

St Joseph's Catholic Primary School Pupil Premium statement September 2018

1. Summary information					
Academic Year	2018-19	Total PP budget	£89 760	Date of most recent PP Review Date of next external Review	June 2017
Total number of pupils	172	Number of pupils eligible for PP	53	Date for next internal review of this strategy	June 2019

2. Current attainment						
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	2016	2017	2018	2016	2017	2018
% achieving in Reading	25	23	62	72	77	80
% achieving in Maths	67	46	53	75	80	81
% achieving in Writing	67	46	62	79	81	83

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills in EYFS, especially vocabulary acquisition are lower for pupils eligible for PP than for other pupils. This slows down progress in all areas and impacts on Reading and Writing in EYFS and Y1 where the gap between PP children and non PP children starts to grow.	
B.	Lack of receptive and expressive vocabulary linked to limited life experience, contribute to PP children struggling to reach age related in Reading and Writing in KS1 and KS2	
C.	Significant emotional problems combined with low home expectations result in poor attitudes to learning	
D.	A significantly larger % of PP children have SEN	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Poor attendance/punctuality of some PP children	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in EYFS. 100% PP children to attain GLD in Language and Communication	Pupils eligible for PP in FS2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in Y1 phonics screening and end of Key Stage 1 Sats
B.	Improve comprehension skills and vocabulary knowledge of PP children in KS1 and KS2.	Pupils eligible for PP remain on track to be age related/greater depth in Reading and Writing at the end of KS1 and KS2. Measured by teacher

	Improve writing skills of PP children in KS1 and KS2.	assessments throughout school and KS1 and KS2 Sats
C.	Improve attitudes to learning of PP children so that they demonstrate the school's learning behaviours of resilience, curiosity, teamwork, responsibility and independence.	Pupils eligible for PP to show positive mind-set. Incidents of poor behaviour of PP to decrease.
D.	Attendance and punctuality of PP children to improve	Attendance of PP to be 97%. All targeted pupil premium children to be in school on time, ready to learn.

4. Planned expenditure					
Academic year	2018-19 Pupil Premium Allocation £89 760				
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.					
i. 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?
A Early identification of needs in EYFS and improve oral language skills for pupils eligible for PP in EYFS	Buy back of Speech and Language	Literacy Trust research suggests that children who start Reception with poor English language skills are more likely than their peers to have academic, social, emotional and behavioural difficulties in later years. EEF research shows that Early Literacy intervention gives a gain of +4 months.	SMART targets to be agreed between S and P team and SENCO. EYFS baseline to be used at the start and end of FS1.	SENCO	Pupil progress meetings Dec 18, March 19 and June 19
	Increased adult ratio in EYFS to 1;8	EEF research shows that investment in communication and language approaches gives a gain of + 6 months. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds The addition of a skilled TA in EYFS will support approach.	EYFS lead to work with assistant head to decide targeted children or additional adult to work with	Assistant head and EYFS lead	Pupil progress meetings Dec 18, March 19 and June 19
A EYFS environment to support quality first teaching	Continued investment in outdoor area for F2 and Y1	EEF EYFS research shows a gain of + 5 months for play based learning.	FS teacher to oversee development of outdoor area	Assistant head and EYFS lead	Drop ins Dec 18, April 19 and July 19
B Improved Reading outcomes in EYFS and KS1 PP children	Embed RWInc in EYFS and Y1/Y2	EEF research shows that phonics intervention shows moderate impact for very low cost +4 months. RWInc also ensures consistency of teaching across EYFS and KS1 and improve skills of TAs.	Monitoring and evaluation timetable 2018 - 19	EYFS lead	Oct 18, April 19 and July 19
B Improved Reading	Develop Reading	EEF research suggests that reading	Training for all staff on whole school	Literacy	Pupil progress

outcomes Y2- Y6 for PP children	Comprehension Policy Y2 – Y6	comprehension strategies provide moderate impact for very low cost + 5 months. Vocabulary is a strong indicator of reading success (Biemiller, 2003). Chall et al. (1990) also found that disadvantaged students showed declining reading comprehension as their narrow vocabulary limited what they could understand from texts. EEF research suggests use of digital learning gives moderate gains for moderate cost.	approach to the teaching of Reading FFT Literacy training on developing a comprehension policy. Y4 – Y6 children to access Bedrock vocabulary programme	subject lead	meetings Dec 18, March 19 and June 19
B Improved Reading outcomes in KS2 for PP children	Introduction of new home school reading challenge scheme Y3 – Y6	Pie Corbett reading spine page turner books form the basis of the new home school reading challenge. Children have a selection of set books for their age group to read, review and recommend to their peers.	Assembly to launch challenge. Display to encourage children to take up the challenge	Literacy lead	Termly
	LSP 1 to 1	LSP has a proven track record and is used as part of IEP strategies.	Termly panning meeting with SENCO and LSS to decide which pupils to be targeted	SENCO	SEN termly planning meetings
C Improved attitudes to learning of PP children	Introduce growth mindset for all classes	EEF research suggest that growth mindset can give high impact for very low cost +8 months.	Mindset CPD delivered to all staff by ROSIS	Assistant head	July 19
Total budgeted cost					£45 000
ii. 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?
C PP children to receive specialist support in addressing learning and emotional barriers to learning	Buy back of LSS service, Education Psychology Service, ACT and SEMH	Both services are involved with PP children throughout school and provide advice and diagnosis of need necessary for staff to plan and deliver bespoke programmes.	Termly planning meetings with LSS and SENCO inform individual support plans.	SENCO	July 2019
Total budgeted cost					£ 5 000
iii. 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?
B Broad and balanced curriculum	Wider opportunities for Y4	Wider Opportunities is a long standing strategy that increases all children's wider cultural experiences. All Y4 pupil premium children learn to play a stringed instrument and all will learn to play an instrument in KS2.	Lessons are delivered by Rotherham Music service and the quality of the provision is reviewed every term,	Music lead	July 19
	Targeted pupils/families given financial support to pay for school visits	All Y6 PP children to attend Crucial Crew (SYP) All Y6 PP children to attend POPS for sleepover All Y2 and Y6 PP children to attend EIS days in Sheffield. All Y6 PP children to attend Y6 residential.	Visits are carefully planned to give rich experiences and broaden horizons. They are always carefully evaluated for value for money.	Assistant head	Termly
C Increased engagement of hard to reach families of PP children	Employment of pastoral support team of Learning Mentors	A number of families have worked with the pastoral support team on bespoke plans to meet identified needs and help engage pupil premium children. School will continue with this approach.	This is a long standing strategy that has a proven track record of success.	Pupil premium lead	July 19
D Improved attendance of PP children	Research how schools in similar socio-economic area are more successful in improving attendance	Children lose learning time through absence and lateness. With the school timetable tightening it is important that children are in school ready to learn.	There will be a separate attendance action plan in the DEP to address this issue.	Pastoral support team	July 19
Total budgeted cost					£50 000

