

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	2017/18	Total PP budget	£50,160	Date of most recent PP Review	NA
Total number of pupils	202	Number of pupils eligible for PP	38	Date for next review	NA

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

2017 Data – KS2			
Pupil Premium (5 pupils: 19%)	<i>Pupils eligible for PP at St J</i>	<i>All Pupils School</i>	<i>All Pupils National</i>
% 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%)

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

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	PP children are not attaining or progressing in line with non PP children in all areas and key stages, and children enter key stage 1 and 2 with lower than average attainment	
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	
C.	The number of children achieving the expected pass mark in phonics screening is below national levels	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 94.3%. 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.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of PP pupils in all areas and key stages	<ul style="list-style-type: none"> Ensure the thorough PPR system is embedded as it enters its second year of being in place this will identify and support the monitoring of PP children in all key stages. Frequent MER will take place which analyses the effectiveness of the PPR actions being put in place. Through the PPR, specific actions are set with SLT and class teacher, to ensure any children falling behind receive specific booster and intervention plans through use of TAs. Introduction of PP Trackers to be shared with all class based staff and Intervention Books for PP children to ensure progress is tracked and interventions are taking place.

B.	Increase the number of PP children achieving greater depth in all areas and key stages	<ul style="list-style-type: none"> • Ensure the thorough PPR system is embedded as it enters its second year of being in place this will identify and support the monitoring of PP children in all key stages. • Frequent MER will take place which analyses the effectiveness of the PPR actions being put in place. • Through the PPR, specific actions are set with SLT and class teacher, to ensure any children falling behind receive specific booster and intervention plans through use of TAs. • Introduction of PP Trackers to be shared with all class based staff and Intervention Books for PP children to ensure progress is tracked and interventions are taking place. • Interventions are based on progress AND attainment – not just focused on LAPs • Big Maths and Grammar Hammer sessions to extend learning for HAPS/
C.	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"> • Develop a new Read Write Inc tracker, which (alongside other non-PP children) identifies PP children and monitors their progress. • Implement PP Intervention Books for PP children • Ensure clear and specific target setting is in place to ensure all stakeholders are aware of outcomes expected for PP children • Ensure TA support is available to boost children who are falling behind/at risk of not meeting expected standard • Hotspots for Read Write Inc in place through additional TA support • Hotspots for Y2 PP pupils in place to ensure maximum progress is made.
D.	Attendance rates for pupils eligible for PP are 94.3%. 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"> • 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). • Monitoring meetings with governors will take place – with PP children being a main focus. • S Nicholds and T Black monitor attendance and ensure families/children who fall into low/persistent absence are informed. Meeting to discuss ways to improve attendance are carried out with governor support. • Support from the Collaborative is sought • PP families to take priority for analysing attendance • A regular attendance newsletter and monitoring of attendance is completed by S Nicholds.

4. Planned expenditure		
Academic year	2017/18	
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.		
Area of Spend	Outcomes/Actions	Allocation (Approx)
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
Cover for Class Teachers to be released from class to participate in PPRs and set actions, planning support, for PP children	<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>	£1200 – 6 days cover across the year
MER of Pupil Premium interventions, including MER of Pupil Premium Intervention Books (2 SLT days)	<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>	£400
Teaching Assistant to be employed to support with hotspots and boosters for Read write inc during 3 x ams (From January)	<p>PP children at Y1 and Y2 achieve in RWI</p> <p>Additional RWI group to ensure teaching is more focused</p>	£2500 – towards PP focus
Read Write Inc manager role to be developed	<p>A RWI manager is in place, with 2 x half day release to support RWI boosters and RWI interventions to ensure PP achieve at all levels for phonics.</p> <p>RWI manager to monitor RWI during sessions, model and support to ensure PP children achieve at least in line with national and school levels</p>	£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)	<p>PP children make rapid progress in reading</p> <p>PP children achieve in line with all children and national levels in reading</p>	£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	The EYFS outdoor provision area will effectively support PP children, and will focus on the areas which children are not meeting, which will prevent them achieving GLD. SLT review of outdoor provision Termly PPRs	£580
Attendance rewards and prizes to increase awareness and reward positive achievements and improvements with a focus on PP children	Attendance improves for PP children Weekly, half termly and end of year rewards	Rewards/Initiatives - £1000 End of Year celebration - £500
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 at PPR for PP children <i>(CB – 1 day JP – 1 day FN – 2 days CG – 1 day)</i>	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 Termly PPRs will indicate which classes need support and ensure TA support is provided	£16,440
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 big maths and grammar hammer 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) 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 Big Maths and GH training Subject Knowledge training Visits to other settings to observe outstanding practice	£1500
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.	£500
Embed the development of the curriculum coverage to ensure an interactive and exciting curriculum is offered to all children	Continuation of TLR position, which will include 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	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	£1000

