

St. Joseph's Catholic Primary School



Pupil Premium Report March 2017 – July 2017

Pupil premium is money delegated to schools to ensure that disadvantaged children are making good or better progress to ensure that their attainment reaches ARE (Age Related Expectations).

Pupil premium money is targeted primarily at children from low income families and those in receipt of free school meals (and ever 6) but we also, where appropriate, include vulnerable and socially disadvantaged children whose parent/carers are not eligible for FSM. These children are highlighted and their progress analysed at termly and half termly pathway meetings. Specialist teachers and teaching assistants are allocated to deliver interventions to improve Mathematics and English and the services of a School Counsellor to improve wellbeing of our most vulnerable pupils.

This report details how St. Joseph's is using its Pupil Premium allocation from April 17 to March 18 and the ongoing impact of this support. The data below has been taken from the January 2016 & 2017 Census.

| | January 2017 Census | October 2017 census |
|---|---------------------|---------------------|
| Total number of pupils on role | 144 | 139 |
| Pupils eligible for Pupil Premium (Ever 6 and CLA) | 45% | 47% |
| Special Educational Needs (SEN) – EHCP | 0.01% | 0.7% |
| SEN – non statement | 25% | 17% |
| English as an Additional Language | 26% | 28% |
| School's allocation of Pupil Premium for this period April 2017 –March 2018 | 85,800 | |

| | |
|--|---------|
| School's allocation of Pupil Premium for April 2017-March 2018 | £85,800 |
| April 2017 – July 2017 spend | £37,626 |
| Amount left to spend from September 2017- March 2018 | £48.174 |

We use funding to provide quality intervention as outlined below.

| Name of Intervention | Frequency | April 2017- July 2017 Spend | Sept 2017- December 2017 Proposed spend |
|---|---|-----------------------------------|---|
| Fischer Family Trust (GT) | 4 x 30 min sessions 5 days a week | £1830 | N/A |
| Maths booster groups (JM) | 5 x afternoons x two TA | £1616 | (RG) X 1 PM £195 |
| Teaching assistant Yr 5 (JM) | 3 x mornings | £1774 | £1901 |
| Teaching assistants Yr 1 (LC) | 3 x Mornings | £1901 | £1901 |
| 2 INA's for 2 students Yr R & 2 (DE) (R) | 30hrs a week INA 25hrs a week INA | £5000 | £468 |
| | | £4500 | |
| Additional support in Year 6 5 mornings a week | 5 mornings (RG) 9-12:15 | £3169 | £3169 |
| Maths booster groups | 1.5 hrs x 4 a week (BH) | £1069 | x 2 a week £535 |
| TA morning support (MM) & (GT) | 3 x mornings | £1774 | |
| | 3 x mornings | £1774 | £1774 |
| Teacher support booster (SLT) (JS) | Wednesday AM | £1950 | |
| TA afternoons (small group/ pupil conferencing/in class support) | 2 afternoons (YH) | £780 | £780 |
| | 3 afternoons (GB) | £1170 | £1170 |
| | 2 afternoons (KP) | £601 | £601 |
| | 2 afternoons (RG) | £780 | £780 |
| Learning Mentor | 4hrs x 3 Mornings (VA) | £2360 | £2360 |
| Milk | | £366 | £594 |
| TA morning support (small groups) (GB) | 3 mornings | £1901 | £1901 |
| Speech and Language (LC) | TA 3 x afternoon (six hours in total a week) | £1170 | £1170 |
| Makaton & Cued Articulation Training | 1:1 training | £400 | ----- |
| Makaton Training | Staff training | Free | ----- |
| Booster KS2/ Support KS1 (AB) | 2 mornings per week | £564 | N/A |
| Attachment Awareness Training | Two day course | Free | N/A |
| Cued Articulation morning sessions | 15 minutes x 5 (LC) | £244 | £244 |
| Royal Ballet Pupil premium trip | One off trip to London | £310 | N/A |
| Booster groups (BH) | 2 mornings a week | £623 | |
| Available balance | | | |
| Total cost | | £37,626 | £19,543 |

We have also had additional funding for Pupil Premium Plus, as well as the costs above, we spent this money on: I pads, TA support, Learning Mentor support, early morning sessions, Resources, art project, clubs. We have two pupils entitled to this additional funding, and they have an individual plan to ensure that the funds are spent on their particular needs. Parents/carers are involved in this decision making.

