

Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2016-2017	Total Pupil Premium budget	£190,280	Date of most recent PP Review	Sept 2017
Total number of pupils	344 (461 including EYFS PP)	Number of pupils eligible for Pupil Premium Funding	97 (107 including EYFS PP)	Date for next internal review of this strategy	Sept 2018

2. Current attainment – 2016 KS2 SATs results		
	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (national average)</i>
% at expected in Reading, Writing and Maths combined	59% (60%)	78% (60%)
% at expected in Reading - KS2	75% (71%)	81% (71%)
% at expected in Writing - KS2	94% (79%)	100% (79%)
% at expected in Maths - KS2	63% (75%)	89% (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.	Pupils enter school with poor oral language skills.
B.	Attainment of pupils eligible for Pupil Premium in Key Stage 1 is lower in Writing and Mathematics than for Non Pupil Premium children especially for higher attaining pupils.
C.	Pupils eligible for Pupil Premium funding who were higher attaining in Reading and Mathematics at KS1 are not attaining high scores in Reading and Mathematics at KS2 SATs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parents experience difficulties supporting pupils with homework.
E.	Some parents have limited access to the internet to enable pupils to access school computer programs such as Mathletics.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils eligible for Early Years Pupil Premium Funding achieve expected levels by the end of Reception.	Early screening for all pupils eligible for Early Years Foundation Stage Pupil Premium Funding. Identified pupils receive targeted support. Increase in the percentage of EYFS pupils achieving at least a 2 for Communication & Language, and Speaking in particular.
B.	At Key Stage 1, the attainment of higher attaining pupils eligible for Pupil Premium Funding in Writing and Mathematics, who achieve at Greater Depth, is at least in line with National standards.	Percentage of higher attaining pupils eligible for Pupil Premium Funding, achieving at greater depth in Writing and Mathematics is at least in line with National standards.
C.	Higher rates of progress across Key Stage 2, for pupils eligible for Pupil Premium Funding, and in particular for high attaining pupils. Higher attaining pupils make at least expected progress across Year 3, 4 and 5.	Higher attaining pupils who are eligible for Pupil Premium Funding obtain high scores in Reading and Mathematics in Key Stage 2 SATs tests. Year 3, 4 and 5 pupils who are eligible for Pupil Premium Funding make at least expected progress in Reading, Writing and Mathematics.
D.	Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to complete work at home.	Increased range of Parent Workshops in school targeting parents of pupils eligible for Pupil Premium Funding. Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
E.	Pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet-based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete homework projects or access programs such as Mathletics.

5. Planned expenditure					
Academic year	£190,400				
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?
Raise standards in English and Mathematics in Years 2 & 5.	Additional teaching full time intervention work for Years 2 and 5.	Low levels of attainment and particular needs of Year 1 & Year 4 pupils identified the need for additional targeted high quality teaching intervention to take place in order to diminish the difference in pupil progress and attainment in these year groups. Smaller class sizes will have a positive impact on teaching and learning and accelerate progress.	Half termly lesson observations to monitor teaching. Book scrutinies to demonstrate pupil progress. Peer observations (Triads) to enhance pedagogy and professional dialogue with regards to pupils learning.	SLT	Jan 2017 Teaching graded good or outstanding in lessons Yr5 Average 3 point progress of PP in RWM – 20.3% compared to 23.1 % Non PP Average expected progress of PP in RWM PP 76.8% compared to 70.4% Non PP Yr 2 Average 3 point progress of PP in RWM –25.9% compared to 14.0 % Non PP Average expected progress of PP in

