

# Pupil premium strategy statement: St Joseph's School, A Catholic Voluntary Academy

1. Summary information					
School	St Joseph's School, A Catholic Voluntary Academy				
Academic Year	2018/19	Total PP budget	£52,800	Date of most recent PP Review	Autumn 2018 (Internal)
Total number of pupils	204	Number of pupils eligible for PP	36	Date for mid point review	May 2019

## 2018 Data – KS2

Pupil Premium (5 pupils: 19%)	Pupils eligible for PP at St J	All Pupils School	All Pupils National
% achieving expected+ in reading, writing and maths (Higher standard)	0% (0%)	55% (7%)	64%
Progress Measure in reading (Average Scaled Score)	-5.6 (98)	-2.6 (102)	(105)
% Achieving Expected Standard Reading (Greater Depth)	33% (0%)	66% (21%)	75% (28%)
Progress Measure in writing	-6.2	-1.6	0
% Achieving Expected Standard Writing (Greater Depth)	33% (0%)	72% (7%)	78%
Progress Measure in maths (Average Scaled Score)	-5.4 (97)	-1.6 (102)	(104)
% Achieving Expected Standard Maths (Greater Depth)	33% (0%)	76% (21%)	75% (24%)

Yellow shows Perspective analysis – not DFE figures, all figures are unvalidated.

## 2017 Data – KS2

Pupil Premium (5 pupils: 19%)	Pupils eligible for PP at St J	All Pupils School	All Pupils National
% achieving expected+ in reading, writing and maths (Higher standard)	20% (0%)	39% (0%)	61% (9)
Progress Measure in reading (Average Scaled Score)	-6.2 (97.8)	-4.18 (101.1)	(104.1)
% Achieving Expected Standard Reading (Greater Depth)	60% (0%)	57% (7%)	71% (25%)
Progress Measure in writing	-7.38	-3.89	0
% Achieving Expected Standard Writing (Greater Depth)	20% (0%)	64% (0%)	76% (18%)
Progress Measure in maths (Average Scaled Score)	-1.73 (98.6)	-1.08 (103.0)	0 (104.2)
% Achieving Expected Standard Maths (Greater Depth)	60% (0%)	75% (11%)	75% (23%)

<b>2016 Data – KS2</b>			
<b>Pupil Premium (5 pupils: 19%)</b>	<i>Pupils eligible for PP at St J</i>	<i>All Pupils School</i>	<i>All Pupils National</i>
<b>% achieving expected+ in reading, writing and maths (Higher standard)</b>	40% (0%)	54% (4%)	53% (5%)
<b>Progress Measure in reading (Average Scaled Score)</b>	-4.43 (97.2)	-2.14 (100.9)	0 (102.6)
<b>% Achieving Expected Standard Reading (Greater Depth)</b>	60% (0%)	65% (12%)	66% (19%)
<b>Progress Measure in writing</b>	2.34	0.94	0
<b>% Achieving Expected Standard Writing (Greater Depth)</b>	80% (20%)	85% (15%)	74% (15%)
<b>Progress Measure in maths (Average Scaled Score)</b>	-0.63 (103)	-0.32 (103.3)	0 (103)
<b>% Achieving Expected Standard Maths (Greater Depth)</b>	60% (0%)	69% (12%)	70% (17%)

<b>Current attainment</b>		
	<i>Pupils eligible for PP at St Joseph's</i>	<i>All pupils</i>
<b>FS2 Good Level of Development (2016)</b>	67%	73% (school) 69% (national)
<b>FS2 Good Level of Development (2017)</b>	67%	76% (school) 71% (national)
<b>FS2 Good Level of Development (2018)</b>	0% (1)	80% (school) 72% (national)
<b>Year 1 Phonics Test (2016)</b>	100%	93% (school) 81% (national)
<b>Year 1 Phonics Test (2017)</b>	67%	81% (school) 81% (national)
<b>Year 1 Phonics Test (2018)</b>	75%	81% (school) 83% (national)

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers

<b>A.</b>	PP children attainment is not consistently in line with non PP children (all areas and key stages). The number of children achieving ARE at the end of each key stage is lower for PP children than non PP children
<b>B.</b>	The number of PP children achieving greater depth is lower than non PP children and lower than national levels for all areas and key stages
<b>C.</b>	The number of children achieving the expected pass mark in phonics screening is below national levels