St. Joseph's Identified Areas of Focus for Disadvantaged Pupils in this period.

| Focus | Barriers to learning | Desired outcomes | Success Criteria | Chosen Strategy |
|--|---|---|--|---|
| Individualised learning to support children of the lowest attaining ability in year 1 with reading and writing | They will all have varied and different barriers however they will all have an inability to read text. | Children will have a self-extending system and have strategies in place to develop their reading and writing. | To reach age related expectation. | Reading Recovery |
| <p>Evaluation</p> <p>7 of the 13 pupils who had Reading Recovery in the past year were entitled to Pupil Premium funding. Five of these pupils are now on track, and the others are making progress. The next step is to ensure that they use the strategies and skills that they have learned in a whole class situation. Of the two pupils who did not meet their targets, one is continuing to receive support with Reading Recovery, the other has moved on to FFT. Although the pupils make good progress with this intensive support, we will not be continuing with RR in September, as it is a very costly intervention for a very small number of pupils. We will continue to use the good practice that we have learned to move the children's learning on.</p> | | | | |
| Individualised learning to support in Year 1 and 2 with reading and writing | They will all have varied and different barriers however they will all have an inability to read fluently and infer from the text | Children will have a self-extending system and have strategies in place to develop their reading and writing. | To reach age related expectation. | Fischer Family Trust |
| <p>Evaluation</p> <p>This intervention does not target the lowest attaining children, however it does target the underachievers who it is hoped will reach ARE with a short intensive intervention. 6 of the 10 pupils who had FFT in the past year were entitled to Pupil Premium funding. Five of these pupils are now on track, and working at Age Related Expectations in reading, one of these started At St Joseph's in September and is making progress as she becomes more confident. The next step is to ensure that they use the strategies and skills that they have learned in a whole class situation.</p> | | | | |
| To promote learning behaviours and attitudes. To support social skills and self-awareness. | Self-esteem Confidence Anxiety Bereavement EBD | Pupils will be ready to learn and work independently. | No disruption to learning through poor behaviour. | Learning Mentors |
| <p>Evaluation</p> <p>Teachers are asked to complete an entry before the sessions begin and an exit questionnaire when it is finished. They are asked about the child's ability to follow instructions, work cooperatively with others, behaviour and resilience. The children are scored from 1-4, almost all children's score increase by the end of the intervention. Some children need ongoing support and this is closely monitored through pupil records.</p> | | | | |
| To improve the well-being of all children however FSM children are targeted and prioritised. | Self esteem Confidence Anxiety Bereavement EBD | Pupils will be ready to learn and work independently. | Pupils are happy in school and feel safe and well. | Counselling Play therapy Learning Mentors |
| <p>Evaluation</p> <p>Teachers say that most pupils are happier and more settled in class. They found that all pupils were less aggressive</p> | | | | |

| | | | | |
|--|--|---|---|--|
| <p>and calmer in general; fewer playground incident or reports of bullying. However, they did say that they were not given any feedback from the counselling service, so they did not know what had been done and how they could work on from this. Most children say that they feel happy, confident and know who they can talk if they have an issue. Some children said that they did not like going out to see the counsellor.</p> <p>Although the counselling seemed to be successful, it was felt that we did not have enough pupils with this level of need, as we have "in school" Learning Mentors who the children can talk to at any time. Thus we have decided that we will not continue with the counsellor at this time.</p> | | | | |
| To encourage the pupils to take more ownership over their learning, and talk about what helps them to learn. | Understanding and responding to the feedback, time to respond. | | Children will take more ownership and say what their next steps are. | Pupil Conferencing |
| <p>Evaluation</p> <p>100% of pupils asked said that they enjoyed the 1-1 sessions in pupil conferencing. They said that the pupil conferencing helped them to improve their work and to know what their targets were; to know their "strong points" and their "weaknesses". Some pupils said that they were given three stars and wish; they found it a positive experience. One described it as "fun".</p> <p>There is more work to do in pupil conferencing to ensure that it is being used consistently and regularly across the school.</p> | | | | |
| Individualised learning to support pupils who struggle with new maths concepts. To challenge the more able pupils in deepening their learning. | Difficulty in grasping new concepts, gaps in learning, understanding of place value. | To close the gap between those identified as disadvantaged and their peers. To ensure that all pupils are challenged to make good progress. | To ensure that pupils make at least expected progress from their starting points. | Maths booster groups |
| <p>Evaluation</p> <p>This intervention was aimed at senior pupils in Year 5 and 6. 3 out of the 4 pupils in Year 5, made progress, one of these is now working at age related expectations in Maths.</p> <p>There were 11/20 pupils eligible for PP funding in the year 6 cohort. Three were given additional intervention in maths but all were supported through additional adults in class and booster classes. 9 out of the 11 pupils reached the EXS.</p> | | | | |
| To improve writing; support for the less able and challenge for the more able. | Various – Life experiences, limited vocabulary, Limited support at home | The % of pupils who achieve EXS in writing and phonics is in line with National. | To reach age related expectation. | Additional adults in Year 1- focus on phonics and writing. Additional adults in Yr 2 to support writing. |
| <p>Evaluation</p> <p>92% of pupils identified as disadvantaged reached the expected standard in phonics in 2016, above the National figure for other pupils in Year 1.</p> <p>Only 6 out of the 14 pupils identified as disadvantaged achieved the expected standard in writing. Of those pupils who did not achieve the expected standard, three have S and L difficulties, two have EAL and one was new to the class.</p> <p>However, we are aware that writing continues to be an area of development throughout the school. None of the pupils attained at Greater Depth in writing</p> | | | | |
| Whole class intervention to ensure that Year 6 pupils reach the required standard in | Various – Life experiences, limited vocabulary, | Up-level the children in reading, writing and maths. | For the children that were high level 3's to | Maths/ English Booster In Year 6 |

