



'At St Joseph's with God's guidance we, we love, learn, respect and forgive'.

Pupil premium strategy statement

How the pupil premium allocation was spent

- Staffing costs for focused intervention groups - £37,129.68
- Home/ school resources £5,688.50
- School visits, morning club and After school Sports Clubs- £13,506.24
- Residential £900

Total: £57,224.42

1. Summary information: 2017-18					
School	St Joseph's Catholic Academy				
Academic Year	2017-18	Total PP budget	£56,808	Date of most recent PP Review	26:02:2018
Total number of pupils	286	Number of pupils eligible for PP	45	Date for next internal review of this strategy	18:10:2018

2. Current attainment (2017-18)			
	PP Progress Score	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	R = 67% W = 56% M = 60%	45	

% making progress in reading	61%		72
% making progress in writing	72%		76
% making progress in maths	51%		75

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Vocabulary acquisition
B.	Low self esteem
C.	Making accelerated progress

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Parental confidence to provide academic support at home
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap for children in school, and for all teachers to focus on the progress of disadvantaged pupils from different starting points, presenting the progress of PP children first at pupil progress reviews and having a focus within appraisal targets for teachers and TAs	<p>The gap closing between PP children and others in Years 4 and 5, and closing within school versus non disadvantaged children by the end of Year 6</p> <p>% of disadvantaged children reaching ARE in Reading, Writing and Maths will remain at least the same as the previous year</p> <p>Number of PP children making at least 6 steps progress will be in line with the previous year in all year groups</p> <p>To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths</p> <p>To promote PP attainment in spelling and improve presentation standards of work.</p> <p>Conduct pupil voice questions to understand view point of PP children on their learning.</p>
B.	To monitor, promote and maintain the rates of progress across every year in KS2 for high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across.</p> <p>Teachers to be questioned, work scrutinised and held accountable for PP progress at Pupil Progress meetings and book trawls.</p>

<p>C.</p>	<p>Increased attendance in sports groups, after school clubs and the year 6 residential trip.</p>	<p>Numbers increased, greater numbers of disadvantaged pupils regularly taking part in extracurricular exercise. Priority given to PP children for after school clubs. Liaise with parents to promote stronger links, aiding academic and social development for PP children.</p>
<p>D.</p>	<p>To provide early targeted intervention for underperforming disadvantaged pupils as identified through achievement data</p> <p>All intervention groups to prioritize pupil premium children</p>	<p>PP children attaining results at least as good as non PP children and making progress measured from the FS or end of KS1 as appropriate</p> <p>All phase interventions prioritised underperforming PP children.</p> <p>All staff keenly aware of key children to support in each year group.</p> <p>Number of PP children making 6 steps progress will be in at least in line with the previous year in all year groups with increased % making more than expected progress.</p>

5. Planned expenditure					
Academic year	2018-19				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The gap closing between PP children and others in all year groups for reading, writing and maths. Closing gap within school versus non disadvantaged children at the end of Year 6	<p>Presenting the progress of PP children first at pupil progress reviews and monitoring and moderation activities focusing on PP children</p> <p>All PP children's book to be clearly marked with a sticker.</p> <p>Priority to be given to PP children for interventions and more able booster sessions.</p> <p>New guided and shared reading strategies throughout KS2</p>	<p>Discussion about these children first puts them at the forefront of everyone's minds including during observations, learning walks book scrutiny and moderation activities</p> <p>Teachers to mark PP books first as evidence shows this has most impact.</p>	<p>HT to analyse PP data at termly assessment points.</p> <p>Outcomes to be presented termly to SLT and Governors</p> <p>Quality first teaching monitored for disadvantaged children first in observations and book scrutiny</p> <p>Governor review of disadvantaged children and the strategy</p> <p>Pupil interviews and pupil voice questionnaires</p>	HT	Every term
All staff able to talk confidently about PP children and their attainment and progress	Appraisal targets for teachers and TAs focusing on disadvantaged groups linked to SEF and SIP.	Having a group as a separate focus means their attainment and progress is a focus at all PPM and appraisal discussions	<p>Reviews mid-year and pupil progress meetings focusing on those children first</p> <p>Monitoring of KS2 tracking data to assess PP progress across all core subjects. Teachers to understand data and how to monitor it effectively.</p>	HT SLT	At PPMs and appraisal reviews Key Stage meetings

<p>To maintain the % of disadvantaged pupils achieving a good level of development at the end of FS2</p> <p>% of disadvantaged children achieving GLD will be the same as non-disadvantaged children</p>	<p>Discussion at KS meetings</p> <p>Awareness of the children, their family and individual needs</p>	<p>All staff need to be aware of the children and their needs and that a focus needs to be on these children for their attainment and progress</p>	<p>HT & EYFSL to analyze PP data at termly assessment points.</p> <p>Outcomes to be presented termly to SLT and Governors</p>	<p>HT</p> <p>EYFS leader</p>	<p>At pupil progress review points through the year</p>
Total budgeted					£2000.00
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Higher than 75% of children at the end of Year 6 meeting the expected standard in reading, writing and maths</p>	<p>1-1 tuition in Year 6 for reading and maths.</p> <p>Academic coaching</p> <p>Weekly 'Catch the Bus' interventions.</p> <p>PP champion to work with year 6 PP children.</p> <p>SATs Easter booster sessions.</p>	<p>1-1 tuition shows a very positive impact on maths and reading attainment and progress.</p> <p>Academic coaching and interventions from teachers have a good impact.</p>	<p>Phase leader to implement and monitor and reviewed with the HT.</p>	<p>HT SLT</p>	<p>In January after the trial for 5 children in Year 6</p>
<p>Higher than 75% meeting the expected standard in reading at the end of year 6 (90% for non PP), and closing the gap in Year 4 for reading</p>	<p>Academic coaching for year 6 children</p>	<p>Good evidence that 1-1 teacher intervention works to help children make rapid progress</p>	<p>All staff aware of the need to meet the attainment and progress needs of the disadvantaged children in the class and with an appraisal target focused on this group</p>	<p>HT GS</p>	<p>At every pupil progress review point in the year</p>

