



# St Joseph's Pontefract

## Pupil Premium Strategy 2018-2019



### 1. Summary information

<b>School</b>	St Joseph's Pontefract				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£24,772	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	246 Nursery- 38	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	July 2019

Pupil Premium Team- Mrs M Velayudhan Tomlin (Head teacher), Mrs S Brown (Deputy Headteacher) and Mrs J Clements (Learning Mentor) lead the PP actions within school. Supporting this, we liaise with Mrs M Kaushiva (SEND/CO) and Mrs S Taylor (Intervention).

### Year 6-Summer 2018

	Summer 2018	Year 6 PP children- Summer 2018
<b>Reading, Writing and Maths</b>	84%	75%
<b>Reading</b>	90%	100%
<b>Writing</b>	94%	75%
<b>Maths</b>	94%	100%

## 2. 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*)

<b>A.</b>	Emotional issues for a proportion of PP pupils are having a detrimental effect on their academic progress.
<b>B.</b>	Oral language skills and language development in Reception and Key Stage One are lower with some PP pupils than with non-PP pupils. This slows down the progress of reading and writing in Key Stage one.
<b>C.</b>	School attainment data and progress data indicates that PP progress in Reading and Writing are weaker than the progress made by PP pupils in Maths

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

<b>D.</b>	Attendance rates and persistent lateness for a small number of Pupil Premium children does not reach national standards. These children are identified, and work is being done by school and EWO services to improve this.
<b>E.</b>	Some families and PP pupils would benefit from additional support and nurture and therefore improve engagement with school.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils with emotional issues access support weekly.	Pupils have fewer moments of feeling anxious and therefore are able to make better progress in their work. Catholic Care will continue to offer both pupils and families further support.
<b>B.</b>	Improve oral language skills for pupils eligible for PP across Reception and Key Stage One to support pupils in their development of reading and writing.	Pupils eligible for PP make rapid progress by the end of the year so that the percentage of pupils eligible for PP meeting ARE equals or exceeds that of non-PP pupils.
<b>C.</b>	Higher rates of progress and attainment across school in reading and writing.	The implementation of PP one page profiles will ensure that PP children are targeted regularly and this is shared with parents. Moderation of work will continue to indicate that PP pupils are more engaged and enthusiastic about their learning.
<b>D.</b>	The attendance and punctuality of PP pupils improves.	Reduce the absence and lateness for any PP pupil, so EWO involvement is not required Home visits have been introduced (Sept 2018)
<b>E.</b>	Pupil premium pupils will come into school calmly and with less anxiety as the school is working more effectively as a unit.	Incidents of pupils arriving in school in an anxious manner decreases. The implementation of a school worry box (Sept 2018) will reduce anxiousness The implementation of Parent drop in sessions with the learning mentor will further support parents

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.					
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	Costing/ When will you review implementation?
B	Review curriculum content and ensure there is a focus on oral language throughout school. Review teaching techniques/strategies and ensure pupils are making good progress at all times. Activities related to this need to be suitable to the needs of the pupils.	Data analysis and monitoring of standards in KS1 demonstrate reading and writing areas for development.	Purchase of curriculum materials as necessary.  Pupil interview records	English Lead/SLT/HT	April 2019  £1000 Resources
C	Ensure teachers are aware of ARE and provide opportunities for SEN/LA pupils to be working towards achieving expected standards in reading and writing.	Data analysis and monitoring of standards in KS1 demonstrate reading and writing areas for development.	Staff Meeting moderation time  Key Staff to share learning more widely in school through staff training sessions.  Monitoring to ensure that in every given lesson pupils are given the opportunity to work at ARE or above.	English lead/SLT/HT	April 2019  £1000 Training

