



St. Joseph's Catholic Primary School, Goole
Disadvantaged Pupil Premium Expenditure Report
2018 – 2019

Impact **Improved literacy**
Free school meals
FSM **Narrowing the gaps**
 Student progress
Ever 6 FSM
Pupil premium calculator

Context of the school

St. Joseph's Catholic Primary School is a mixed year group voluntary aided school, situated within the Catholic Diocese of Leeds and within East Riding Local Authority. It is smaller than the average primary school with no Nursery provision. The number on roll remains steady (currently at 110), and although stability remains above national at 89%, this shows a 4.3% drop from the previous year.

The proportion of pupils known to be eligible for free school meals is below that of national at 15.1, showing a three year downward trend.

The percentage of pupils from minority ethnic groups remains well above national at 44.8%. Most pupils who join the school in different year groups are generally new to the country and to the English language, with the proportion of EAL pupils being much higher than national at 45.1%, showing a three year rising trend.

The proportion of pupils supported at SEN graduated response has risen sharply this past year and now stands at 19.8% which is above national. Last year, a number of pupils with EAL who came into the school in various year groups showed high proportions of SEN. The identification of types of SEN with this group of pupils was impeded by their limited English speaking skills, and therefore extra staffing was put in place to integrate these pupils into school. We have only two pupils with EHC plans which stands at below national at 0.9%.

This is a school in a somewhat challenging cultural locality: due to the docklands and surrounding industry, our locality continues to attract a significant number of Eastern European immigrants, including asylum seekers and parents who hold multiple jobs at minimum wage; this is compounded further by the fact that our isolated locality limits recruitment of quality staff, both Catholic and non-Catholic. Our deprivation indicator remains stable at 0.19.

Attendance has remained consistently high during previous years, and currently stands at 95.65% for 2018 - 2019. This figure takes into account two pupils who have fallen into the category of persistent absentees due to personal and extenuating circumstances. Our persistent absentees make up 7.34% of our school cohort which accounts for 8 pupils. During 2018 - 2019, there were two fixed term exclusions, each lasting one session.

Governors have resolved to convert St. Joseph's to academy status in Spring 2019, and we will be joining the Bishop Konstant Catholic Academy Trust during this academic year.

We have one vacancy on the Governing Board however we benefit from a strong and highly skilled set of governors. The governing board is stable, and governors play an active role in the school. The governing board is effective in its level of support and challenge, including challenging on the impact of pupil premium expenditure and impact, and was found to be a strength of the school in the most recent Section 5 inspection in October 2017, and the monitoring visit in March 2019.

At its last inspection in October 2017, the school's overall effectiveness was judged to be requires improvement. However, improvements were recognised during this inspection and judgements of good were given to Leadership and Management, Personal Development, Behaviour and Welfare and the Early Years. In June 2017, the school received its Section 48 inspection into the Catholic life of the school, and was judged to be outstanding in Leadership and Management, and good in all other areas.

The school has been proud to receive silver accreditation (Summer 2016) for Modeshift, a bronze award for Sainsbury's School Games, and was recognised as a digitally inclusive school by the eLearning Foundation. We are working towards gaining our gold accreditation this year for Modeshift.

We have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At St. Joseph's Pupil Premium funding represents a good proportion of our school budget and we are committed to ensuring it is spent to maximum effect.

PUPIL PREMIUM



Objectives of Disadvantaged Pupil Premium Spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. As a school we strive to ensure that all pupils make expected or more than expected progress, aiming for consistently high levels of FSM attainment, aiming for above national rates of attainment. Through targeted interventions we are working to eliminate barriers to learning and progress. Most children start our school, year on year, with lower than average attainment on entry, as moderated by East Riding Local Authority, and our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they move through school.



Our aim is to provide interventions which predominantly focus on improving feedback, increasing meta-cognition and self-regulation, increasing parental engagement and raising academic levels. We have a system of focussed interventions across school, evaluating impact from entry to exit to analyse effectiveness. Our interventions promote mental health and well-being as well as social and emotional development and academic progress, and children benefit from targeted counselling and therapeutic play activities, delivered by a fully trained professional in this field.

Number of pupils and pupil premium grant (PPG) 2018 – 2019

Total number of pupils on roll	110
Total number of pupils eligible for PPG	16
Total amount of PPG received	£21,720

Number of primary pupils eligible for the Deprivation Pupil Premium (1)	16
Total Deprivation Pupil Premium Allocation	£21,120

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Number of pupils eligible for the Service Child Pupil Premium (2)	2
Service Child Pupil Premium Allocation	£600
Number of pupils eligible for the Post-LAC Pupil Premium (3)	0
Post-LAC Pupil Premium Allocation	0
Balance carried forward from last year	0
Total Provisional Pupil Premium Allocation	£21,720



