



## St Joseph's Catholic Primary School Pupil Premium Strategy & Review

1. Summary Information				
Academic Year	Total PP budget	Total Number of pupils	Number of pupils eligible for PP	% PP Pupils
2017 - 2018	79,020	209	59	28%

2.Y6 Attainment July 2017 28 pupils	Reading ARE	Writing ARE	Maths ARE	Combined ARE	Progress R	Progress Wr	Progress M
School PP children (13)	54%	69%	77%	53.8 %	-3.81	-1.94	-1.06
School	64%	75%	78.5%	61%	-2.50	-0.88	-0.81
National all others	68%	76%	75%	61%	0.0	0.0	0.0

3.Barriers to future attainment (PP pupils including high ability)	
In school barriers	
A.	Speech and language
B.	CLA having very emotional /traumatic experiences that inhibit learning
C.	Poor home learning environments, due to many different reasons, for some children
External Barriers	
D.	Attendance and punctuality for some children
E.	Low income families struggling to pay for trips etc

4. Outcomes			
Provision/Intervention	Funding Allocated	Purpose	Impact Criteria
TA Hours	£32,636	To work with targeted children on a weekly basis	<p>Intervention carried out according to specific need, 1-1 or small group. Below is an example of timetabled interventions. There are also TA led interventions that take place during class time.</p> <p><i>Daily timetabled interventions KS1 (20 mins) include:</i>  Year 1 Additional reading (3 times weekly) - 3 children  Year 1 Additional writing (3 times weekly) - 3 children</p> <p><i>Weekly timetabled interventions include:</i>  EYFS Time to talk - 4 children  EYFS Writing interventions - 5 children  Year 2 Fast track phonics - 1 child</p> <p><i>Daily timetabled interventions KS2 (30 mins) include:</i>  Read, write, Inc - 6 children</p> <p><i>Weekly timetabled interventions include:</i>  AGT Reading groups - 9 children  Year 6 booster reading - 4 children  Year 6 booster maths - 3 children  Year 6 booster SPAG group - 4 children  Spelling groups - 8 children  IDL - 16 children  Additional reading - 25 children  Improvement in attainment /progress</p>
1-1 TA	£6380	Wrap around support with SEND pupil Individual lesson planning	Pupil stays in class. Positive impact upon learning outcomes.
Speech and Language	£4190	To assess children and provide support where appropriate.	Targeted EYFS & KS1 pupils are assessed and supported by a speech therapist. A fully trained specialist TA on our staff then works on a 1-1 basis with all children over three afternoons each week.

Learning Mentor/ Family worker	£23,000	Additional family support pastoral support for vulnerable children 1-1 educational support where needed 1-1 sessions at least fortnightly with our 7 CLA children Writing CAF's/TAF's (Lead professional) Attending child protection conferences/core groups Daily attendance	Individualised sessions for all 7 CLA children and currently works with another 12 PP children on a regular basis and others on a 'when needed' basis (curriculum and well- being). Attending CLA reviews and CP conferences and core groups and then following up with specific work as requested by CSC signposting to external providers where needed. Target children seen weekly on a 1-1 basis depending on need. Writing and attending PEP reviews for our CLA children.
Outside Agencies	£500	Some children need play therapy, counselling or behaviour support if they have been through a bereavement, family split, taken into care etc.	Children's barriers to learning are overcome especially those who are high risk emotionally and /or with stress: stress and risks are reduced, especially for those children in families at CP or CiN.
Educational Psychologist	£1000	To assess any individual needs of targeted children.	Report made and strategies given, to be implemented by school staff - then used as part as EHC plan assessment.
Specialist teacher	£800	To assess and work on a 1-1 basis with specific children to improve basic skills	Children make improved progress, school staff given specific intervention tasks for individual children.
Educational visits/class trips	£1,000	To help towards trips in school for families who are on FSM or just above the financial threshold	Children are motivated in their learning by stimulus of visits, events and visitors. Some visits are whole school subsidised. Residential visit for Y6 pupils subsidised.
After school clubs	£900	To provide a variety of activities that the children may not have access to. To provide necessary clothing and equipment as appropriate to need.	Free Before and after school club when need is there to improve learning and attendance. Various after school clubs subsidised/paid for, for PP children. Uniforms provided for Brownies, cubs etc, fees paid and trips paid for CLA children Any specialist equipment bought on a needs basis.
Part time teacher	£8,500	To deliver maths and English to a small group of children 3 mornings per week	Children will improve their basic skills in order to close the gap in gaining age related expectations. They will also gain in confidence and improve their speaking and listening skills by being part of a small group.

HLTA	£3,710	To deliver maths and English to a small group of children 2 mornings per week plus daily intervention for reading, spelling and writing	Children will improve their basic skills in order to close the gap in gaining age related expectations. They will also gain in confidence and improve their speaking and listening skills by being part of a small group.
Total Cost	£82,616		

## 5. Review of expenditure

TA Hours	Timetabled interventions have had a positive impact upon the children. The majority of KS1 children made progress. All KS2 children except one, made at least 2 steps progress academically in the school year with many making 3-4 steps.
Speech and Language	Our specialist on the staff had 3xpm's each week to work 1-1 with the children. One child was discharged and the others made good progress with regards to phonological acquisition.
Learning Mentor/ Family worker	LS has proved to be essential in the lives of many PP children and their families. She has worked tirelessly with our CLA, assumed the role of Lead professional in Children in Need meetings and TAF's. LS has engaged with families over the year.
Outside agencies	No outside agencies have been paid for this year as support accessed through other agencies.
Educational Psychologist	Two children have been seen and assessed by the Educational psychologist. Both children were successful in getting an EHC Plan.
Specialist teacher	Assessments carried out on 4 children, supported class teachers with individualised work in class.
Educational visits	Subsidised visits for Y6 residential and a number of other class visits for CLA children across school.
After school clubs	This money was not used due to Sports premium funding accessed for all children
Part time teacher HLTA	Reading: average progress +4 (better than expected) Writing: average progress +2 (lower than expected) Maths: average progress +4 (better than expected) This group of children have not reached age related expectations but their progress has been good. They have grown in confidence and the impact of being taught in a small discrete group has proved to be worthwhile. They are now just 1 year behind the rest of their cohort.

The table below shows the % children reaching age related expectations in July 2018.

July 2018	School			Reading			Writing			Maths		
	Class	Non PP	PP	class	NPP	PP	class	NPP	PP	class	NPP	PP
FS	29	18	11	79	78	82	76	78	73	79	78	82
Y1	30	27	3	72	63	100	68	59	100	72	63	100
Y2	27	23	4	78	78	75	74	74	75	81	78	100
Y3	31	22	9	80	81	70	64	68	50	96	86	90
Y4	31	21	10	74	76	60	65	62	60	68	71	50
Y5	31	21	10	74	76	70	61	57	70	71	76	60
Y6	30	21	9	93	95	89	80	91	44	87	91	78

NB: Above table based on Feb 2018 PP register.

#### Analysis of data:

The above data shows that currently, our KS1 pupil premium children are generally doing as well or better than non- pupil premium children.

In KS2, pupil premium children are not doing as well as non-pupil premium children.

**Next steps:** We need to audit provision for pupil premium children in key stage 2 in particular but also for the whole school, mapping allocation of time and money resources to identify gaps and possible solutions. We need to timetable pupil progress meetings that centre around PP children in each KS2 class to ascertain the areas in which this children are struggling in order to further target needs with appropriate interventions.

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OCT 2018