

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

### 1. Summary Information

Academic Year	Total PP Budget	Total Number of Pupils	Number of Pupils Eligible for PP	PP Review Date	Date for Internal Review
2018-2019	Predicted Allocation (£97,405) Final Allocation £93,000	204	69 (33.8% of pupil population)	N/A	01/11/18 & Autumn 2019

### 2. Current Attainment

End of Key Stage 2 2018	St Joseph's Disadvantaged (15 pupils)	St Joseph's non-disadvantaged (11 pupils)	National Average for all pupils	National Average for non-disadvantaged pupils
% Achieving Expected Standard or above in Reading, writing and maths	73%	82%	64%	70%
% Achieving Expected Standard or above Reading	89%	80%	75%	80%
% Achieving Expected Standard or above Writing	89%	83%	78%	83%
% Achieving Expected Standard or above Grammar, Punctuation and Spelling	88%	82%	78%	82%
% Achieving Expected Standard or above Maths	85%	81%	76%	81%

### 3. Barriers to future attainment for pupils eligible for PP

#### In school barriers

<b>A</b>	<b>End of KS2 attainment in RWM was above national for all and non-disadvantaged pupils nationally, but below non-disadvantaged pupils in our school.</b>
<b>B</b>	<b>GLD for EYFS disadvantaged pupils was above the same group nationally, but below all pupils and non-disadvantaged pupils in school and nationally.</b>
<b>C</b>	<b>Attainment in Year 1 phonics for disadvantaged pupils was below St Joseph's all pupils and non-disadvantaged pupils and below national non-disadvantaged pupils, but above all pupils and disadvantaged pupils nationally.</b>
<b>D</b>	<b>End of KS1 attainment in maths for disadvantaged pupils was below non-disadvantaged St Joseph's pupils and the same group nationally.</b>

#### External barriers

<b>G</b>	<b>Well-being, attendance and punctuality. Attendance of disadvantaged pupils was 2.19% less than the school attendance and 3.13% less than the non-disadvantaged. However, attendance for disadvantaged pupils in last year's Y6 was in line with the national average and PA was 12% lower than national at 0%.</b>
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#### 4. Desired Outcomes

		Success Criteria
A	Ensure that the value added by disadvantaged pupils in reading, writing and maths is as good as for the others in the cohort, by the end of Key Stage 2.	End of KS2 progress in reading, writing and maths is in line with or above average and as good as for the others in the cohort.
B	Ensure that attainment in reading and maths for the disadvantaged is in line with or above others nationally at greater depth.	End of KS2 attainment in reading and maths for the disadvantaged at greater depth to be in line with or above others nationally.
C	Increase the attendance of disadvantaged pupils to be over 96%.	Attendance of disadvantaged pupils to be over 96%.

#### 5. Planned Expenditure

After considering evidence from The Sutton Trust (ST), the DfE's Supporting the Attainment of Disadvantaged Pupils publication and Ofsted's The Pupil Premium: an Update and effective practice from local schools, expenditure has been planned to address the following:

##### a) Quality of Teaching for All

Desired Outcome	Chosen Action/Approach	Evidence and Rationale	How we will ensure this is implemented well	Staff lead	When will implementation be reviewed
A to E	Retain Teaching Assistants	Effective Feedback (ST+8) Phonics (ST+4) Small Group Tuition (ST+4)	Termly review of individual progress for targeted pupils	P. McIlroy (DHT & PP Champion) and M. Brooks (EYFS & KS1 Lead)	At termly pupil progress and Performance Management meetings
<b>Total budgeted cost</b>					<b>£23,778</b>

