

ST. JOSEPH'S



**St. Joseph's Catholic Primary School**  
*"Learning and Growing Together in the Light of God's Love"*

**PUPIL PREMIUM STRATEGY STATEMENT 2017-18**

**Background:**

Pupil premium funding is provided to schools in addition to main school funding. It is allocated to children of low income families who:

- are known to currently be eligible for Free School Meals (FSM)
- are known to have been eligible for FSM at any point during the last six years (known as Ever 6 FSM)

The funding is also allocated to children who:

- have been looked after continuously for more than six months

A smaller amount is allocated to provide additional support for children of service families.

The funding is aimed at raising the attainment and improving the progress of eligible pupils who may be disadvantaged, and at "diminishing the difference" between them and their peers. Schools are free to spend the Pupil Premium as they see fit as they are best placed to assess the needs of the pupils in their schools. However they will be held accountable for how the funding has been used and the impact it has had on the eligible children. Schools are required to publish this information on-line to ensure that parents and others are made fully aware of the progress and attainment of these pupils and the extra support that they receive.

**Pupil Premium Funding 2017-2018**

<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£21,120*	<b>Date of most recent PP Review</b>	October 2017
<b>Total number of pupils</b>	184	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	April 2018

*\*based on 16 children on roll at date of census*

**Attainment in Statutory Tests 2017**

<i>*Only 1 child eligible for PP so figures are suppressed</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% KS2 children achieving at least the expected standard in reading, writing and maths</b>	<b>*%</b>	<b>*%</b>

## 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)

<b>A.</b>	Poor language and literacy skills
<b>B.</b>	Delayed skills and confidence in number
<b>C.</b>	Social and emotional development needs which can affect engagement with learning and have a detrimental effect on academic progress

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Economic disadvantage blocking access to extra-curricular social and cultural opportunities
<b>E.</b>	Capacity for parental support

### 1. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment and rates of progress in reading and writing skills	Monitoring and assessment will indicate attainment and progress in line with non PP children with similar prior attainment
<b>B.</b>	Improved attainment and rates of progress in maths	Monitoring and assessment will indicate attainment and progress in line with non PP children with similar prior attainment
<b>C.</b>	Social and emotional needs addressed	Pupils social and emotional literacy improves Pupils are more able to engage with learning and school.
<b>D.</b>	Inclusion of pupils eligible for PP in all school activities PP children access/experience cultural/enrichment activities outside school where cost is prohibitive	No pupil will be excluded from taking part in an event/activity due to lack of parental funds. Children are fully equipped for school and activities.
<b>E.</b>	Parents feel confident to support children's learning and manage learning behaviours at home.	Parents can access support for themselves when required Parents effective in supporting children with homework Children come to school ready to learn

<b>Planned expenditure</b>				
<b>Academic year</b>	<b>2017-18</b>			
<b>i. Quality of teaching for all and targeted academic support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Review</b>
Improved attainment and rates of progress in reading and writing skills	Quality first wave teaching and targeted intervention where needs identified	Support provided by TAs or teacher for lower attaining pupils through small group intervention and 1:1 support	Impact assessed at end of intervention blocks Termly Pupil progress meetings	Half termly
	Staff training	Teacher and TA CPD and professional learning to provide effective support e.g. Comprehension		On-going
Improved attainment and rates of progress in maths  attainment and rates of progress in maths	Quality first wave teaching and targeted intervention where needs identified	Support provided by TAs or teacher for lower attaining pupils through small group intervention and 1:1 support e.g. Number Sense;	Impact assessed at end of intervention blocks Termly Pupil progress meetings	Half Termly
	Additional teacher	Teacher to work 1:1 or with small groups to assess gaps in learning and plan effective programmes to develop understanding of key concepts.	Performance Management Termly Pupil progress meetings	Half Termly
	Staff training	Teacher and TA CPD and professional learning to provide effective support e.g. Maths Mastery, Number Sense		On-going
<b>Total budgeted cost</b>				£16,260
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Rationale</b>	<b>Monitoring</b>	<b>Review</b>
Social and emotional needs	Emotional Literacy Support Assistant (ELSA)	Emotional Literacy Support trained TA to work with specific children in order to support their social and	Half-termly supervision sessions for ELSA	Termly