Children attaining better than non-PP children	<p>Prioritizing children for intervention who are PP (whatever their ability) and parents told what intervention their child is receiving</p> <p>School to strengthen relationships with PP parents and families, priority given to after school parents meetings.</p> <p>Increased staffing to provide additional support in class.</p>	<p>Interventions chosen that have had a good impact in the past and that have been researched for the effectiveness of the results e.g. Big Moves, RWInc, Fresh Start, 1-1 tuition, More able maths, Reading groups, Reading Challenge, Play interaction and meet and greet.</p> <p>PP pupils accessing support as required by Faith In Families Support Worker.(L Toon)</p> <p>Priority given to PP children for Times Table Rock Star Clubs.</p>	<p>HT to analyse the effectiveness of interventions at termly assessment points and report to the SLT and teachers.</p> <p>Outcomes to be presented termly to SLT and Governors.</p>	SLT	At the end of the year with a detailed analysis of the progress and attainment of disadvantaged children
Total budgeted cost					£ 40,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of all children to be consistently very good	Regular monitoring by the HT and Educational Welfare Officer with panel meetings where appropriate.	Where families are invited for a meeting about regular lateness or attendance below 90% we usually see an increase in punctuality and attendance. We can offer support where families need it such as a member of staff to 'meet and greet' or Early Help or Morning/after school club attendance.	Attendance and lateness are monitored every six weeks	HT and EWO	Every six weeks
Parental engagement with school especially with regard to attendance at information and workshop events and home learning	An audit and survey to gather the information then action based on the findings	The school understands the importance of parents as primary educators and seeks to inform and involve parents as much as possible in this process.	Production of literature assessing impact of school workshops and interaction.	HT and SLT	Ongoing

<p>To ensure all PP pupils feel fully integrated and included in school life.</p>	<p>Ensure funding for all PP children have full school uniform and equipment suitable for school.</p> <p>Ensure all pupils dietary requirements are met daily and they develop an understanding of healthy eating.</p> <p>Enrichment activities (trips, theatre visits) provided free of charge.</p>	<p>Boost self-esteem of PP children so that they are fully integrated into school life, playing a full and active role.</p>	<p>Monitoring of school uniforms.</p>	<p>HT and SLT</p>	<p>Ongoing</p>
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	Total budgeted cost	£15,000
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6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To accelerate progress and attainment for Disadvantaged pupils.	Challenge Chasers (KS2 DP children focussing on Reading and Maths). Introduce Fresh start for pupils identified as below ARE in Reading. (Yr 5&6)	The Fresh start programme helped move pupils closer to ARE by the end of the year but other factors prevented 2 of the pupils achieving ARE in reading in year 6. The year 5 pupils who started the programme did make progress towards ARE.	Challenge Chasers needs restructuring to provide more targeted support from more staff members. Fresh Start is having an impact and is continuing this year. It does need to start in year 5 to have the required impact.	£17,515
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase the % of Disadvantaged pupils achieving age related expectations in reading, writing & maths.	Intervention sessions introduced to accelerate progress in yr 6; Maths =4x week, , GR 2 X week, Maths catchup 2 X week 1-1 tuition sessions after school in Maths (Literacy from Jan 18) Reading group x2 weekly to do shared reading.	Increased number of PP pupils achieved ARE in reading, writing, GAPs and maths. Of those who received 1-1 tuition all 5 achieved ARE in writing & GAPs(1 got GD in both), 2 achieved ARE in reading and 2 in maths. 3pupils attending the reading group achieved ARE with the other 2 scoring 96 and 97. In total 10 pupils attended reading group and of these 8 achieved ARE, 3 achieved GD. Morning club sessions included reading sessions for PP.	Tuition worked well and we are continuing this year. It works best if the class teacher can provide some of the tuition each term. Intervention sessions worked well and catch the bus was particularly useful, this is planned to extend throughout KS2 and into Yr2 for this year. The reading groups were very successful and are also continuing. Basing questioning on SAT's style format (verbally) will help and checking for understanding of vocabulary in context as last year children did not know lots of the words	£ 37941
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase the % of Disadvantaged pupils exceeding age related expectations in reading, writing & maths.	MA+ Maths Group 1 x week. After school Maths group 1x week.	Yes as the 2 Disadvantaged pupils who attended did achieve GD in Maths. In total 14 out 15 achieved GD in the MA+ group. In the ARE after school group of 12, 9 achieved ARE, 2 of whom were PP.	The additional targeted challenge worked well for the MA+ pupils and we are continuing this again this year. The afterschool club was also successful and this is also planned to run this year.	£5,688.50

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk