



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

1. Summary Information				
Academic Year	Total PP budget	Total Number of pupils	Number of pupils eligible for PP	% PP Pupils
2018 - 2019	£83, 240	211	58	27%

2. Y6 Attainment July 2018 30 pupils	Reading		Writing	GSP		Maths		Combined	Progress	Progress	Progress
	ARE	Av Sc Sc	ARE	ARE	Av Sc	ARE	Av Sc Sc	ARE	R	Wr	M
School PP children (9)	89%	105	44%	89%	103	78%	106	44%	0.8	-4.3	2.9
School	93%	107	80%	93%	107	87%	106	73%	0.7	-1.6	0.4
National all others	75%	105	78%	78%	106	76%	104	64%	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
D.	SEN
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 on both in class support and additional intervention groups out of class.	<p>Intervention carried out according to specific needs on either 1-1 or small group basis. Below is an example of timetabled interventions. There are also TA led interventions that take place during class time as well as social/nurture type interventions that are not displayed below.</p> <p><i>Daily timetabled interventions KS1 (20 mins) include:</i>  Year 1 Additional reading (3 times weekly) - 9 children  Year 1 Additional writing (3 times weekly) - 2 children</p> <p><i>Daily timetabled interventions KS2 (30 mins) include:</i>  Read, write, Inc - 5 children  Project X - 2 children  Spelling group - 4 children  SPAG group - 2 children</p> <p><i>Weekly timetabled interventions EYFS/KS1 include:</i>  EYFS Time to talk- 6 children  EYFS maths intervention - 1 child.</p> <p><i>Weekly timetabled interventions KS2 include:</i>  Year 6 booster reading - 6 children  Year 6 booster writing - 5 children  Year 6 booster maths - 5 children  Year 5 maths booster - 5 children  AGT Reading groups - 8 children  Additional reading - 24 children  Plus all other in class interventions based on the spot AFL by teacher.  All should improve in attainment /progress</p>
1-1 TA	£8,000	Wrap around support with SEND pupil Individual lesson planning	Pupil stays in class. Positive impact upon learning outcomes.
Speech and Language	£2,190	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	Daily attendance records kept and acted upon (including lateness), half termly letters sent to parents - reduced absence. TAF actions met by families with support from LM (resulting in more positive outcomes for children and so impact on learning) Individualised sessions for all 7 CLA children and currently works with another 12 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	£1,000	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. 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	£82,236		

## 5. Review of expenditure

TA Hours	Timetabled interventions have had a positive impact upon the children. All KS1 children made 3 steps progress. All KS2 children made at least 2 steps progress academically in the school year with most making 3-4 steps. The exception to this was children new to school in Year 3 and a child in year 4 who is under assessment.
Speech and Language	Our specialist on the staff had 3/4 x pm sessions each week to work 1-1 with the children. Some good progress was made with regards to phonological acquisition.
Learning Mentor/ Family worker	LM has played an important role in the lives of many PP children and their families offering direct emotional support amongst other things. She has worked with our CLA, assumed the role of Lead professional in Children in Need meetings and TAF's. LM has engaged with many families over the year.
Outside agencies	Only a few outside agencies have been paid for this year as support was accessed through other free agencies.
Educational Psychologist	One child seen and assessed by Educational psychologist. Waiting on a report to pursue an EHC plan for the child concerned.
Specialist teachers	3 different children seen by specialist teacher and assessed. This aided teachers in identifying where gaps in learning were to inform future planning.
Educational visits	Subsidised visits for Y6 residential and a number of other class visits for CLA children across school.
After school clubs	We accessed Sports premium funding this year for this but we did fund attendance of Inspire holiday club for 3 children.
Part time teacher HLTA	Reading: average progress (+4 better than average progress) Writing: average progress (+3 expected progress) Maths: average progress (+3 expected progress) This group of children have not reached age related expectations but their progress has been expected or better than expected. They have continued to grow in confidence and the impact of being taught in a small discrete group has proved to be worthwhile in terms of their focus and BFL.

**Achievements and Standards:** The table below charts the % PP compared to NPP children reaching ARE across the academic year 2018- 2019 in Y6, Y2 and EYFS

Class	Term	Reading	Writing	Maths	Pupil Pr			NPP		
Y6	Autumn	86	70	77	91	73	73	84	68	79
	Spring	86	70	77	91	73	73	84	68	79
	Summer	70	80	83	55	82	82	79	79	84
Y2	Autumn	74	81	81	100	100	100	71	79	79
	Spring	74	78	78	100	100	100	71	79	69
	Summer	85	85	81	100	100	100	83	83	79
EYFS	Summer	76	72	79	Good level of development overall: 60%			Good level of development overall: 72.4%		

Above is based on internal teacher tracking and past paper assessments.

#### Analysis of data:

The data above shows that currently, our FS PP children are marginally behind NPP children.

In KS1, pupil premium children do better than non-pupil premium children across the board.

In KS2, pupil premium children start behind non pupil premium children but then often catch up as they progress through the juniors and out-perform non-pupil premium in some areas depending on the cohort and the subject area.

#### Next steps:

- Use up-to-date data to target areas where pupil premium children are falling behind significantly and change interventions accordingly.
- Create an up-to-date provision map for this academic year and have pupil premium as one of the focuses for the autumn term pupil progress meeting.
- Target areas of weakness in monitoring and evaluation cycle for 2019-20.