

## Pupil premium strategy statement:

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2016/17	Total PP budget	£35,640	Date of most recent PP Review	n/a
Total number of pupils	239	Number of pupils eligible for PP	42 (18%)	Date for next internal review of this strategy	July 2017

2. Attainment		
Attainment for: 2015-2016 Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	Not measured%	Not measured%
% achieving expected standard or above in reading	88%	91%
% achieving expected standard or above in writing	85%	86%
% achieving expected standard or above in maths	85%	89%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor oral language skills in Key Stage 1
B.	PPG pupils on entry have a lower baseline in reading and writing. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations.
C.	PPG pupils on entry have a lower baseline in reading and writing. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Poor attendance (FSM) Attendance

E.	Education is a low priority within the family setting.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Language skills improve and pupils are working at Age related Expectation	The difference between attainment of PPG and others will be diminished
B.	Pupils' attainment is in-line with age related expectations in reading and writing.	The difference between reading and writing attainment of PP and others will be diminished
C.	Pupils' attainment is in-line with age related expectations in mathematics	The difference between mathematical attainment of PP and others will be diminished
D.	The attendance of PP children improves and persistent absence decreases.	Attendance for the children is in line with national at 96% Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP (FSM group) attendance improves from 94.8% to 96% in line with 'other' pupils.
E.	Education is seen as a higher priority within the family setting.	PPG families work in partnership with the school to support PPG pupils with their learning. Daily reading and homework completed.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
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.					
<b>i. Quality of teaching for all</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>
To improve pupils' language and communication skills to age related expectations. Pupils are able to speak in sentences.	Wellcom Project	PPG pupils are entering the school well below national expectation in communication and language.	<ul style="list-style-type: none"> <li>Wellcom leader will assess all PPG pupils to establish baseline.</li> <li>Wellcom leader to train staff to in Wellcom assessments and teaching.</li> <li>Establish and implement Wellcom intervention</li> <li>Monitor and review Wellcom PPG programme.</li> <li>Monitor and review Wellcom PPG attainment and progress.</li> </ul>	J Wright	July 2017
PPG pupils on entry have a lower baseline in reading and writing. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations.	Children will receive extra daily reading and writing with a TA and 1:1 tutor. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school and reward systems in place	PPG pupils are entering the school well below national expectation in reading and writing. To continue to diminish the differences between PPG and other children nationally.	<ul style="list-style-type: none"> <li>Areas for development will be identified by the CT and addressed by TA and 1:1 Tutor.</li> <li>Assessment outcomes will be accurate and swiftly addressed.</li> <li>Phonics will be encouraged as a strategy to reading in the classroom when necessary.</li> <li>Developing vocabulary and comprehension strategy will also be implemented.</li> </ul>	I Bright	July 2017
PPG pupils on entry have a lower baseline in mathematics. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations.	Children will receive extra daily mathematics with a TA and 1:1 tutor using Singapore Maths method. Key Skills will be addressed through intervention.	PPG pupils are entering the school well below national expectation in reading and writing. To continue to diminish the differences between PPG and other children nationally.	<ul style="list-style-type: none"> <li>Areas for development will be identified by the CT and addressed by TA and 1:1 Tutor.</li> <li>Assessment outcomes will be accurate and swiftly addressed.</li> <li>Key Skills will be addressed.</li> <li>Developing mathematical vocabulary will be addressed.</li> </ul>	S Wade	July 2017

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The attendance of PP children improves and persistent absence decreases.	Incentives/rewards to encourage pupils to come to school. Interview pupil to discover why they are not attending school. Discussions with targeted parents	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.	LPayne	September 2016
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**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>
The attendance of PP children improves and persistent absence decreases.	Incentives/rewards to encourage pupils to come to school. Interview pupil to discover why they are not attending school. Discussions with targeted parents	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to.	LPayne	September 2016
The attendance of PP children improves	AIO will be involved with families who's attendance falls below 94%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. The FSW will be asked to work with children who are consistently falling below 90%. Awards are given to children who have 'goo' attendance. If travel is an issue for families they will be offered ways to help.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	L Payne	September 2016

**6. Review of expenditure**

Previous Academic Year		2015-2016																		
<b>i. Quality of teaching for all</b>																				
Desired outcome	Chosen action/approach	Estimated impact:		Lessons learned	Cost															
To diminish the KS 2 differences between PPG and Non PPG	Targeted support 1:1 intervention and small group	<table border="1"> <thead> <tr> <th>Subject</th> <th>Achieved Expected Standard</th> <th>Average Scaled Score</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>109</td> </tr> <tr> <td>Writing</td> <td>100%</td> <td></td> </tr> <tr> <td>Spelling, Grammar and Punctuation</td> <td>100%</td> <td>109</td> </tr> <tr> <td>Mathematics</td> <td>100%</td> <td>111</td> </tr> </tbody> </table>	Subject	Achieved Expected Standard	Average Scaled Score	Reading	100%	109	Writing	100%		Spelling, Grammar and Punctuation	100%	109	Mathematics	100%	111		Targeted support 1:1 intervention and small group was very effective.	£7917
Subject	Achieved Expected Standard	Average Scaled Score																		
Reading	100%	109																		
Writing	100%																			
Spelling, Grammar and Punctuation	100%	109																		
Mathematics	100%	111																		
<b>ii. Targeted support</b>																				
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															
Improve Ever 6 pupils' attendance.	Targeted support AIO interventions, Rewards system	Last year, the Ever 6 children were the target group and their attendance improved through targeted support and meeting with parents. The reward system encouraged pupils to attend school.		Continue support/ focus with FSM pupils	£453															

7. Additional detail
2016 KS 2 PPG reading and mathematics progress = significantly above National Average (Top 4%, 3% of schools nationally)

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