					<p>RWM PP 70.4% compared to 73.3% Non PP. July 2017 Year 5 Expected Progress of PP in RWM = 97% compared to 80% of Non PP. Greater than expected progress of PP in RWM = 49% compared to 30% of Non PP. Year 2 Expected Progress of PP in RWM =96% compared to 85% of Non PP. Greater than expected progress of PP in RWM = 41% compared to 38% of Non PP.</p>
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<p>Support for teachers to raise standards.</p>	<p>1 to 1 Tuition – Pupil conferencing.</p>	<p>Providing pupils with high quality feedback is an effective way to improve attainment, empowering pupils to take ownership of their learning and identify ways to improve.</p>	<p>Ensure termly targets for all pupils are met and that data suggests that pupils eligible for Pupil Premium Funding are at least in line with pupils who are not eligible for Pupil Premium Funding.</p>	<p>Phase Leaders & SLT</p>	<p>Jan 2017 Whole school average progress RWM: PP – 3 Steps 19% Non PP – 3 Steps 23.6% Whole School: Average expected progress of PP in RWM PP 75.7% compared to Non PP 64.5%. July 2017 Whole school average progress RWM: PP = 80% compared to 71% of Non PP.</p>
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<p>Improved attainment and progress in Mathematics in particular higher attaining pupils.</p>	<p>Teacher training on CAME Maths lessons.</p>	<p>The Let's Think approach improves pupils thinking processes. It is a Piagetian programme that draws on the research of Vygotsky and focuses on questioning, collaborative work, problem solving, independent learning, metacognition and challenge. Extensive research in many countries has proved that it raises attainment and progress for pupils of all abilities.</p>	<p>Ensure termly targets for pupils eligible for PP are met and at least match non PP children.</p>	<p>Maths Faculty Lead SLT</p>	<p>Jan 2017 Maths Progress 3 Steps PP – 24.7% NON PP – 24.6% Maths Expected progress PP – 71.6% NON PP 62.1% July 2017 Maths expected progress (6 steps) PP= 81% compared to 70% Non PP. Maths greater than expected progress PP = 36% compared to 29% of Non PP.</p>
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All pupils are confident about articulating their learning and are reflective learners.	Learning 'pods' introduced to pupils across Key Stages 1 & 2, to provide a private space for pupils to vlog about their learning, exploring what they have learnt, what helped /hindered their learning and identifying next steps in learning.	Providing pupils with opportunities to reflect on their learning and enabling them to articulate what and how they have learnt fosters independence, confidence and the potential to be a life-long learner. Ultimately it will have a positive impact on standards too.	Learning 'pods' will be introduced to pupils alongside the characteristics of effective learning based on the EYFS model. Pupils will be given opportunities to vlog about their learning. Teachers will conference pupils to discuss their vlog and any issues for future learning. Pupils eligible for Pupil Premium Funding will be targeted first.	SLT	February 2017 There are child-friendly visual representations in all classrooms & shared areas. Pupils are able to clearly explain their individual strengths as learners & existing barriers to learning to be overcome.
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Total budgeted cost					123,500.00
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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?
Early intervention Speech & Language Therapy delivered effectively to target pupils.	1:1 and small group to receive SALT Intervention for children in Reception and KS1.	A targeted support group is needed for some pupils with specific speech and language needs to meet end of year goals. This programme has been evaluated and shown to be effective in other schools.	SENCO to liaise with class teachers to organise timetable. Collaboration with class teachers to ensure pupils are identified and their needs addressed. SENCO to monitor progress, observe sessions and analyse pupil data.	SENCO	Feb 2017 All children receiving SALT intervention have met or exceeded their targets.

<p>KS1 & KS2 targeted support delivered to address underachievement.</p>	<p>Purchase of additional software to develop teaching and learning support staff delivery of intervention programmes.</p>	<p>In order to address underachievement and to enhance progress for lower attaining pupils, additional intervention programmes have been developed to target and support children's learning. Software automatically adjusts the activities to match the abilities of each pupil.</p>	<p>Class Teachers to meet regularly with other support staff to discuss pupil progress. Communication with parents on pupil progress.</p>	<p>Phase Leaders</p>	<p>Feb 2017 Software purchased in Summer 1 2017. To be evaluated At end of Autumn 2 2017.</p>
<p>Vulnerable pupils making at least expected progress in Reading, Writing and Mathematics.</p>	<p>Counselling (CAHMS). Learning Mentor Learning Mentor.</p>	<p>In order to support targeted pupils to build confidence and independence, CAMHS team will offer assessments and provide therapy for pupils with emotional and behavioural difficulties.</p>	<p>Parents and teachers to be consulted prior to engagement with CAMHS clinician. Follow up meetings delivered to ensure counselling and targeted workshops are effective.</p>	<p>SENCO Learning Mentor</p>	<p>July 2017 100% of Pupil Premium pupils who received CAMHS support made at least expected progress in Reading, Writing and Maths. 67% made accelerated progress in Reading and 33% in Writing.</p>

Build parent partnerships and engage parents in pupils learning	Parent workshops	In order to improve parental involvement and dialogue with school, parents will be invited into school to attend workshops which empower them to support their pupils at home.	Parents and teachers to be consulted to devise programme of workshops. Follow up meetings delivered to ensure targeted workshops are effective.	SLT	June 2017 Many parent workshops delivered in EYFS and in Maths and Grammar across the school. School to extend EYFS 'Stay & Play' model to rest of school and increase the number of workshops offered to parents in Years 1-6.
Total budgeted cost					46900.00
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?

