

St. Joseph's Catholic Primary School



Pupil Premium Report July 2017 – March 2018

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. Teachers and teaching assistants are allocated to deliver interventions to improve mathematics and English and the services of a Learning Mentor 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	January 2018 Census
Total number of pupils on role	144	139	140
Pupils eligible for Pupil Premium (Ever 6 and CLA)	45%	47%	49%
Special Educational Needs (SEN) – EHCP	0.01%	0.7%	1.5%
SEN – non statement	25%	17%	21%
English as an Additional Language	26%	28%	26%
School's allocation of Pupil Premium for this period April 2017 –March 2018	£85,800		

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Spending from April 2017 to July 2017	£37,626
Pupil Premium allocation spent from Sept 2017 – March 2018	£46,471
Total spent April 2017- March 2018	£84,097
Pupil Premium Funding for April 2018-March 2019	£84,480
Anticipated spend from April 2018 to July 2018	£35,000

We use funding to provide quality intervention as outlined below.

Name of Intervention	Frequency	Sept 2017- December 2017	Dec 2017 – March 2018
Teaching assistant (Year 5)	5 mornings-in class support		£1901
Teaching assistants Yr 1/2 (LC)	4 x Mornings	£2534	£2534
INA 1-1 support for child who is attending PRU	One afternoon a week	£468	£1000
Additional support Yr.6 5 mornings a week	2 mornings (RG) 9-12:15		
Maths booster groups	1.5 hrs x 4 a week (BH)	x 2 a week £535	£802 (3 x am)
TA morning support (MM)	2 x mornings	£1267	£1267
Teacher support booster (SLT) (JS)	Tuesday		£4000
TA afternoons (small group/ pupil conferencing/in class support)	2 afternoons (YH)	£780	£780
	3 afternoons	£1170	£1170
	2 afternoons	£601	900
	5 afternoons (MM)	£1950	£1950
	2 afternoons (RG)	£780	£780
Learning Mentor	4hrs x 3 Mornings (VA) – change to 5 mornings	£2360	£3933
Milk		£820	£820
TA morning support (small groups) (GB)	3 mornings	£1901	
Speech and Language (LC)	TA 3 x afternoon (six hours in total a week)	£1950	£1950
Booster KS2/ Support KS1 (AB)	3 mornings per week	N/A	£886 (SATs)
Cued Articulation morning sessions	15 minutes x 5 (LC)	£244	£244
Booster groups (BH)	4 mornings a week	£1247	£1247
Miscellaneous cost (trips/uniform)			£1500
Breakfast club- free places			£200
Available balance			
Total cost		£18,607	£27864

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 one pupil entitled to this additional funding, and this child has an individual plan to ensure that the funds are spent on his particular needs. Parents/carers are involved in this decision making.

St. Joseph's Identified Areas of Focus for Disadvantaged Pupils September 17- March 18

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy
Additional Support in Year 5 TA afternoon- small group support	Five new pupils joined the class in the last year, all of these had additional needs and required catch up.	Pupils will make accelerated progress in order to close the gap between them and their peers.	To reach age related expectation.	Small group support-Input on basic skills in maths. Catch up on SPAG. Focus reading and writing.

Evaluation of impact

One of the children in this group is working significantly behind his peers. His attendance is very poor and there is little engagement from home. He has been receiving 1-1 support since joining us in September; he is also given support from the Traveller service. This pupil has made accelerated progress in reading this term, he continues to struggle with writing but there is some progress. He is also beginning to show a more resilient attitude to independent learning. Two more of these pupils joined us last year and they have small group support every morning. One of these pupils has made accelerated progress; the other will be targeted for 1-1 support in the summer term using Reading Recovery techniques.

48% of the pupils in the class are in receipt of additional funding through Pupil Premium. These pupils are supported through the support of an additional adult in class.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy
Individualised learning to support in Year 1 and 2 (reading and writing). Speech and Language Support/ Cued articulation- Year 1-3	Speech and language difficulties/poor attendance. Little support from home.	Children will reach expected reading age in order to access the curriculum with increasing independence	To reach age related expectation.	Targeted readers and daily reading. Speech and Language support- from TA working with SALT support

Evaluation of impact

53% of the Year 2 pupils are entitled to PP funding and almost half of the Year 1 pupils were below ARE in September; a group of these need support to attain the expected level in phonics and/or have speech and language difficulties. Therefore, we have trained a TA to work with these children and she works closely with the SALT. The children in Year 1 and 2 also have additional support in reading, as they do not get effective support from home. The majority of pupils in Year 1 and 2 have made at least expected progress in reading and writing.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy
Additional Support in Year 6 Teacher support- one day a week INA (AB) 2 mornings 1-1 support	Five new pupils joined the class in the last year, all of these had additional needs and required catch up.	Pupils will make accelerated progress in order to close the gap between them and their peers.	To make at least expected progress from KS1. To reach the expected standard in R,W and Maths	High adult pupil ratio Booster classes 1-1/ small group support.

Evaluation of impact

The teachers and support staff are working hard to ensure that the children will be well prepared to reach the expected levels. The teachers assess the children and plan for intervention and individualized programmes. This is made possible through additional PP funding; 55% of the class are identified as disadvantaged.

There are a small group who are working significantly behind their peers and they have small group intervention/1-1 support every morning.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategy
<p>Maths Booster groups</p> <p>To support pupils who struggle to understand new concepts.</p> <p>To challenge the more able pupils in deepening their learning.</p>	<p>Difficulty in grasping new concepts, gaps in learning, understanding of place value.</p>	<p>To close the gap between those identified as disadvantaged and their peers.</p> <p>To ensure that all pupils are challenged to make good progress.</p>	<p>To ensure that pupils make at least expected progress from their starting points.</p>	<p>Individualised learning to support pupils who struggle with new maths concepts.</p>
<p>Evaluation of impact</p> <p>Small group work across KS2 to practice and consolidate basic skills. Pupils in Years 3 and 4 were being supported in small groups but this has not worked particularly well as it did not always match with class work, therefore, we have made the decision to take this support into class in the summer term.</p> <p>More able pupils are challenged through programmes such as Sumdog and additional challenges in class. We are aware that pupils need more work on Reasoning and Applying but arithmetic tests are proving very successful in practicing basic skills. Progress in maths is good across the school.</p>				

A review of Pupil Premium spending April 17 to March 18

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 the Early Years and KS1. 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 play 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.

Pupil premium money has also enabled us to employ an additional adult to support the Yr. 6; focusing 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, swimming 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. INAs/ support staff working with the SENCO to ensure that they can provide quality intervention.

- To ensure that feedback to pupils is timely and effective; encouraging pupils to identify next steps in their learning. Continue to give pupils the opportunity to express their views and take ownership of 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 take every opportunity to develop a wide and varied vocabulary.
- To ensure that pupils have the opportunity to reason and develop conceptual fluency about numbers.