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

<b>D.</b>	Attendance rates for pupils eligible for PP are 95.3%. This is lower than all school attendance (95.4%) This reduces their school hours, affects intervention and booster plans and has an impact on their learning and achievement.
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### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Actions</i>
<b>A.</b>	Raise attainment of PP pupils in all areas and key stages	<ul style="list-style-type: none"> <li>• Appoint and develop the role of a pupil premium lead teacher to track progress, attainment and interventions for PP children throughout school</li> <li>• Ensure the thorough PPR system is embedded as it enters its third year of being in place this will identify and support the monitoring of PP children in all key stages.</li> <li>• Frequent MER will take place which analyses the effectiveness of the PPR actions being put in place. (SLT and PP Lead)</li> <li>• Through the PPR, specific actions are set with the PP lead, assessment lead and class teacher, to ensure any children falling behind receive specific booster and intervention plans through use of TAs.</li> <li>• A free pupil premium homework club will be in place for all PP children to access</li> <li>• Introduction of PP PPR to be shared with all class based staff.</li> <li>• Intervention Books for PP children are in place and checked regularly for effectiveness and consistency by the PP Lead Teacher to ensure progress is tracked and interventions are taking place.</li> </ul>
<b>B.</b>	Increase the number of PP children achieving greater depth in all areas and key stages	<ul style="list-style-type: none"> <li>• Ensure the thorough PPR system is embedded as it enters its third year of being in place this will identify and support the monitoring of PP children in all key stages.</li> <li>• Frequent MER will take place which analyses the effectiveness of the PPR actions being put in place. (SLT and PP Lead)</li> <li>• SLT monitoring of greater depth opportunities across subjects for all learners, with a focus on PP children</li> <li>• PP interventions to be embedded for all children from 2018/19, regardless of position in relation to ARE</li> <li>• Through the PPR, specific actions are set with the PP lead, assessment lead and class teacher, to ensure any children falling behind receive specific booster and intervention plans through use of TAs.</li> <li>• Introduction of PP PPR to be shared with all class based staff.</li> <li>• Intervention Books for PP children are in place and checked regularly for effectiveness and consistency by the PP Lead Teacher to ensure progress is tracked and interventions are taking place.</li> </ul>

		<ul style="list-style-type: none"> <li>Significant investment of time for training and implantation of mastery English and Maths to promote Greater Depth opportunities for every child</li> </ul>
<b>C.</b>	Target number of children achieving expected levels in the phonics screening test to be at least in line with national	<ul style="list-style-type: none"> <li>Develop a new Read Write Inc tracker, which (alongside non-PP children) identifies PP children and monitors their progress.</li> <li>Continue with PP Intervention Books for PP children, to include phonics intervention</li> <li>Ensure clear and specific target setting is in place to ensure all stakeholders are aware of outcomes expected for PP children</li> <li>Ensure TA support is available to boost children who are falling behind/at risk of not meeting expected standard in phonics</li> <li>Hotspots for Read Write Inc in place through additional TA support</li> <li>Hotspots for Y2 PP pupils in place to ensure maximum progress is made.</li> </ul>
<b>D.</b>	Attendance rates for pupils eligible for PP are 95.3%. This is lower than all school attendance (95.4%) This reduces their school hours, affects intervention and booster plans and has an impact on their learning and achievement.	<ul style="list-style-type: none"> <li>New attendance initiative for PP families - £10 per term (£30 year) award for attendance above 97%. This can be used in school for breakfast club, music provision, trips and in school clubs.</li> <li>Attendance will remain to be a focus across school, continue to promote attendance by ensuring the initiatives are constant and a whole school approach is adopted. (Weekly prizes/best class certificate, 100% attendance certificates for half term).</li> <li>Monitoring meetings (curriculum data governor meeting) with governors will take place – with PP children being a main focus.</li> <li>Monitor attendance and ensure families/children who fall into low/persistent absence are informed. Collaborate with Doncaster LA Stronger Families scheme and work alongside the pyramid of schools in Rossington to drive forward attendance and punctuality</li> <li>A regular attendance newsletter and monitoring of attendance to be completed</li> </ul>