2018 – 2019 Evaluated Action Plan

Item / Project	Cost	Balance	Objective	Outcome / Impact
		21,720		
Provision of ties for disadvantaged pupils	24	21,696	To enable disadvantaged pupils to feel included in being able to wear a logoed tie, therefore protecting their sense of pride and belonging to the school.	Three ties have been provided to date = £18 £6 carry forward
Provision of assistance with educational visits	500	21,196	To provide an enhanced and rich curriculum to improve confidence and enjoyment of school experience, increasing motivation and willingness to learn.	Year 5/6 Visit to York Chocolate Story & Jorvik 25th March 2019 – one pupil = £22.00 Ice-creams for visiting theatre company x 23 pupils = £23 £20 buffer for all educational visits in all classes for the most disadvantaged pupils: 4 classes x 3 trips – 12 lots of funding @ £240. Train fares for Mini-Vinnies to attend Leeds Cathedral at £80. £135 carry forward
Provision of assistance with outdoor adventure residential	300	20,896	To provide an enhanced and rich curriculum to improve confidence and enjoyment of school experience, increasing motivation and willingness to learn.	We have supported the following pupil premium pupil. Year 5/6 Peak Venture Residential 10-12th October 2018 – one pupil £175.00 £125 carry forward

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Provision of free music lessons for pupils via the LA music service	90	20,806	To provide an enhanced and rich curriculum to improve self-esteem and aspirations.	To date, despite repeated advertising of the service and an assembly given by the music service staff, there has been no uptake. Advertising will continue for the summer term. £90 carry forward
Provision of free breakfast club and half-price concession for tea time club	2,000	18,806	To enable disadvantaged pupils to improve punctuality and concentration in class, thus improving progress.	Pupil 1: £760 Pupil 2: £722 Pupil 3: £18 Pupil 4: £260 Pupil 5: £712 Total: £2,472 £472 overspend
Wave 2 targeted support for Reading, Writing and Maths	10,700	8,106	Wave 2 support for DP pupils in Reading, Writing and Maths to raise progress and attainment levels. Provide targeted support/intervention across all key stages to address any potential underachievement, and any existing underachievement.	Reading: DP pupils 7.0 Non DP pupils 7.12 Writing: DP pupils 6.75 Non DP pupils 6.61 Maths: DP pupils 6.58 Non DP pupils 6.49 Our DP pupils outperformed non DP pupils in writing and maths, and were in line in reading with accelerated progress.
Counselling through Catholic Care	4,200	3,906	Weekly individual counselling sessions to provide emotional well-being and support for vulnerable disadvantaged pupils.	To date, 15 pupils have accessed this service for ESB, child protection and bereavement reasons, 3 of whom are in receipt of DP funding. This has enabled pupils with complex needs to access their learning much more readily than they would have done otherwise.
Staffing release time	1,000	2,906	One half day per half term to ensure disadvantaged pupils with SEN/CP make improved progress.	Overall, our DP pupils with SEN have performed significantly better than non DP pupils with SEN. Reading: accelerated progress at 9.5 Writing: accelerated progress at 9.0 Maths: accelerated progress at 7.0
EAL interventions	5,000	-2,094	Language rich interventions for pupils new to the country with no or limited English	7 pupils from various year groups have accessed small group interventions since September. This amounts to £5,250.

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			speaking skills. Interventions to run for two afternoons per week, with a focus on speaking skills and key words and phrases.	Reading: 6/7 have made accelerated progress Writing: 4/7 have made accelerated progress Maths: 5/7 have made accelerated progress 2 pupils have SEN and 1 pupil is on a reintegration timetable £250 overspend
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Total PPG received		£21,720
Total PPG expenditure		£24,180
PPG remaining		0

2019 performance of disadvantaged pupils at end of KS2 (compared to national)	
2019 outcomes (4 pupils)	School
% PP achieving ARE in Reading	75%
% PP achieving ARE in Writing	100%
% PP achieving ARE in GPS	100%
% PP achieving ARE in Maths	100%
% PP achieving more than ARE in Reading	25%
% PP achieving more than ARE in Writing	50%
% PP achieving more than ARE in GPS	25%
% PP achieving more than ARE in Maths	0%
% PP making expected progress in Reading	100%
% PP making expected progress in Writing	100%
% PP making expected progress in Maths	100%

Gap between disadvantaged and non-disadvantaged pupils

Year 1	Reading	Writing	Maths
Progress measures	-0.36	-0.5	-0.65

Actions: target all 3 areas

Year 2	Reading	Writing	Maths
Progress measures	-1.72	-1.0	-0.86

Actions: target all 3 areas

Year 3	Reading	Writing	Maths
Progress measures	0	+0.9	-0.09

Actions: target maths

Year 4	Reading	Writing	Maths
Progress measures	-0.72	+0.19	+0.64

Actions: target reading

Year 5	Reading	Writing	Maths
Progress measures	0	+0.12	0

Actions: maintain good results

Year 6	Reading	Writing	Maths
Progress measures	-0.15	+1.5	-0.85

Actions: Target reading and maths

Implications for Pupil Premium spending in 2019 - 2020

We have identified some key principles below which we believe will maximise the impact of our disadvantaged pupil spending again this academic year.

