

# Pupil Premium Strategy Statement:

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£44,013	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 2018

2. Attainment		
Attainment for: 2016-2017 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	57%	74% / 67%
% achieving expected standard or above in reading	71%	78.3% / 77%
% achieving expected standard or above in writing	71%	78.3% / 81%
% achieving expected standard or above in maths	57%	74% / 80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Play development baseline are lower for pupils with PP in the Foundation Stage and in Key Stage 1.
B.	Poor memory and processing skills are lower for pupils with PP in the Foundation Stage and in Key Stage 1.
C.	PPG pupils on entry have a lower baseline in reading, writing and maths. St Joseph's Catholic Primary School aims to diminish the difference each year and ensure PPG pupils attain age related expectations.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Poor attendance (FSM) Attendance. This reduces the number of hours in school and impacts their learning.

E.	Education is deemed as a lower priority within the family setting due to the additional constraints the family are facing.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupil move rapidly through stages of play development	The difference between play development stages of PPG and others will be diminished
B.	PP Pupils' memory and processing skills have improved and are similar to others.	The difference between memory recall and processing speed of PP and others will be diminished
C.	Pupils' attainment is in-line with age related expectations in reading and writing. 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.	Families work in a partnership with the school.	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>2017/18</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' play development skills to age related expectations.	Rainbow project	PPG pupils are entering the school well below national expectation in play development	<ul style="list-style-type: none"> <li>• FS leader will assess all PPG pupils to establish baseline.</li> <li>• FS leader to train staff to in FS assessments and teaching.</li> <li>• Establish and implement play development intervention</li> <li>• Monitor and review PPG programme.</li> <li>• Monitor and review progress.</li> </ul>	Foundation SL	July 2018
To improve pupils' memory and processing speed to age related expectations.	Group intervention	PPG pupils are entering the school well below national expectation in development	<ul style="list-style-type: none"> <li>• FS leader will assess all PPG pupils to establish baseline.</li> <li>• FS leader to train staff to in FS assessments and teaching.</li> <li>• Establish and implement memory and processing development intervention</li> <li>• Monitor and review PPG programme.</li> <li>• Monitor and review progress.</li> </ul>	SENCO Foundation Stage SL	July 2018
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>• Analysis of individual needs for all children eligible for the funding</li> <li>• Set up RWI &amp; maths intervention programmes for disadvantaged pupils to raise achievements</li> <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> </ul>	Literacy SL	July 2018

***Love and learn in the footsteps of Christ!***

			<ul style="list-style-type: none"> <li>Developing vocabulary and comprehension strategy will also be implemented.</li> </ul>		
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>	Maths SL	July 2018
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.	Attendance SL	September 2018

## 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?
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 2018

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 2018
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## 6. Review of expenditure

<b>Previous Academic Year</b>		<b>2016-2017</b>																		
<b>i. Quality of teaching for all</b>																				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>			<b>Lessons learned</b>	<b>Cost</b>														
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>71%</td> <td>105.1</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td></td> </tr> <tr> <td>Spelling, Grammar and Punctuation</td> <td>%</td> <td>104.4</td> </tr> <tr> <td>Mathematics</td> <td>57%</td> <td>101.3</td> </tr> </tbody> </table>	Subject	Achieved Expected Standard	Average Scaled Score	Reading	71%	105.1	Writing	71%		Spelling, Grammar and Punctuation	%	104.4	Mathematics	57%	101.3	Targeted support 1:1 intervention and small group was very effective.		£7917
Subject	Achieved Expected Standard	Average Scaled Score																		
Reading	71%	105.1																		
Writing	71%																			
Spelling, Grammar and Punctuation	%	104.4																		
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<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>														
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)