

Pupil Premium

Aims

We aim to ensure that every child leaves St. Joseph's excited about learning and determined to succeed. We want to equip them with confidence, resilience and the skills in all areas of the curriculum to allow them to achieve a successful life.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Objectives

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, to recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- To also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes, groups and individuals.

Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists e.g. educational psychologists
- Access to therapeutic interventions and advice if needed
- Paying for activities that broaden the curriculum

All our work funded by the Pupil Premium will be aimed at improving progress. We aim for every child to make progress that is good or better so that they leave having made 2 levels of progress from Key Stage 1 to Key Stage 2.

Reporting

The Headteacher will produce annual reports for the Governors' curriculum committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This statement will be published on the school website.

Pupil Premium 2017 - 2018

Total amount for 2017 - 2018 £36,950

Additional fund for former LAC child £3,600.

Objectives: To use teachers are trained to support and challenge PP children.

To promote participation in other areas of school life which will improve self –esteem.

To close the gaps between PP and non-PP children.

To provide additional support so that PP can access the curriculum.

Funds were allocated as detailed below:

- Residential - Borreaton
- Dance Club
- Attendance Officer
- BLISS
- Levy
- TAs specific PP support
- Educational services
- Staff training – behaviour, emotional support training,enhancing curriculum, closing the gap.
- Educational Resources
- Mastery educational trips

Measuring the impact of spending:

- Baseline against clear objectives before intervention
- Appropriate /standardised testing on completion of intervention
- Reports from class teachers regarding any progress made in class
- Reports from parents regarding any progress made at home
- CAF meetings where appropriate
- Comparing progress and attainment against peers

TO BE REVIEWED ANNUALLY

Impact of pupil premium spending 2016-2017

Impact of funding from 2016 – 2017.

- PP children are clearly identified therefore support is available immediately
- Deployment of outside agencies to support individual and whole school provision therefore children receive high quality support and teachers and TA training makes the support sustainable in school
- Funding of extra enrichment clubs for disadvantaged children means that children who would not normally access these clubs now can and may take the hobby up outside of school

- Resources purchased have improved GLD (from 41% to 74% at the end of Reception), phonics, reading, writing and maths attainment and progress, especially in Reception and KS1
- Closing of the attainment and progress gap between PP and non PP children. At the end of KS2 33% of children reached expected for Reading, Writing and Maths combined compared to 67% of non pupil premium children nationally However, 4 out of 6 children reached expected standard in Reading and Writing.