<b>4. Planned expenditure</b>		
<b>Academic year</b>	<b>2018/19</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>Area of Spend</b>	<b>Outcomes/Actions</b>	<b>Allocation (Approx)</b>
Cover for Assessment Lead to be released from class to perform PPRs, and analyse data post PPRs	<p>The assessment lead has a thorough understanding of PP children and their attainment and progress across the school.</p> <p>Specific actions are in place to support children when attainment and progress is lower than expected for the child.</p> <p>Termly PPRs</p> <p>Follow up sessions with teachers and observe actions being put in place</p>	£1600 – 8 days cover across the year

<p>Cost of pupil premium lead teacher release time</p>	<p>The pupil premium lead teacher will have time available to conduct MER of interventions, explore in class teaching, the learning, assessment, progress and attainment for all PP children</p> <p>Develop, share and support staff with PP PPR and set actions</p> <p>The PP lead teacher's role will include:</p> <ul style="list-style-type: none"> <li>• Monitoring the progress of pupil premium children.</li> <li>• Provide staff training on interventions to support PP children in attainment and progress</li> <li>• Monitor interventions for PP children</li> <li>• Initiate and lead on the development of intervention books for PP children</li> <li>• Oversee the progress and achievements of PP children</li> <li>• Support LAC children across the school</li> </ul>	<p>£2400 – 12 days cover across the year</p>
<p>Cover for Class Teachers to be released from class to participate in PPRs and set actions, planning support, for PP children</p>	<p>The assessment lead will work with each class teacher to identify which children are in need of supporting and set actions of how best to support.</p> <p>Termly PPRs</p>	<p>£1200 – 6 days cover across the year</p>
<p>MER of Pupil Premium interventions, including MER of Pupil Premium Intervention Books (2 SLT days)</p>	<p>The quality of interventions and support for PP children is of a very high level. PP children will achieve at least in line with national levels and other school level</p>	<p>£400</p>
<p>Teaching Assistant to be employed to support with hotspots and boosters for Read write</p>	<p>New role of Hotspot TA to be introduced during pms 4 x per week for all children, with An average of 2 x pms to be focused on PP children</p>	<p>£2700 – allocated time for PP children</p>
<p>Read Write Inc manager role to be developed</p>	<p>A RWI manager is in place, with 2 x ¼ day release to support RWI boosters and RWI interventions to ensure PP achieve at all levels for phonics. RWI manager to monitor RWI during sessions, model and support to ensure PP children achieve at least in line with national and school levels RWI manager to develop PP RWI tracker</p>	<p>£3000</p>
<p>Attendance reward incentive</p>	<p>All PP pupils who have an attendance of 97% or higher for the previous term, will be given an incentive of £10 per term to use on in school activities such as breakfast club, trips, music provision</p>	<p>£1110 (based on 37 pp)</p>
<p>Attendance rewards and prizes to increase awareness and reward positive achievements and improvements with a focus on PP children</p>	<p>Attendance improves for PP children</p> <p>Weekly, half termly and end of year rewards</p>	<p>Rewards/Initiatives - £1000 End of Year celebration - £500</p>

SLT and Business manager time to investigate attendance and follow up with consultations to parents, with a focus on Pupil Premium Children	Attendance is tracked effectively, and children/families with poor attendance are targeted and supported. Attendance updates and reminders are regularly shared with parents  Termly attendance news Half termly meetings with HT and Office manager to track attendance	3 days cover, 2 people - £810
Additional Teaching assistant time to carry out actions, interventions and boosters set through PP PPR	Children in all classes will have support with their individual areas of need, which may include extending learning – achieved through detailed booster and intervention planning which will be carried out by teaching assistants  All PP children will receive interventions, regardless of their attainment and progress to ensure full potential is achieved by all, with a focus on GDS achievement for PP  Termly PPRs will indicate which classes need support and ensure TA support is provided	£18,527
Breakfast club – reduction in price for PP children to encourage attendance	PP children will have access to a nutritious, affordable breakfast, with stimulating activities to promote learning and play	£150
Support and training for Mastery Maths and English to ensure high attaining PP are challenged and opportunities are given	All staff will be highly skilled and trained in all areas of the curriculum through regular training opportunities and support  SLE support to ensure subject knowledge of all staff is effective to drive progress (PDM) and LUTSA/SSIF support  Staff training Visits to other settings Regular monitoring from SLT Regular training to ensure all staff have a good subject knowledge in line with the new curriculum	£1500
Quality First Teaching – training for all staff, including TAs, to ensure quality first teaching is embedded	All staff will be highly skilled and trained with quality first teaching, through regular training opportunities and support.  Regular staff meetings – costs of TAs claiming hours, INSET time, trainers time RWI training Subject Knowledge training  Visits to other settings to observe outstanding practice	£2000
Development of interactive reading programme which will support the development of reading and increase love for reading for PP children	Bug Club continues to be purchased for use in school and out  A love for reading is created across school and reading is encouraged and tracked effectively  In school opportunities will be provided to access Bug Club	£2003