| | | | | |
|-------|--------------------------|--|---|--|
| r/w/m | limited support at home. | | achieve at least Age Related Expectations and make expected progress. | |
|-------|--------------------------|--|---|--|

Evaluation

Those entitled to PP funding did perform significantly better than their peers in R, W and M; we believe that this is down to individual children. Many of our more able pupils in the cohort were also classed as disadvantaged. Progress overall was significantly higher than National for all subjects.

| | | | | |
|--|------------------------------------|-------------------------------------|-------------------|---|
| Individualised learning to support with spelling and writing | Dyslexia or dyslexia like symptoms | Improved attainment and engagement. | To close the gap. | Additional TA Support including Narrative therapy and S and L |
|--|------------------------------------|-------------------------------------|-------------------|---|

Evaluation

We targeted support from TAs and bought in resources for support the teaching of spelling. We used advice from S and L support and from the EP. We had whole staff training on Narrative Therapy, and those working with individual pupils has additional training,

GPS continues to be a focus throughout the school. Spelling at the end of Year 6 is in line with National average. 85% of pupils achieved the expected standard at the end of Yr6. Spelling is improving throughout the school.

A review of Pupil Premium spending April 16 to March 17

At St. Joseph's we hold termly pupil progress meetings (pathways) where children causing concern are discussed and appropriate intervention put in place. We are however mindful of intervention overload and the benefits lost when children are withdrawn too much from the classroom.

Within St. Joseph's we strongly believe in a main focus on early intervention and have invested funding in experienced Teachers and Teaching Assistants to carry out interventions, particularly in Year 2 and Year 3. These children are then monitored closely to measure progress.

At St Joseph's we support vulnerable pupils through our Learning Mentor. She plans intervention to support learning, well-being , behaviour and emotional needs. Sessions in the past year have included: Fine/Gross motor skills, Rainbows, 1:1 in class support, Art Therapy and Music Therapy. This acts as early intervention and also an ongoing support for those pupils who just need time to chat. Teachers report that children are more open to learning having had this support. The learning mentor runs weekly sessions to support parents, although this is open to all parents, we do encourage those who are more vulnerable to attend.

In the spring term 2016, we ran an art club with a local artist for those pupils identified as vulnerable and disadvantaged, pupils who do not have particular learning needs. All the children in the group greatly enjoyed the sessions and it allowed the older pupils to develop their leadership skills.

Pupil premium money has also enabled us to employ an additional adult to support the Yr 6 ; focussing on pupils who need to make accelerated progress in order to reach Age Related Expectations.

We ensure that no child will be disadvantaged when it comes to taking part in clubs, breakfast club, swimming, resources, PE Kit, uniform or trips. We ensure that we use Pupil Premium funding as necessary to support these children and their families.

We also employ a Welfare Assistant for 3.5 days a week. It is her role to support these vulnerable children and their families; she ensures that the children are in school every day and on time; she checks that they have uniform, lunch and in some cases snack or breakfast. She also supports new families to settle into the area. Many parents see her as a point of contact for advice and support.

Next Steps

Ensure that pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points; so that the % of pupils who meet ARE at the end of each KS is in line with National Expectations.

Analyse effectiveness of interventions with a focus on group work; focus on pupils who are at risk of not achieving their targets.

To ensure that feedback to pupils is timely and effective; encouraging pupils to identify next steps in their learning.

To provide support for improving pupils' literacy, especially for pupils at risk of underachieving or those identified as disadvantaged by:

- Ensuring that all pupils have the opportunity to read regularly and fluently, across a range of subjects in order to develop a love of reading and access to a wider vocabulary.
- Ensuring that all pupils have the skills to write effectively and independently at a level appropriate to their age and stage of development.
- Providing opportunities and wider experiences, so that all pupils, but particularly those identified as disadvantaged, have the same access to the wider curriculum as their peers.

To ensure that pupils have the opportunity to reason and develop conceptual fluency about numbers.

