**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | St Joseph’s Catholic Primary School. | | | | |
| **Academic Year** | 2018 | **Total PP budget** | £54,120 | **Date of most recent PP Review** | April 2018 |
| **Total number of pupils** | 620 | **Number of pupils eligible for PP** | 8 | **Date for next internal review of this strategy** | April 2019 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 74% | 64% |
| **average progress in reading** All school pupils in brackets | 1.7 (0.7) | 0.6 |
| **% making progress in writing** | -2.1 (0.7) | 1.0 |
| **% making progress in maths** | 1.4 (2.7) | 2.8 |

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| 1. **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)* | | | | |
|  | | Access to English as an advanced bi-lingual learner. | | |
|  | | Initial speech and language facility on entry to school | | |
| **C.** | | Family support lacking for learning. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | |  | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Children to access all curricular opportunities. | | Children entitled to PP to access all in school and co-curricular programmes to ensure curriculum enrichment and invovlement |
|  | Children to access in school Speech and language support from trained therapist and by trained school staff. | | Equity in areas of S and L by Year Three. |
|  | Children with PP to equally access higher standard at Yr 6 as other pupils. | | Equity in % terms. |
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| 1. **Planned expenditure**   Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the [Teaching and Learnin Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  You may have more than one action/approach for each desired outcome. | | | | | |
| **Academic year** |  | | | | |
| 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. | | | | | |
| 1. **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?** |
| **Speech and Langauage equity** | **Additional nursery nurse in early years** | **Early access to talkingbox initiative and other speech programmes reflects positively on phonic skill and reading development.** | **Managed by Early Years Phase Leader** | **Samanat Saenarine** | **April 2019** |
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| **Total budgeted cost** | | | | | £23,500 |
| 1. **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?** |
| Positive attitude to school | Employment of school counsellor one day per week | Overtime our school therapist has proven time and time again her effectiveness at engaging parents positively in their child’s life and re-engaging the children. | Co managed by the inclusion manager and the Catholic Children’s Society. | Izabella Szatkowska | April 2019  £18,000 |
| Teacher to support higher attainment at KS1 0.4.and to support children at KS2 with PP, 0.2 | Targetted support to ensure year group expectations are met and children with capacity reach higher standard at KS1 | Not enough PP children re reaching the higher standard at KS1 or KS2 and this needs to be addressed | Managed and overseen by Deputy Head | Julian Rakowski | April 2019  £12,000 |
| **Total budgeted cost** | | | | | £40,000 |
| 1. **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?** |
| Full participation in the curriculum via vulnerable child initiative. | All classes hold lists of vulnerable children including all PP children. | Cost of trips, additional uniform, materials for school etc etc. |  | Class teachers. | April 2019 |
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| **Total budgeted cost** | | | | | £1,400 |

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| 1. **Review of expenditure To be completed in April 2018**   Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.  Lessons learned may be about impact or implementation.  For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.  This is a review of the previous year, so the outcomes and success criteria will be different to above. | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
| Access all curricular areas | Financial support | Full participation in the school journey Yr 6. Subsidised and sponsored places on external clubs after school and holiday provision and preference on internal clubs. | Very successful and continue as planned. |  |
| 1. **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** |
| Speech and language proficiency | Additional Nursery Nurse. | 90 % of reception got GLD  92% met all language and communication goals. | External learning area was a great investment alongside staff to resource it. |  |
| 1. **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** |
| Access to English for advanced bi-lingual lessons | School counsellor  Targetted support. | Greater depth outcomes for pupil premium at KS2  Writing Exp + 83%  Maths 33%  Reading 46% |  |  |

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| 1. **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 |