Homework Club to support PP children with homework at Lunchtimes (2 x per week)	All PP children have support available with homework, and the chance to use ICT to support this. TA additional hours to support the club.	£1000
Embed the development of the curriculum coverage to ensure an interactive and exciting curriculum is offered to all children	Develop a TLR position, which will include the tracking of PP children and their progress within the curriculum for the full year, and identify where support needs to be in place through MER	£2400 – release time to monitor and coach
Development of outdoor provision at lunch times to support PP children and ensure active and healthy play, including staff training	Outdoor activities at lunchtimes will promote activity and encourage play. Staff will be effectively trained to handle behaviour situations which occur appropriately. Visits to other sites to develop understanding and practice.	£2200
Investment in ICT provision to ensure this is high quality across the school, with resources which can support children of all ages, abilities, extend learning.	The ICT resources throughout school will work effectively and be used correctly to support learning and enquiry.	£2100
Management time slot available to staff to monitor impact of their allocated subject area, with a focus on PP children.	All staff will have an opportunity to monitor the progress of their subject, within an allocated time slot, with cover provided for their class. This will include a focus on pupil premium children	£2000
Inclusion Focused TA <ul style="list-style-type: none"> <li>• Mental Health First Aider</li> <li>• Emotional Well being support</li> <li>• ELSA</li> <li>• General emotional support</li> </ul>	All children who need emotional support will have the support of a trained TA. This will be available to all children, with a priority for pupil premium children.  Training courses cost of course TA release and cover time  PP children to be a priority with an average of 2 out of 3 pms to be dedicated to pp children, and also weekly slot for service child	£1200 – courses and cover  £3000 – cost of weekly TA support for PP
Total		£52,800

<b>5. Review of Expenditure</b>			
<b>Academic Year</b>	<b>2017/18</b>	<b>Total PP budget</b>	<b>£51,480</b>
<b>Total number of pupils</b>	<b>201</b>	<b>Number of pupils eligible for PP</b>	<b>35</b>
<b>Area of Spend for previous year</b>	<b>Impact/findings</b>		<b>Cost</b>
Cover for Assessment Lead to be released from class to perform PPRs, and analyse data post PPRs	<p>The assessment lead has a thorough understanding of PP children and their attainment and progress across the school. This was also shared with teachers and TAs of the children.</p> <p>Specific actions are in place to support children when attainment and progress is lower than expected for the child.</p> <p>Termly PPRs were carried out to ensure accountability and to ensure progress is seen.</p>		£1600 – 8 days cover across the year
Cover for Class Teachers to be released from class to participate in PPRs and set actions, planning support, for PP children	The assessment lead worked with each class teacher to identify which children were in need of supporting and set actions of how best to support. This was monitored by SLT and evidence was provided at PPRs		£1200 – 6 days cover across the year
MER of Pupil Premium interventions, including MER of Pupil Premium Intervention Books (2 SLT days)	The quality of interventions and support for PP children is developing and intervention books show progress. PP class progress and average ARE chart show gaps are closing in majority of classes, across all areas. PP children are closing the gap from non PP children		£400
Teaching Assistant to be employed to support with hotspots and boosters for Read write inc during 3 x ams (From January)	Interventions were in place, and more focus will be dedicated to this in 2018/19		£2500 – towards PP focus
Read Write Inc manager role to be developed	MER shows improvements in RWI teaching and provision RWI manager role to continue as this has been effective		£3600
SLE support to be brokered to ensure reading processes support learning for all, with a focus on achievement of PP children (8 days total - £5000)	MER shows reading across school has improved and in school data shows positive improvements in ARE achievement, greater depth, and overall progress		£1000
Outdoor provision to be enhanced for EYFS children to ensure focus on the areas identified in the PPR as possible aspects children will not achieve	MER from internal and external reviewers has shown that this is greatly improved – showing this as a very useful aspect to driving forward progress and attainment for our PP children		£580
Attendance rewards and prizes to increase awareness and reward positive achievements and improvements with a focus on PP children	<p>All attendance initiatives were given.</p> <p>Letters to families with low % attendance were sent regularly to inform of impact of this</p> <p>Role to continue next year with a greater focus on raising attendance, with a financial reward for families</p>		<p>Rewards/Initiatives - £1000</p> <p>End of Year celebration - £500</p>