##### b) Targeted Support

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Additional Teaching Staff (£24,682)</b>	<b>Effective Feedback (ST+8) Mastery Learning (ST+5)</b>	<b>Termly review of progress for targeted pupils</b>	<b>P. McIlroy (DHT &amp; PP Champion) and M. Brooks (EYFS &amp; KS1 Lead)</b>	<b>Termly pupil progress and Performance Management review meetings</b>
<b>A to E</b>	<b>Additional TA (supply) (£6,000)</b>	<b>Effective Feedback (ST+8) Small Group Tuition (ST+4)</b>	<b>SLT and class teachers review attainment and progress of targeted pupils.</b>	<b>P. McIlroy (DHT &amp; PP Champion) and M. Brooks (EYFS &amp; KS1 Lead)</b>	<b>Termly pupil progress and Performance Management review meetings</b>
<b>A to E</b>	<b>Special Educational Needs SLA (£7,475)</b>	<b>Small Group Tuition (ST+4)</b>	<b>SENCo and class teachers review attainment and progress of targeted pupils.</b>	<b>P. McIlroy (DHT &amp; PP Champion) and M. Brooks (EYFS &amp; KS1 Lead)</b>	<b>At termly pupil progress meetings, SEND Planning and Review and Performance Management meetings</b>
<b>F</b>	<b>Learning Mentors (£28,545)</b>	<b>Improved well-being and mental health, attendance, punctuality and achievement (ST+6) Behaviour intervention (ST+4)</b>	<b>Learning mentors to report to head if any PP children are in danger of missing targets</b>	<b>Learning Mentors (Head Teacher to review each term)</b>	<b>At termly attendance meetings and governors' meetings</b>
<b>F</b>	<b>Inclusion SLA (£2,925)</b>	<b>Improved well-being and mental health, attendance,</b>	<b>Attendance and punctuality case studies</b>	<b>Learning Mentors</b>	<b>At termly pupil progress meetings and Performance</b>

		<b>punctuality and achievement (ST+6)</b>			<b>Management review meetings</b>
<b>A to E</b>	<b>Educational Psychologist (£3,000)</b>	<b>Interventions and personalised plans with specialist support teaching (ST+9)</b>	<b>Termly review of pupil progress</b>	<b>P. McIlroy (DHT &amp; SENDCo) and M. Brooks (EYFS &amp; KS1 Lead)</b>	<b>At termly pupil progress meetings and Performance Management review meetings</b>
<b>Total budgeted cost</b>					<b>£72,627</b>

**c) Other approaches**

<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Evidence and Rationale</b>	<b>How we will ensure this is implemented well</b>	<b>Staff lead</b>	<b>When will implementation be reviewed</b>
<b>A to E</b>	<b>Educational Visits</b>	<b>Outdoor Adventure Learning (ST+3)</b>	<b>Review of attendance and academic progress</b>	<b>C. Newstead (Head Teacher)</b>	<b>Termly at governor meetings</b>
<b>Total budgeted cost</b>					<b>£1,000</b>

**6. Review of Expenditure from Previous Academic Year 2017-2018**

a) Quality of Teaching for All

Desired Outcome	Chosen Action/ Approach	Impact	Lessons Learned
Improved Achievement	Additional Teaching Intervention	<ul style="list-style-type: none"> <li>• 42% of disadvantaged children met or exceeded the EYFS Good Level of Development (GLD) in all Prime Areas including Literacy and maths. There were only 7 pupils in this group, each represented by 14.3%.</li> <li>• 75% of disadvantaged children passed the Phonics Screening Check in Year 1. There were only 4 children in this group, each represented by 25%.</li> <li>• At the end of Key Stage 1: All disadvantaged pupils attained the expected standard or above in reading and writing. The proportion of disadvantaged pupils working at the expected standard or above in maths was 71%, which was 10% less than the percentage of non-pupil premium children in this cohort (each non-disadvantaged child represented by 4%). Each disadvantaged child at St Joseph's is represented by 14%. The proportion of disadvantaged pupils working at the expected standard or above in grammar, punctuation and spelling was 86%.</li> <li>• At the end of Key Stage 2 the disadvantaged group was large (15 pupils, each represented by 6.7%) and represented nearly half the cohort. The proportion of disadvantaged students achieving the expected standard+ in Reading, Writing and Maths was 73%, above the national picture for all pupils (64%). The proportion of disadvantaged students</li> </ul>	Other pupils benefited from this approach as well as disadvantaged pupils. This approach will continue with a greater emphasis on teachers demonstrating the impact of additional intervention on progress.