addressed	support	emotional needs and build positive learning skills in order to promote good engagement with learning. This type of intervention has seen positive results in the past.	ELSA (and classteacher) review progress against baseline taken at beginning of the block of sessions.	
	Transition support programme (Yr 6 teacher and TA and HSLW)	Year 6 children identified as being vulnerable at transition to Secondary School are offered additional support through an established transition programme. Also "Smart Moves" transition materials	SLT Summer Term	July 18
Inclusion of pupils eligible for PP in all school activities	Offer free daily milk to all disadvantaged children	Ensuring that children eat and drink well and adopt a healthy lifestyle is a school priority.	On-going	July 2018
	Support with uniform	To ensure children are dressed appropriately and feel part of the school community.	On-going	July 2018
	Parents are supported with payments for trips and enrichment activities	Enables children to participate in curriculum enrichment activities and residential school journeys. Cost can be a barrier to participation for children from disadvantaged families. The Yr 6 residential trip has been particularly beneficial in engendering positive attitudes to challenge and developing resilience.	HT monitors distribution and uptake of available funding.	April 2018
	Children have access to extra-curricular clubs	Children from disadvantaged families are given priority at certain clubs and/ or have subsidised places to enable them to participate in enrichment activities.	Termly. HT monitors distribution and uptake of available funding.	Termly
	Subsidised swimming lessons	Children encouraged to adopt healthy lifestyles. We believe swimming is a life skill and children are not excluded on the basis of payment.	Blocks of class swimming lessons and additional sessions for non-swimmers/weak swimmers in upper KS2	April 2018
	Subsidised peripatetic music lessons for higher	Participation in cultural activities which may otherwise be out of reach financially.	On-going	

	attaining pupils			
Parents feel confident to support children's learning and manage learning behaviours at home.	HSLW provides parenting/family support	Children arrive at school punctually and ready to learn. Consistent approach to behaviour management, boundaries and expectations at home and school. Children will develop good homework habits and receive adequate support with home learning.	On-going HSLW meets regularly with HT	Termly
<b>Total budgeted cost</b>				£6853

Review of expenditure	
<b>Previous Academic Year</b>	<b>2016-17</b>
<b>Objectives in spending Pupil Premium:</b>	
<ul style="list-style-type: none"> <li>– Targeted learning support and interventions aimed at improving the attainment and progress of eligible children.</li> <li>– Exposure to a range of wider school experiences and enrichment activities for eligible children.</li> </ul>	
<b>i. Quality of teaching for all and targeted academic support</b>	
	<b>Estimated impact &amp; Lessons learned</b> (Include impact on pupils not eligible for PP, if appropriate.)
One to one tuition and group interventions to support learning provided by teachers and teaching assistants	Targeting the specific literacy and numeracy needs of children eligible for PP has had a direct and clear impact. In July 2017, end of year assessments (both internal and external) indicate that 12/16 (75%) of children eligible for PP are now working at the expected level or beyond for their year group. We continue to monitor attainment and progress of these children in order to provide support and challenge.
Specialised staff training e.g. Emotional Literacy Support Assistant; intervention programmes	Specific training has enabled teachers and TAs to carry out diagnostic tests in order to identify gaps in learning and draw up structured programmes of support to enable individual pupils to secure their understanding of key concepts and gain confidence e.g. Numicon, Success@Number.

Resources to support interventions and learning	The re-purposing of a small room to provide an additional learning space for intervention groups has been really beneficial. Teaching resources and manipulatives have been used effectively to support practical learning in maths intervention sessions.		
		<b>Cost</b>	<b>£20,013</b>
<b>ii. Other approaches</b>			
	<b>Estimated impact &amp; Lessons learned</b> (Include impact on pupils not eligible for PP, if appropriate.)		
Access to extra-curricular clubs and enrichment activities	Children have benefitted from attending our extra-curricular clubs led by staff and outside agencies e.g. art club, homework club.		
Participation in curriculum enrichment activities: visits, workshops and residential school journeys	As an inclusive school we believe that all children should be able to participate in every learning experience offered. Our school trips offer children experiences they may not otherwise have. Children have been subsidised to participate in a range of activities including residential school journeys, challenge workshops and school visits and have responded positively to these experiences.		
Additional support for children's personal, social and emotional development and well-being e.g. social skills, anger management, anxiety, self-esteem, resilience and confidence from Emotional Literacy Support Assistant	An experienced ELSA is employed for an afternoon a week to work with children on a variety of areas to support their well-being and development in personal, social and emotional skills this includes pupils eligible for PP and those who are not. The ELSA keeps detailed records which show the progress the children have made and class teachers monitor the impact in the classroom and playground.		
Family support from a Home School Liaison Worker	An experienced HSLW is employed for two afternoons a week. She has worked effectively with children and their families (this includes pupils eligible for PP and those who are not) on a range of issues. The average attendance rates of PP children are good (95.57% compared with 96.83% for whole school) Three children took up the offer of free daily milk. Some families have been supported with school uniform.		
		<b>Cost</b>	<b>£6,688</b>