i. 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	Cost/When will you review implementation?
A, E and F	<p>Continue to provide nurture groups and staff to support the emotional needs of pupils and families.</p> <p>Milk and Dinners paid for FSM children</p>	<p>Identified children come into school with anxieties that prevent them from accessing the curriculum.</p> <p>Children are better prepared following this support.</p>	<p>Learning mentor office/intervention space established Time set aside for nurture work for vulnerable children. Catholic Care visits school every week to deliver 1:1 Sessions with pupils Learning mentor parent drop in sessions established</p>	Learning Mentor/HT	<p>Learning Mentor £12,730</p> <p>Staffing cost £2125 Catholic Care</p> <p>£428 Milk £3,950 Dinners</p>
B, C and F	<p>Continue to provided 1:1 and small group interventions</p> <p>Opportunities for pp children to learn outside the classroom by attending school trips, including residential visits.</p>	<p>Reading and Writing are below National in year 1 and year 2, therefore need to target.</p> <p>Also, need to target the progress in KS2 to sustain the high progress.</p> <p>Parents to know that schools trips/excursions etc will be paid for if they wish so PP children can always access opportunities others have</p>	<p>All PP children are targeted with various interventions every week</p> <p>Our PP children gain profoundly from taking the opportunities that trips and particularly residential offer them. Evidence is feedback from children and parents.</p>	<p>Learning Mentor/HT</p> <p>Class teachers</p>	<p>Learning Mentor</p> <p>Reviewed half termly £2500</p>
D	<p>Monitoring and identifying attendance of PP children</p> <p>EWO will be involved with families whose attendance falls below 90%.</p> <p>Giving support to families by providing early morning childcare facility from 8am until 8.55am. Offering children the opportunity of a healthy breakfast as well as team building opportunities in a safe, friendly environment.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Breakfast club is open to all PP children at no cost, if their parents wish them to access it. All parents know this is the case.</p>	<p>Attendance will be monitored daily and reviewed half termly.</p> <p>Any absence will be addressed immediately (home visits implemented Sept 2018).</p> <p>We know that children are best prepared having a good breakfast in the morning. Not only does Breakfast club offer this, but it also ensures that our children are in school on time.</p>	<p>Learning Mentor/HT/ EWO</p> <p>HT</p>	<p>December 2018</p> <p>EWO - £1039</p> <p>Reviewed half termly</p>

**5. Review of expenditure £26,500 (Conducted by Mr D Redfern- previous Headteacher)**

**Academic year**                      **2017-2018**

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.

**ii. 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?
<p>'Narrowing the gap' for those pupils not on track to achieve end of year expectations in reading, writing and mathematics and ensuring that all Pupil Premium children make at least good progress from their individual starting points.</p> <p>Improved progress for pupils so that more middle achievers can move to above ARE</p>	<p>Targeted support through interventions and support in Reading, Writing and Numeracy</p> <p>Targeted teaching and constant monitoring of mid-high attaining pupils.</p>	<p>We want every child who is PP to achieve or exceed their own targets and to hit at least national expectations; at the moment, however, not all are achieving national expectations. Until every child who is PP achieves national expectations across the board, this will always be a target.</p> <p>Our higher attaining pupils are making very good progress throughout. We want to continue this. However, we want to ensure that some of our middle attaining pupils move to above ARE. For example, in Year 2 Summer 2017 none of our PP children achieved above ARE in any area.</p>	<p>Monitoring of performance and progression of pupils in Reading, Writing and Numeracy is the responsibility of the PP Leader and PP team on a termly basis.</p> <p>Ensure that data is analysed every half term and act on any issues relating to middle/ higher performing pupils</p>	<p>DR JC</p> <p>DR JC</p>	<p>End of each term formally, and every half term in discussion.</p>
<p><b>Total budgeted cost-</b> £14 000 for TA salaries</p>					

End of year review-Then children who were at Pupil premium (16) have performed really well at their progress targets. There are some successes in terms of children reaching 'expected', across the school, and in some cases moving from 'W' to 'E'. There is only one case where a child has not hit their target.

We still, however, have a high proportion of our children who are Pupil Premium not hitting at least expected. While this conveys starting points, our drive to prove accelerated progress has still work to do.

### iii. 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?
Children supported with focused one - one focus £4000	Targeted one to one support to ensure children make significant steps in their academic progress whilst gaining in confidence.	Some children need targeted support to catch up. Our Learning mentor has the skills required to augment this 'catch up' or to direct other staff to lead on key interventions.	Monitoring of Learning Mentor and progression of children will be the responsibility of the PP Leader ( Headteacher.)	JC	End of each term formally, and every half term in discussion.
Highly trained staff working with our PP students-£1 500	Continuing professional development of all relevant PPG staff to ensure high quality provision for Reading, Writing and Numeracy.	It is clear that staff training is a critical aspect to ensuring high quality interventions in school.	The PP Leader and Lead Governor will be responsible for ensuring a high standard of quality teaching is a continued priority to support children in their Reading, Writing and Numeracy.	DR RK	Every governors' meeting
Development of parent understanding of pupil premium and support available	The PPG Leader, Inclusion Manager and PPM will work together to develop new communication systems to encourage parents to apply for PPG if they are entitled.	Our parents have told us that they really appreciate a one-one approach to ensuring they work alongside			

**Total budgeted cost-£5 550**

**End of year review-The pupil premium children have done this year. Data shows us that targeted support is having a real effect positively on ensuring these children hit their targets, overcoming some of the barriers they may have to achieve this (home circumstances, lack of opportunity etc.)**

**It is clear that targeted support had profound impact in most pockets, with some excellent results. However, there were two specific classes where we feel that the targeted support didn't have the impact we would have liked, and these classes had too many children not hitting targets. We need to discuss why the children who received targeted support in years 1 and 3 have not yet caught up to ARE in any way.**