		<p>achieving the expected standard+ in reading was 93.4%, well above the national picture for all pupils (75%) At the high standard disadvantaged pupils were in line with the national average for all pupils in reading.</p> <p>The proportion of disadvantaged students achieving the expected standard+ in writing was 86.7%, 9% above the national picture for others (78%). The proportion of disadvantaged students achieving the expected standard+ in maths was 80%, 4% above the national picture for all pupils (76%), however, only one child reached the higher standard.</p> <ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils in English grammar, punctuation and spelling was above all pupils nationally at expected+ by 9% and above at the high standard by 6%.</li> <li>• Attainment for disadvantaged pupils in science at expected+ was 93.3% and above all pupils nationally.</li> <li>• At the expected standard the disadvantaged have diminished the differences to all pupils nationally although in school differences remain. At the high standard the disadvantaged are below all pupils nationally in maths by 9% (fewer than 2 pupils) and writing by 13% (fewer than 2 pupils). The pupil premium strategies are clearly having some impact but there are still areas for improvement.</li> </ul>	
Improved Achievement	Retain Teaching Assistants	See impact above	Other pupils benefited from this approach as well as

			disadvantaged pupils. This approach will continue with a greater emphasis on teachers demonstrating the impact of TAs on pupil progress
<b>Total budgeted cost</b>			<b>£66,740</b>

**b) Targeted Support**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
<b>Improved achievement</b>	<b>Additional Teaching Staff</b>	<b>See impact in a) above</b>	<b>Teaching staff to provide further support at the end of KS2 to ensure that progress measures are above national measures</b>
<b>Improved achievement</b>	<b>SEN SLA</b>	<ul style="list-style-type: none"> <li><b>In the Year 1 Phonics Screening Check 3 of the 6 (50%) SEN pupils reached the expected standard.</b></li> <li><b>At the end of KS1 the proportion of SEND pupils attaining at the expected standard or above were</b></li> </ul>	<b>Maintain successful practices and ensure that SEN</b>



		<p>as follows: Reading 40%, Writing 40%, Maths 40%, GPS 0%</p> <ul style="list-style-type: none"> <li>At the end of Key Stage 2 the proportion of St Joseph's SEN ( 6 pupils) achieving the expected standard or above was as follows:  Reading, writing and maths 33%  Reading 83.3%  Writing 50%  Grammar, Punctuation and Spelling 50%  Maths 33%</li> </ul>	<p>support staff direct teachers and TAs towards specific learning needs of targeted pupils to bring about improved progress.</p>
<p>Improved achievement behaviour, attendance and punctuality</p>	<p>Learning Mentor</p>	<p>Attendance of disadvantaged children (93.61%) was lower than that of the whole school (95.8%) and of non-disadvantaged children (96.74%).</p>	<p>Greater focus from Learning Mentor and attendance service to ensure that disadvantaged pupils' attendance improves to close the gap with other pupils.</p>
<p>Improved attendance and punctuality</p>	<p>Inclusion SLA</p>	<p>Attendance of disadvantaged children (93.61%) was lower than that of the whole school (95.8%) and of non-disadvantaged children (96.74%).</p>	<p>Further liaison and challenge of Inclusion team and of parents by Learning Mentors and</p>

			attendance service to ensure that disadvantaged pupils' attendance improves to diminish the difference with other pupils.
Improved achievement behaviour, attendance and punctuality	Educational Psychologist	See impact measures in a) and b) above	Ensure that specific interventions and support is provided to pupils and families to meet their individual needs
<b>Total budgeted cost</b>			<b>£39,300</b>