Key principles:

Building belief – we will provide a culture where:

- Staff believe in ALL children
- There are no excuses for underperformance
- Staff adopt a solution focussed approach to overcoming barriers
- Staff support children to develop positive mind-sets towards learning, including meta-cognition and self-regulation

Analysing data – we will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the strengths and areas for development across the school
- We will use research to support us in determining the strategies that will be most effective
- Support staff will have accountability for intervention groups built into their appraisals

Identification of pupils – we will ensure that:

- All teaching staff share the analysis of data and identification of pupils with support staff
- All staff are aware of who disadvantaged children are
- All disadvantaged children benefit from the funding, not just those who are underperforming
- We will use ScholarPack to analyse disadvantaged and non-disadvantaged performance from Reception to Year 6 including analysis of children working below, at and exceeding expected levels in line with assessment procedures.

Improving day to day teaching – we will continue to ensure that:

- All children across school receive at least good teaching, with an increasing percentage outstanding by using coaching to share the best features of teaching from within school and between schools.
- Ensuring all lessons contain appropriate levels of match and challenge for all pupils, so that rapid progress can be made.
- Ensure consistent implementation of non-negotiables e.g. all following whole school practices such as guided reading, times tables etc.
- We will work with the Yorkshire Endeavour English Hub to improve the provision of early reading to accelerate progress and raise attainment for DP in all year groups.

We will invest in a comprehensive phonetically decodable reading scheme.
Offering all KS2 children high quality Modern Foreign Language and culture lessons from a subject specialist who is fluent in French.

Increasing learning time – we will maximise the time children have to close the gap by:

Continuing to improve attendance especially for disadvantaged children

Providing earlier intervention in EYFS through Disadvantaged Champion programme

Extended learning out of school hours e.g. early morning SATs revision classes for Year 6 and after school booster classes.

Individualising support – we will ensure that the additional support we provide is specific to the needs of the family / child by:

Providing support to families to develop their own basic skills through enjoyable inspire mornings.

Providing support to families to support their own children's learning within the curriculum e.g. reading and phonics workshops, information evenings.

Providing support to families in times of crisis (through Catholic Care)

Providing support to pupils by extending our nurture programme into Key Stage 2 when required.

Providing opportunities for physical development and healthy lives by developing our wildlife area and incorporating Forest Schools activities.



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Funding for 2019 - 2020

Total number of pupils on roll	110
Total number of pupils eligible for PPG	14
Total amount of PPG received	£16,440

Number of primary pupils eligible for the Deprivation Pupil Premium (1)	12
Total Deprivation Pupil Premium Allocation	£15,840
Number of pupils eligible for the Service Child Pupil Premium (2)	2
Service Child Pupil Premium Allocation	£600
Number of pupils eligible for the Post-LAC Pupil Premium (3)	0
Post-LAC Pupil Premium Allocation	0
Balance carried forward from 2018-2019	0
Total Provisional Pupil Premium Allocation	£16,440

- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

2019 – 2020 Action Plan				
Item / Project	Cost	Balance	Objective	Outcome / Impact
		16,440		Measured according to progress and attainment data, attendance data and pupil and parent surveys. Ongoing update; Last updated: September 2019
Provision of full funding for educational trips and visits	1,000	15,440	To provide an enhanced and rich curriculum to improve confidence and enjoyment of school experience, increasing motivation and willingness to learn.	
Provision of free music lessons for pupils via the LA music service	840	14,600	Targeted correspondence to ensure pupils take advantage of an enhanced and rich curriculum to improve self-esteem and aspirations.	
Provision of free breakfast club and half-price concessionary tea time club	2,500	12,100	To enable disadvantaged pupils to improve punctuality and concentration in class, thus improving progress.	
Provision of free extra-curricular activities / catch-up clubs (one-to-one	500	11,600	To ensure pupils take advantage of an enhanced and rich curriculum to improve self-esteem and aspirations.	

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tuition) / extra tuition for more able pupils (wings)				
Wave 2 targeted support for Reading, Writing and Maths	5,000	6,600	Wave 2 support for DP pupils in Reading, Writing and Maths to raise progress and attainment levels. Provide targeted support/intervention across all key stages to address any potential underachievement, and any existing underachievement.	
Counselling through Catholic Care	4,200	2,400	Weekly individual counselling sessions to provide emotional well-being and support for vulnerable disadvantaged pupils.	
Funding English classes for children who speak another language at home	2,400	0	Language rich interventions for pupils new to the country with no or limited English speaking skills. Interventions to run for two afternoons per week, with a focus on speaking skills and key words and phrases.	

Summary of main barriers to educational achievement faced by pupils of St. Joseph's

Parental support

St. Joseph's does not benefit from extensive parental support and this has been identified in past inspections, and has been on our school development plan for the last five years. Increasing engagement is difficult to achieve, although we do now have an active PTA.

Aspirations

The local cluster of schools have recently joined forces to promote 'Primary Futures', a strategy that aims to expose pupils to many different career paths and thus raise aspirations. Following its launch in September 2018, schools work with volunteers in school based workshops, in order to bring workforce choices to the experience of the pupils in our schools.

Date of the next review: July 2020