SLT and Business manager time to investigate attendance and follow up with consultations to parents, with a focus on Pupil Premium Children	Attendance was tracked effectively, and children/families with poor attendance were targeted and supported. Attendance updates and reminders were regularly shared with parents  Termly attendance news – on website Half termly meetings with HT and Office manager to track attendance were completed	3 days cover, 2 people - £810
Additional Teaching assistant time to carry out actions, interventions and boosters set at PPR for PP children <i>(CB – 1 day JP – 1 day FN – 2 days CG – 1 day)</i>	Children in all classes had support with their individual areas of need - achieved through detailed booster and intervention planning which was carried out by teaching assistants  Termly PPRs indicated which classes needed support and TA hours were allocated from this  PP intervention books show the wide and vast support PP children received through TA support, in addition to class support.	£16,440
Breakfast club – reduction in price for PP children to encourage attendance	This was in place for PP children, although very few PP children use this service	£150
Support and training for big maths and grammar hammer to ensure high attaining PP are challenged and opportunities are given	A vast amount of training was received by the teachers and TAs to support mastery, and the attainment of PP children across school. SLT support was highly effective	£1500
Quality First Teaching – training for all staff, including TAs, to ensure quality first teaching is embedded		£1500
Development of interactive reading programme which will support the development of reading and increase love for reading for PP children	Bug Club was used in school, and monitored closely. Opportunity for PP children to use bug club in school were created.  A love for reading is developing across school and reading was encouraged and tracked effectively	£2003
Homework Club to support PP children with homework at Lunchtimes (2 x per week)	All PP children had support available with homework, and the chance to use ICT to support this. TA additional hours were used to support the club. (Lunchtime)	£500

Embed the development of the curriculum coverage to ensure an interactive and exciting curriculum is offered to all children	Continuation of TLR position, (until Jan 18, which was then taken over by return of DHT). This included the tracking of PP children and their progress within the curriculum for the full year.	£2400
Development of outdoor provision at lunch times to support PP children and ensure active and healthy play, including staff training	Resources were purchased to support playtimes and active playtimes are now seen at the school	£2200
Investment in ICT provision to ensure this is high quality across the school, with resources which can support children of all ages, abilities, extend learning.	Resources were purchased to support ICT, including another set of IPADs to support ICT learning and allow PP access to online resources if not available at home.	£2100
Management time slot available to staff to monitor impact of their allocated subject area, with a focus on PP children.	Subject leaders tracked the data of PP children in classes, and as a whole school and shared this with governors	£1000
Inclusion manager to be appointed, with a focus on pupil premium children	The inclusion manager's role was successful and included: <ul style="list-style-type: none"> <li>• Monitoring the progress of pupil premium children.</li> <li>• Provide staff training on interventions to support PP children in attainment and progress</li> <li>• Monitor interventions for PP children</li> <li>• Initiate and lead on the development of intervention books for PP children</li> <li>• Oversee the progress and achievements of PP children</li> <li>• Support LAC children across the school</li> </ul>	£7185
Inclusion Focused TA <ul style="list-style-type: none"> <li>• Mental Health First Aider</li> <li>• Emotional Well being support</li> <li>• ELSA</li> </ul> Training courses TA release and cover time	All children who needed emotional support had the support of a trained TA. The TA received a vast amount of training and support with the role Many PP children worked regularly with the Inclusion focused TA	Funded through school budget for 2017/18
		£50,168