**c) Other Approaches**

<b>Desired Outcome</b>	<b>Chosen Action/ Approach</b>	<b>Impact</b>	<b>Lessons Learned</b>
Improved achievement	Educational Visits	Despite it being difficult to measure the academic impact of such opportunities, there is evidence from	To further the impact of such opportunities

and well-being		the Sutton Trust and anecdotal evidence in school that these opportunities are good for all pupils. The provision of this money ensures that all pupils can access these opportunities.	by providing them on our premises through Forest School opportunities.
Total budgeted cost			£1,000

**Additional Detail Summary 2017-2018**

**EYFS** (7 children, 1 child = 14.28%)

**GLD in All Prime Areas, Literacy and Maths** (8 Children so 1child = 12.5%)

All St Joseph's Pupils	Disadvantaged St Joseph's Pupils	Other St Joseph's Pupils	All Pupils Nationally
70%	63%	73%	72%

**Year 1 Phonics** (6 children so one child = 17%)

All St Joseph's Pupils	Disadvantaged St Joseph's Pupils	Other St Joseph's Pupils	All Pupils Nationally

<b>90%</b>	<b>75%</b>	<b>92%</b>	<b>72%</b>
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**End of Key Stage 1 (7 children so one child = 14.3%)**

<b>Expected Standard and Above</b>	<b>Disadvantaged St Joseph's Pupils</b>	<b>Non-disadvantaged St Joseph's Pupils</b>	<b>All Pupils Nationally</b>	<b>Non-disadvantaged Pupils Nationally</b>
<b>Reading</b>	<b>100%</b>	<b>87%</b>	<b>75%</b>	<b>79%</b>
<b>Writing</b>	<b>100%</b>	<b>83%</b>	<b>70%</b>	<b>74%</b>
<b>Maths</b>	<b>71%</b>	<b>91%</b>	<b>76%</b>	<b>80%</b>
<b>Reading, writing &amp; maths</b>	<b>71%</b>	<b>78%</b>	<b>65%</b>	<b>69%</b>
<b>GPS</b>	<b>86%</b>	<b>83%</b>		

**End of Key Stage 2 (15 children so one child = 6.67%)**

<b>Attainment Expected +</b>	<b>All Pupils St Joseph's</b>	<b>Disadvantaged St Joseph's</b>	<b>Non-disadvantaged St Joseph's</b>	<b>All Pupils Nationally</b>
<b>Reading</b>	<b>89%</b>	<b>93%</b>	<b>82%</b>	<b>75%</b>
<b>Writing</b>	<b>89%</b>	<b>87%</b>	<b>91%</b>	<b>78%</b>
<b>Maths</b>	<b>85%</b>	<b>80%</b>	<b>91%</b>	<b>76%</b>
<b>RWM</b>	<b>77%</b>	<b>73%</b>	<b>82%</b>	<b>64%</b>
<b>GPS</b>	<b>89%</b>	<b>87%</b>	<b>91%</b>	<b>78%</b>

<b>Attainment Higher Standard</b>	<b>All Pupils St Joseph's</b>	<b>Disadvantaged St Joseph's</b>	<b>Non-disadvantaged St Joseph's</b>	<b>All Pupils Nationally</b>
<b>Reading</b>	<b>39%</b>	<b>27%</b>	<b>55%</b>	<b>28%</b>
<b>Writing</b>	<b>15%</b>	<b>7%</b>	<b>27%</b>	<b>20%</b>

<b>Maths</b>	<b>31%</b>	<b>13%</b>	<b>55%</b>	<b>24%</b>
<b>RWM</b>	<b>4%</b>	<b>0</b>	<b>9%</b>	<b>10%</b>
<b>GPS</b>	<b>54%</b>	<b>40%</b>	<b>73%</b>	<b>34%</b>

**Attendance**

<b><i>Group</i></b>	<b><i>Attendance</i></b>
<b>Whole School</b>	<b>95.80%</b>
<b>Disadvantaged</b>	<b>93.61%</b>
<b>Others</b>	<b>96.74%</b>