



## 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
2016 - 2017	£90,580	211	59	30%

2. Y6 Attainment 2016 26 pupils	Reading ARE	Writing ARE	Maths ARE	Combined ARE	Progress R	Progress Wr	Progress M	
School PP children (11)	55%	73%	55%	36%	-1.75	-1.23	-1.75	
National PP children	53%	64%	57%	39%	-0.95	0.26	-0.52	
School	64%	75%	78.5%	54%	-1.72	-2.3	-1.0	
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 for some children
External Barriers	
D.	Attendance and punctuality for some children

4. Outcomes			
Provision/Intervention	Funding Allocated	Purpose	Impact Criteria
TA Hours	£31,636	To work with targeted children on a weekly basis	Intervention carried out according to specific need, 1-1 or small group. Improvement in attainment /progress
Speech and Language	£4,967	To assess children and provide support where appropriate.	EYFS & KS1 pupils have been assessed and supported by a speech therapist and her staff. They then give specialist advice and support. A fully trained specialist TA on our staff 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 and 1-1 educational support	Daily attendance records kept and acted upon (including lates), 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 CLA children, (curriculum and well-being). Target children seen weekly on a 1-1 basis depending on need.
Outside Agencies	£3000	Some children need play therapy or counselling if they have been through a bereavement, family split etc. We employ the services of qualified counsellors to facilitate this.	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
Specialist English teacher	£2,060	To work on a 1-1 basis to improve basic skills	Children make improved progress, school staff given specific intervention tasks for individual children.
Educational visits	£4,000	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	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	£17,000	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	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.

### 5. Review of expenditure

TA Hours	All Teaching Assistants provided either 1-1 support or small group support with different children. They delivered interventions in KS2 and phonics in KS2. The majority of KS2 children in intervention groups made very good progress some making outstanding progress.
Speech and Language	Excellent progress made by the children needing speech and language support. Some children were able to come out of the intervention. Some children still require this support to further develop their speech ( 2 are on the SEND register as they have profound difficulties)
Learning Mentor/ Family worker	All children seen have built up good relationships and have been able to talk freely when accessing play therapy/lego therapy/ wishes and feelings etc. Their well- being and self- esteem has developed well. Families have benefitted from support in many ways. CAF's have been instigated and/or updated and TAF actions completed. Absence dropped during the year with the majority of poor attenders achieving over 97%
Outside agencies	Those children needing any services benefitted greatly. Suggested actions implemented in school with a positive impact. One child in particular had his life transformed by input and advice/strategies to be implemented.
Educational Psychologist	Much needed assessment enabled an EHC Plan to be implemented
Specialist English teacher	This proved to be invaluable as it then informed the Educational Psychologist assessment for a number of children. Support for TA's helped with a more focused approach for individual children.
Educational visits	This helped both the families and children. Children were able to join Y6 in their activity holiday, gaining in self- confidence and enjoying time with their classmates. All other visits were subsidised meaning that parents who struggle for money were not having to stop their children from attending.

After school clubs	This gave experiences to children that would otherwise been unachievable. The children thrive and gain confidence and self-esteem.
Part time teacher HLTA	The children in this group benefitted greatly from being taught in a small group for Maths and English. The majority made expected progress.

The table below shows the % children reaching age related expectations in July 2017.

July 2017	School			Reading			Writing			Maths		
	Class	Non PP	PP	class	NP P	PP	class	NPP	PP	class	NPP	PP
FS	29	26	3	80	73	66	76.6	70	66	86.6	76.6	100
Y1	30	25	5	70	76	60	63	68	40	70	72	60
Y2	30	22	8	83	82	88	80	77	88	87	86	88
Y3	31	20	10	68	67	70	61	62	60	68	67	70
Y4	30	22	9	77	76	89	60	57	67	77	76	78
Y5	32	22	10	81	95	50	72	86	40	75	82	60
Y6	28	15	13	64	73	54	75	80	69	78.5	87	77

This data shows that the majority of PP children achieved as well as or better than the non-PP children.

The funding provided has therefore been used in an effective and beneficial way for these children.