspirations resulting in better attendance	Attendance improvement for PP

4. Planned expenditure	
Academic year	2018/19 (£31,140)
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	

<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>
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 <sup>st</sup> half 2018

## **ii. Targeted support**

<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>
To provide emotional support for all families	CoL initiatives	Several families experiencing financial and emotional strain	Support in place, reports from key staff	L Turner M Massey	Half termly feedback from staff (written)
To improve SALT outcomes	SALT additional intervention	Poor speech on entry to YR Increasingly complex issues for writing in KS1	Monitored by TAs and Ts through Support Plan reviews	Kirsty Johnson	Termly at Census time

## **iii. Other approaches**

<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>
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 Gobs 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

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5. Current attainment		
	<b>SCHOOL</b> <i>Pupils eligible for PP DISADVANTAGED</i>	<b>NATIONAL AVERAGE</b> <i>Pupils not eligible for PP OTHER</i>
GLD	67% (3 pp pupils)	73%
Year1 Phonics Test	0% (3 pp pupils)	84%
KS1 achieving expected standard or above in reading	67% (6 pp pupils)	79%
KS1 achieving expected standard or above in writing	67% (6 pp pupils)	72%
KS1 achieving expected standard or above in maths	67% (6 pp pupils)	79%
KS2 reading progress score	2.67 (1 pupil)	0.30
KS2 writing progress score	2.95 (1 pupil)	0.20
KS2 maths progress score	3.90 (1 pupil)	0.30
KS2 achieving expected standard or above in reading	100% (1 pp pupil)	78%
KS2 achieving expected standard or above in writing	100% (1 pp pupil)	83%
KS2 achieving expected standard or above in maths	100% (1pp pupil)	84%
KS2 achieving expected standard or above in reading, writing and maths	100% (1pp pupil)	71%

Impact Evaluation 18-19		
<b>Desired outcome</b> <b>i</b>	<b>Chosen action / approach</b>	<b>Impact Evaluation</b>
Improved reading skills for all PP children	Lexia	Attainment 67% for Key Stage 1 and 100% for Key Stage 2 (1 child). Progress was way above national.
To reduce class size and increase small group intervention	Directed support for all children	Targeted support impacted positively on outcomes and this will continue next year.
<b>Desired outcome</b> <b>ii</b>	<b>Chosen action / approach</b>	
To provide emotional support for all families	CoL initiatives	Families accessed support from the School Counsellor and PSA. This provided much needed support for our families and as well as improving emotional well-being it also impacted on attendance (see below).
To improve SALT outcomes	SALT additional intervention	Improved provision for Speech and Language impacted on their listening skills, this in turn increased their vocabulary. This emphasis on developing vocabulary impacted positively on writing with 67% achieving at least expected GLD. Next year this will continue to be a focus as children enter school with limited vocabulary.
<b>Desired outcome</b> <b>iii</b>	<b>Chosen action / approach</b>	

To improve attendance	Attendance Improvement Officer	Support from PSA and School Counsellor along with targeted intervention such as Listening Matters helped improve attendance and lates significantly for some children. One child's attendance improved from 64% to 90%. The extended school provision contributed very positively to the improvement in children being in school on time. The children were happier in school and ready to learn thus improving outcomes.
To improve attitudes to learning	Additional PE/SS support	Lunch time club chosen by the children were introduced. While there was some engagement initially school recognised that this needed revisiting regularly to maintain interest levels and therefore their attitudes. This will continue to be a focus next year.