Raise standards in Reading and Writing across the school	<p>Librarian & reading programmes</p> <p>Volunteer Readers - training time and resources</p>	<p>Reading enhances general language competence. There is 'a spread' of effect from reading competence to other language skills ~ writing, speaking and control over syntax.' (Elley 1991) Reading benefits all language skills, not just reading. The benefits will ensure:</p> <ol style="list-style-type: none"> 1. There is a wide variety of text types and topics to choose from. 2. The texts are not just interesting: they are engaging/ compelling. 3. Reading purposes focus on: pleasure, information and general understanding. 	<p>Meetings with Librarian to ensure the Library is being accessed by all pupils. Librarian to ensure pupils eligible for Pupil Premium Funding are regularly monitored to ensure reading material is appropriate and reviewed regularly.</p>	Literacy Lead / SLT	<p>Review Summer 2017: 51% of PP children made greater than expected progress in Reading from Autumn 1 91% of PP made expected from Yr1-Year 6 Writing -56% greater than expected, 90% expected</p>
Create opportunities and aspiration for pupils eligible for Pupil Premium Funding.	Workshops and inspirational visitors	Inviting visitors inspires and enables pupils to discover and develop the unique potential within themselves and inspires, engages and empowers them to pursue their dreams.	Identify pupil groups who are underachieving. Meetings with pupils and class teachers to identify need. Pupils to evaluate what they have gained from visitors.	SLT	July 2017 Initiative to continue next academic year to fully measure impact.
Educational trips to be paid by the school for vulnerable pupils	Bursaries for annual Year 4 and 6 residential trips & other day trip costs.	In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.	Meetings with parents to address needs. Trip letters to highlight that parents can seek help to cover financial cost of trips.	Class teachers/ SLT	July 2017 All PP accessed school trips and residentials, so that no child missed out on learning opportunities due to lack of funding.
Total budgeted cost					20000.00

6. Review of expenditure																																																																											
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Raise standards in English and Maths in Years 2 and 5.	Additional teaching intervention work in Years 2 and 5. Third teacher in Years 2 and 5.	<p>High impact - Standards were raised in English & Maths in Year 2 and Year 5. In Year 2 pupils grew in confidence and willingness to take risks in learning. In Year 5 pupils became more interested in learning and focussed on tasks provided by teachers with better learning behaviours noted.</p> <p>Year 2 Attainment Data</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Exp</th> <th>High</th> <th>Exp</th> <th>High</th> <th>Exp</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>78%</td> <td>45%</td> <td>74%</td> <td>33%</td> <td>81%</td> <td>40%</td> </tr> <tr> <td>PP</td> <td>70%</td> <td>30%</td> <td>60%</td> <td>10%</td> <td>70%</td> <td>20%</td> </tr> <tr> <td>Non PP</td> <td>79%</td> <td>48%</td> <td>77%</td> <td>38%</td> <td>83%</td> <td>44%</td> </tr> </tbody> </table> <p>Year 5 Attainment data</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Exp</th> <th>High</th> <th>Exp</th> <th>High</th> <th>Exp</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>81%</td> <td>49%</td> <td>75%</td> <td>24%</td> <td>73%</td> <td>34%</td> </tr> <tr> <td>PP</td> <td>78%</td> <td>39%</td> <td>70%</td> <td>13%</td> <td>61%</td> <td>22%</td> </tr> <tr> <td>Non PP</td> <td>83%</td> <td>56%</td> <td>78%</td> <td>31%</td> <td>81%</td> <td>42%</td> </tr> </tbody> </table>				Reading		Writing		Maths		Exp	High	Exp	High	Exp	High	All	78%	45%	74%	33%	81%	40%	PP	70%	30%	60%	10%	70%	20%	Non PP	79%	48%	77%	38%	83%	44%		Reading		Writing		Maths		Exp	High	Exp	High	Exp	High	All	81%	49%	75%	24%	73%	34%	PP	78%	39%	70%	13%	61%	22%	Non PP	83%	56%	78%	31%	81%	42%	<p>Initiative had a positive impact on all Pupil Premium pupils and increased % of higher attaining Pupil Premium pupils but also served to accelerate learning of higher ability non-Pupil Premium pupils.</p> <p>Due to budgetary constraints, intervention for Year 2 and Year 5 next year (Year 3 and Year 6 in 2017-18) will be provided in a different manner, rather than 3 separately registered classes in each cohort.</p>		£102,987
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Support for teachers to raise standards.	1:1 tuition & pupil conferencing.	<p>Target Tracker shows that in terms of age related expectations for attainment, pupils eligible for Pupil Premium Funding across years 1-6 (2016-17) are 8% behind Non Pupil Premium pupils in Reading, Writing & Maths combined at the expected level and 17% behind at the higher levels.</p> <p>However in terms of expected progress, pupils eligible for Pupil Premium Funding are 8% higher in Reading, 9% higher in Writing and 12% higher in Maths, than non-Pupil Premium pupils.</p> <p>In terms of greater than expected progress, pupils eligible for Pupil Premium Funding are 19% higher in Reading, 8% higher in Writing and 7% higher in Maths than Non Pupil Premium pupils.</p>	This support served to accelerate progress of pupils eligible for Pupil Premium funding, as it targeted only these pupils. All teachers were aware of which pupils were eligible for Pupil Premium funding more in lessons and pupils gained much from having an individual time with their teacher to go through any areas for development from their learning and set targets for future learning.	£27,660.
Improved attainment and progress in Maths in particular for higher attaining pupils.	Teacher training on CAME Maths lessons.	<p>In terms of attainment, 78% of pupils from Years 1-6 eligible for Pupil Premium funding were at the expected level in Maths by July 2017 with 20% above the expected level. This is compared to 88% of Non-Pupil Premium pupils at the expected level with 43% above.</p> <p>In terms of progress, 80% of pupils eligible for Pupil Premium funding made expected progress with 36% making greater than expected progress. This is compared to 68% of Non-Pupil Premium pupils making expected progress and 29% making better than expected progress.</p>	Clearly CAME Maths training has had a positive impact on the way in which teachers teach and pupils learn in Maths. It is hoped that this training will be rolled out to four new members of staff next year (2017-18).	£1360

All pupils are confident about articulating their learning and are reflective learners.	Learning 'pods' introduced to pupils across Key Stages 1 and 2, to provide a private space for pupils to vlog about their learning, exploring what they have learnt, what helped the/hindered their learning and identifying next steps in learning.	Learning 'pod' or 'Brainboxes' as they have become known as in the school were introduced at Key Stage 2. After much difficulty in setting them up to efficiently record pupils' responses to learning, pupils eligible for Pupil Premium Funding were targeted to use them. Characteristics of Effective Learning (based on the EYFS model) were devised for KS1 & 2 and were shared with pupils in weekly assemblies. Pupils were also awarded certificates for showing the characteristics. Each classroom had a 'Characteristics of Effective Learning' display. While pupils have become more articulate about their learning and are more reflective learners, with evidence also in their responses to teachers' marking comments, there is more much more work to do to ensure the 'Brainboxes' are embedded in our practice.	We will continue with this approach in essence but we will re-launch it using more 'child-friendly' terminology and with improved technology in 2017-18.	£6015
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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
Early intervention Speech and Language Therapy delivered effectively to target pupils.	One to one and small groups to receive SALT intervention for children in Reception & KS1.	High impact – all pupils with SALT intervention, met or exceeded targets. The additional support bought in from Speech and Language also increased teachers and TAs ability to identify and address needs within school.	Due to need and effectiveness it is hoped that this would continue next year.	£2750 £20455.20 (TA Costs)
KS1 & KS2 targeted support delivered to address underachievement.	Purchase of additional software to develop teaching and learning support staff delivery of intervention	To be reviewed at the end of Summer 1 2018 due to purchase in Summer 1 2017.	N/A Needs further time to become embedded in practice.	£9593