Inclusion manager to be appointed, with a focus on pupil premium children	An inclusion manager will be appointed. (0.2 time for inclusion). The inclusion manager's role will include: <ul style="list-style-type: none"> Monitoring the progress of pupil premium children. Provide staff training on interventions to support PP children in attainment and progress Monitor interventions for PP children Initiate and lead on the development of intervention books for PP children Oversee the progress and achievements of PP children Support LAC children across the school 	£7185
Inclusion Focused TA <ul style="list-style-type: none"> Mental Health First Aider Emotional Well being support ELSA Training courses TA release and cover time	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.	Funded through school budget for 2017/18
Total		£50,168

5. Review of Expenditure			
Academic Year	2016/17	Total PP budget	£51,480
Total number of pupils	201	Number of pupils eligible for PP	35
Area of Spend for previous year	Impact/findings		Cost
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>		£2000 – 10 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 support and set actions of how best to support. Termly PPRs completed and all staff know the PP children in their class and support them	£1200 – 6 days cover across the year
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	The EYFS outdoor provision area has effectively supported PP children, and provision was amended to focus on the areas which children were not meeting, which were preventing them from achieving GLD SLT review of outdoor provision Termly PPRs	£2000
Attendance rewards and prizes to increase awareness and reward positive achievements and improvements with a focus on PP children	Weekly, half termly and end of year rewards – completed	Rewards /Initiatives - £420 End of Year celebration - £300
SLT and Office manager time to investigate attendance and follow up with consultations to parents	Attendance was tracked and children/families with poor attendance were targeted and supported. Attendance updates and reminders were regularly shared with parents Termly attendance news Half termly letters to monitor attendance	3 days cover - £1000
Teaching assistant time to carry out actions, interventions and boosters set at PPR for PP children	Children in all classes had support with their individual areas of need, which may include extending learning – achieved through detailed booster and intervention planning which was carried out by teaching assistants Termly PPRs indicated which classes needed support and ensured TA support was provided	£15,800
Extra time for FS2 Teaching Assistant to support with boosters and interventions for PP children	FS2 children had support and interventions to achieve GLD. Extra TA support developed this.	TA in F2 2 x ams – £2800
Language development training for Teaching Assistants	Key support staff received language development training to help develop writing through language, further training was also offered to support PP children's interventions	2 days out of class cover + training costs £800
Breakfast club – reduction in price for PP children to encourage attendance	PP children who took up this offer had access to a nutritious, affordable breakfast, with stimulating activities to promote learning and play	£100
Implementation of big maths and grammar hammer to ensure high attaining PP are challenged and opportunities are given	All staff received training and professional development in all areas of the curriculum through regular training opportunities and 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	£3000

Quality First Teaching – training for all staff, including TAs, to ensure quality first teaching is embedded	All staff received training for quality first teaching, through regular training opportunities and support. Mastery for maths training - £500 Regular staff meetings – costs of TAs claiming hours, INSET time, trainers time RWI training - £200 Big Maths and GH training - £1000 Visits to other settings Bug Club Training - £1900	£3600 + £1775
Development of interactive reading programme which will support the development of reading and increase love for reading for PP children	A love for reading was promoted across school and reading is encouraged and tracked effectively In school opportunities will be provided to access Bug Club	£2100
Homework Club to support PP children with homework	All children have support available with homework, and the chance to use ICT to support this	£900
Development of the curriculum coverage to ensure an interactive and exciting curriculum is offered to all children	TLR position was initiated and successful, which will included the tracking of PP children and their progress within the curriculum	£2400
SENCO Time to focus on PP children and begin to develop learning mentor role. Develop the use of a 'break out' room to support children emotionally	The SENCO is familiar with the PP children and began to track these children. Development of the use of a 'break-out' room was successful.	£4000
Behaviour support training for all staff	All staff received positive behaviour and handling training.	£1285
Development of outdoor provision at lunch times to support PP children and ensure active and healthy play, including staff training	Outdoor activities at lunchtimes promote activity and encourage play. Staff are effectively trained to handle behaviour situations which occur appropriately.	£2000
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 work effectively and are used correctly to support learning and enquiry.	£3000
Management time slot available to staff to monitor impact of their allocated subject area, with a focus on PP children.	Staff monitored the progress of their subject, with cover provided for their class.	£1000
	Total	£51,480