

## Pupil premium strategy statement: St Joseph's Catholic Primary School 2016-17

1. Summary information					
<b>School</b>	St Joseph's Catholic Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£25,080	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	135	<b>Number of pupils eligible for PP</b>	19	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected or above in reading, writing and maths</b>	0	53%
<b>progress in reading</b>	1.66	0.33
<b>progress in writing</b>	-4.56	0.12
<b>progress in maths</b>	2.09	0.24

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Phonics and reading skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading & writing progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the Key Stage, especially in maths. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Pupils eligible for PP are not making as much progress in writing and spelling as they should be. This slows down the progress in subsequent years.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are below the target for all children of 96% This reduces their school hours and causes them to fall behind on average.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve phonics and reading skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in all year groups through Rising star assessments, maths hub assessments and end of unit tests.
<b>C.</b>	Improve writing and spelling skills for pupils eligible for PP.	Pupils eligible for PP in Key Stage 1 & 2 are making rapid progress by the end of the year, so that all pupils eligible for PP meet age related expectations. Measured by Rising star assessments, end of year spelling assessments, moderating writing conferences and use of thrass.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17				
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?
A. Improved phonics and reading skills in Reception  C. Improved writing and spelling skills in Key Stage 1	Staff training on high quality feedback.  Staff training on developing oracy for pupils in EYFS Staff training on thrass and phonics. Regular flashcard sounds.  NPQHML project	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. It has also been suggested that thrass is a good way of improving spelling across the school. Embedding Word aware approaches across the school –anchor/goldilocks and Step on to increase vocabulary	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning Lessons from training embedded in school feedback policy. Daily phonics practice is seen in Key Stage 1 classrooms and THRASS in Key Stage 2 classrooms. Daily sustained writing takes place in all classrooms.	Executive Head and Head of School	March 2017
B. Improved progress for high attaining pupils	Inset on providing stretch for high attaining pupils, especially in maths. Purchase of CPG Reading, GPS & Maths workbooks to aid practise of skills at home	High ability pupils eligible for PP are making less progress than other higher attaining pupils. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers in practices to provide stretch and encouragement for these pupils.	Use staff meetings to deliver training. Observation to see if all children are being challenged	Inclusion manager	Jan 2017
<b>Total budgeted cost</b>					£226

<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>
<p>A. Improved phonics and reading skills in reception &amp; KS 1</p> <p>B. Improved writing and spelling skills KS 1</p>	<p>Small group provision for phonics and early reading skills Intervention for children in Reception.</p> <p>Small group provision for writing and 1:1 word wasp provision for spelling.</p> <p>Small group provision for reading-dancing bears and apples and pears and toe by toe.</p> <p>Small group and 1:1 tuition</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular contact with all staff to check programmes are working for individuals.</p>	<p>Inclusion manager</p>	<p>March 2017</p>
<p>B. Improved progress for high attaining pupils, especially in maths</p>	<p>Weekly small group sessions in maths for Y6 high-attaining pupils with experienced teacher, in addition to standard lessons and additional sessions led by class teacher in PPA time to stretch more able pupils</p> <p>Weekly small group maths/literacy interventions led by experienced TA's directed by teachers</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Extra preparation time and TA time paid for out of PP budget.</p> <p>Impact overseen by Inclusion Manager</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Experienced teacher guided by class teacher on areas to improve and stretch. (voluntary capacity)</p>	<p>HoS</p>	<p>Mar 2017</p>
<b>Total budgeted cost</b>					<p>£24,500</p>
<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</b>

					<b>implementation?</b>
D. Increased attendance rates	Head Teacher to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Weekly attendance awards, regular discussions and meetings with schools EWO and regular discussions with parents where attendance is poor.	HoS & Executive head	March 2017
<b>Total budgeted cost</b>					Attendance awards estimate £125

6. Review of expenditure				
<b>Previous Academic Year</b>		<b>2015/16</b>		
<b>i. Quality of teaching for all</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>
Attainment to be inline with peers/national expectations	CPD for staff	Teachers can identify strengths and areas for development and provide quality feedback to support pupils to make accelerated progress Success criteria: Most teachers are following the feedback policy and teachers are taking more of a growth mind set approach to learning.	Will we continue. Updating tracking system to ensure more accurate and robust data	£2,224
<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>
Support for year 6 pupils to ensure no gaps in learning	Targeted support by qualified teacher using planned programme.	Pupil premium children and other children showed improvements in all areas of the curriculum reflected in the SATS results.	Will we continue – small group targeted teaching allowed individual gaps to be addressed	for 4 pupils. £3,420.
Support for specific pupils to be in line with/in excess of their predictions set	Phonics programmes KS1 and 2 (Dancing Bears, Apples & Pears, Accelerread/Accelerwrite, Toe by Toe Spelling Programmes in KS1 and 2 (word wasp) Speech and Language Programme Elklan Regular reading with vulnerable groups	Mixed: many but not all are in line with age related expectations in most areas	These will be continued, but will be regularly looked at and amended to check that they are working for all individuals.	£20,618

### iii. Other approaches

<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>
Achievement and attainment supported by parents/carers engagement	continuation of Learning conversations.	Parents and pupils are clearer about future goals and support at home is more targeted including help with reading and homework – barriers to learning discussed and gaps filled – equal impact for all pupils	This will be continued and is good practice to involve all parents in the school community.	£1,190

Engagement in and enjoyment of learning inside and outside of school promoted and facilitated	Music lessons funded Curriculum enrichment trips / visitors to school – participation subsidised SATS books paid for	Number of pupils have accessed music tuition and taken part in variety of trips including residential trips	We will continue to fund music lessons as well as SATs books for year 2 and 6 children on PP. We will continue to fund a variety of trips and enrichments.	£2,447
Improve attendance	Regular tracking, early intervention, attendance awards Provision of transport & breakfast club	Mixed: some attendance and attitudes for learning improved	We will continue our school weekly attendance awards and regular discussions with parents that don't have children that regularly attend.	£428
Ensure pupils have sense of inclusion and vital minerals and vitamins for growth	Provide milk and set of uniform each academic year and breakfast and after school club	Pupils have sense of well-being and improved self-esteem	We will continue to provide before school and after school clubs for PP children and provide milk and fruit also.	£762