Vulnerable pupils make at least expected progress in Reading, Writing and Mathematics.	CAMHS Counselling Learning Mentor.	All pupils who received support and did not have additional subsequent issues made expected progress in Reading, Writing & Maths.	CAMHS has provided a valuable support intervention for vulnerable pupils and their families. CAMHS clinicians have been very useful in signposting pupils and their families to other services. Learning Support Mentor is most effective when timetabled to support pupils in class, with a focus on learning rather than behaviour.	£3000
Build Parent Partnerships and engage parents in pupils' learning.	Parent Workshops	Parent workshops across all year groups were very positively received by parents. Pupils of parents who attended were supported in their learning and made greater progress. Pupils also showed a greater interest in their learning.	We will continue with this next year but a more personal approach will be used with those who are 'hard to reach' to ensure that those parents attend.	£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
Raise standards in Reading & Writing across the school.	Librarian and reading programmes/schemes. Training for volunteer readers and resources.	High impact – 79% of pupils eligible for Pupil Premium Funding made expected progress in Reading, with 46% making greater than expected progress. This is compared to 71% of Non-Pupil Premium pupils making expected progress in Reading and 27% making greater progress. 78% of pupils eligible for Pupil Premium Funding made expected progress in Writing with 40% making greater than expected progress. This is compared to 68% of Non Pupil Premium pupils making expected progress in Writing with 32% making greater than expected progress.	We will continue with this next year with a greater focus on increasing the training provided for volunteer readers.	£21050
Create opportunities and aspiration for pupils eligible for Pupil Premium Funding.	Workshops from inspirational visitors.	This was difficult to measure but pupils expressed awe and wonder and a desire to try new experiences.	We will continue with this programme next year. Before and after surveys to be completed next year to aid evaluation of impact.	£1500

Educational Trips to be paid for vulnerable pupils.	Bursaries for annual Year 4 and 6 Residential trips and other day trips.	All pupils, including vulnerable pupils able to attend residential trips and feel part of their class group, sharing similar experiences, which enhance learning.	We will continue offering this support next year to those that request it.	£855
Total Cost				£196,225.20

7. Additional detail

KS1 & 2 Pupil Premium SATs Results Analysis

KS1 and KS2 2017 SAT Results

Pupil Premium v National 'Other' (Non Pupil Premium) Analysis

Diminishing the differences at KS1: School Pupil Premium v National Other (Non Pupil Premium Pupils)

Key Stage 1 2017 SAT Results	School - All Pupils 58 pupils v National – All Pupils				School Pupil Premium 10 pupils v National Other pupils (Non-Pupil Premium)			
	Expected Standard		Higher Standard		Expected Standard		Higher Standard	
	All Pupils School	All Pupils National	All Pupils School	All Pupils National	Pupil Premium School	National Other	Pupil Premium School	National Other
Reading	78%	76%	45%	25%	70%	78%	30%	Data not availabl e
Writing	74%	68%	33%	16%	60%	71%	10%	
Maths	81%	75%	40%	21%	70%	78%	20%	
Science	83%	83%	N/A		80%	85%	N/A	

Green shading indicates achievement at or above National 'Other'

Diminishing the differences at KS2: School Ever 6 Pupils v National Other (Non Ever 6 Pupils)

Key Stage 2 2017 SAT Results	School - All Pupils 48 pupils v National – All Pupils				School Ever 6 (Pupil Premium) 21 pupils v National Other pupils (Non-Pupil Premium)			
	Expected Standard		Higher Standard		Expected Standard		Higher Standard	
	All Pupils School	All Pupils National	All Pupils School	All Pupils National	Pupil Premium School	National Other	Pupil Premium School	National Other
Reading	84%	71%	45%	25%	67%	77%	29%	29%
Writing	86%	76%	35%	18%	76%	81%	5%	21%
Maths	92%	75%	45%	23%	86%	80%	19%	27%
Combined Reading, Writing & Maths	82%	61%	25%	9%	67%	67%	0%	11%
Grammar, Punctuation & Spelling (49 pupils/21 pupils)	86%	77%	61%	31%	71%	82%	38%	35%
Science	86%	82%	N/A		76%	86%	N/A	

(Using DFE ASP data)