**iv. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Opportunities for pp children to learn outside the classroom by attending school trips, including residential visits. £1 500	Parents to know that schools trips/excursions etc will be paid for if they wish so PP children can always access opportunities others have(eg; Low Mill, Robinwood, day trips)	Our PP children gain profoundly from taking the opportunities that trips and particularly residential offer them. In discussions with parents we have been delighted with the positive effect these opportunities have given the children. Evidence is feedback from children and parents.	The PP team to Monitor impact of outdoor trips on children's confidence	Class teachers	End of each term formally, and every half term in discussion.
Opportunities for children to access a variety of clubs to boost their confidence, creativity and fitness £200	Clubs to be offered to all PP children at no cost. Parents to be informed of this.	Our PP children would not attend paid clubs, which are often ones that veer away from sport, such as drama. We want them to access all clubs to gain an aspirational approach to life.	PP team to monitor uptake of pupil premium children to clubs.	Club leaders	End of each term formally, and every half term in discussion.
Opportunities for pupil premium children to access musical instrumentation throughout school and so gain in	Peripatetic musical instrumentation lessons to be offered to all PP children at no cost. Parents to be informed of this.	The cost of musicianship in school would be prohibitive to any PP parent if it wasn't offered to them free. Instrumentation has a profound effect on the PP children who access it and offers them a means of confidence boosting not otherwise available to them.	PP Leader and Headteacher to monitor uptake of pupil premium children with regards to wider opportunities.	Peripatetic leader	End of each term formally, and every half term in discussion.

confidence. £1 000					
Giving support to families by providing early morning childcare facility from 8am until 8.55. Offering children the opportunity of a healthy breakfast as well as team building opportunities in a safe, friendly environment. Offering support with provision in Foundation Stage enables children to access nursery provision and engage in a creative curriculum. £600	Breakfast club is open to all PP children at no cost, if their parents wish them to access it. All parents know this is the case.	We know that children are best served having a good breakfast in the morning. Not only does Breakfast club offer this, but it also ensures that our children are in school on time.	Monitoring of breakfast club staff performance will be the responsibility of the Headteacher.	Breakfast club staff	End of each term formally, and every half term in discussion.
Opportunities for children and families to access support from a speech and language therapist £1000	Specific agency support for children with S and L needs who are PP.	Children often require the early intervention of s and l to give them the confidence to access language and other subjects.	Monitoring will be the responsibility of the Inclusion Manager and PPG Leader.	Senco	End of each term formally, and every half term in discussion.
Opportunities for children and families to access emotional support either 1:1 or in a group. £1000	Through Catholic care. We ensure that any PP child who would benefit from this type of support are given the time and quality provision they need.	This is a great chance for our children, if required, to have a way of unloading some of their worries and issues, and immensely helps them in their confidence in school.	Monitoring will be the responsibility of the Headteacher and Pupil Premium Leader.	Catholic care worker	End of each term formally, and every half term in discussion.

**Total budgeted cost-£26 500**

**End of year review-there have been many excellent opportunities for pp children to learn in ways beyond classroom lessons- these include school trips, residential, instrumentation, homework club and other after school clubs**

**We have provided opportunities for families to engage more with school, through meet and greet events, one to one discussions, Catholic Care etc. This engagement has given the children more chances to achieve accelerated progress through engagement with school and home communication.**

**Parents know that schools trips/excursions etc are paid for if they wish so PP children can always access opportunities others have(eg; Low Mill, Robinwood, day trips)**

**Clubs are offered to all PP children at no cost. Parents are informed of this and take the offer up.**

Peripatetic musical instrumentation lessons is offered to all PP children at no cost. Parents are informed of this.

Breakfast club is open to all PP children at no cost, if their parents wish them to access it. All parents know this is the case.

Sumamry-Our PP children enjoyed many benefits of our approach, including involvement in clubs, instrumentation, after school clubs and, of course, our residential. These all had a profound impact on their confidence an progress. These opportunities, executed with utmost discretion, meant that they had the same opportunities as their counterparts.

We still have some hard to reach parents.We need to ensure that ALL PP children take up these opportunities. This means pushing all ideas and opportunities early in the year and monitoring their uptake carefully. It also means collecting regular(termly ) data and survey results to see if the strategies have had impact.

## 6. Additional detail

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

It is clear that the school has a challenge to ensure that all parents who could be in receipt of PP funding are not accessing this. This is evident in the numbers of children we have in receipt of funding. This is an issue. We know that there are parents of children in Key Stage 1 and Foundation who are eligible but are not. One aspect affecting these, we feel, badly is Universal Free School Meals, where parents are able to reap the benefits of free school meals without having to bother registering for PP or face the stigma. This is something we must address, before our funding is more critically damaged.