5. Review of expenditure				
Previous Academic Year		2017/18		
i. 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 £29,100
Early identification of needs in EYFS and improve oral language skills for pupils eligible for PP in EYFS	Buy back of Speech and Language	100% of PP attained GLD.	This is an invaluable strategy and will continue as a strategy for 2018 - 19	
	Increased adult ratio in EYFS			

EYFS environment to support quality first teaching	Audit of resources and purchase of equipment to support both adult-initiated and child-led learning Replace flooring in EYFS classroom and toilets	Significant improvement in EYFS environment both indoors and outdoors has led to improved outcomes. 100% PP GLD. <i>The proportion of children reaching a good level of development by the end of Reception has increased consistently each year since the last inspection, meaning that children are increasingly well prepared for learning in Year 1. This is the case across all learning areas, including reading, writing and mathematics. It is also the case for different groups of children, including disadvantaged children and those who have SEN and/or disabilities. Ofsted Sept 2018</i>	The curriculum in F2 and KS1 continues to improve. Our children thrive outside and so the programme of developing the outdoor Foundation Stage area will continue. This will extend into developing Y1 outdoor area.
B Improved Reading outcomes in EYFS and KS1	Implementation of RWInc	EYFS 100% PP in Reading <i>As in the rest of the school, adults in the early years are skilled at developing children's confidence and accuracy in communicating orally. This supports the children's rapid development in phonics which, in turn, helps their reading and writing development. Ofsted Sept 2018</i> The programme was introduced in December and didn't impact positively on Y1 phonics outcomes. Disadvantaged 71% (non disadvantaged 74%)	RWInc will continue as a strategy; it provides consistency of approach with F2 and KS1.
B Improved Reading outcomes in Y6 for PP children	Whole school training on Reading including direct teaching of vocabulary	All schools involved in the Bedrock programme have struggled with technical difficulties. The difficulties experienced by St. Joseph's are not unique. Staffing absence and change of classes has meant that Bedrock has been slow to become established. The lack of an ICT suite and at the beginning of the school year limited kit has been a major barrier to the programme taking off. Its impact has been very limited.	Evidence at OLASJ and other schools suggests that it is an effective programme and worth continuing with this year.
D Improved attendance of PP children	Introduction of late gate Continuation of attendance panels Individual treats for good attendance	Attendance of PP children remains an issue for the school. Last year attendance for all pupils was below national 94.8% and for disadvantaged 93.56% (non disadvantaged 95.26)	The school works hard at attendance with first days calls, visiting families and challenging parents about poor attendance. Attendance is flagged up in the newsletter and classes receive attendance rewards. Individual children were treated to a circus day at the end of the summer term for good attendance.

ii. 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 £42,100
B Improved Reading	Quality first teaching in small	<ul style="list-style-type: none"> KS1 attainment disadvantaged 50% at age related 	Quality first teaching is key to ensuring	

outcomes in Y2 and Y6 for PP children	class sizes (Y2 17 children and Y6 23 children)	<p>and above (non disadvantaged 90%). Greater depth 17% (non disadvantaged 46%).</p> <ul style="list-style-type: none"> • KS2 disadvantaged 62% at age related and above (non disadvantaged 90%). Greater depth 8% (non disadvantaged 40%) • KS2 disadvantaged progress was -0.6. <p><i>The progress of disadvantaged pupils has significantly improved since the previous inspection. They have gained ground across all areas of the curriculum, leading to much better attainment in reading, writing and mathematics. This means that previous gaps between these pupils' progress and attainment compared to others have diminished greatly. They are now much better prepared for their next stage of learning. Ofsted Sept 2018</i></p>	that expectations increase and standards rise.	
C Improved attitudes to learning of targeted pupils identified with social and emotional needs	Thrive intervention for targeted PP children Growth mindset for all PP children	<p>These strategies were not pursued this year. The pastoral support provided by the team of two full time staff ensured that all Y6 disadvantaged children successfully sat all SAT papers.</p> <p><i>Previously, the achievement of disadvantaged pupils lagged behind their peers, and gaps between these groups' attainment and progress have been wider than seen nationally. Leaders' efforts to diminish these gaps have been very effective and the progress of these pupils has increased significantly. This means that disadvantaged pupils' attainment has increased. They are now much better prepared for their next stage in learning. Ofsted Sept 2018</i></p>	The school will continue to provide pastoral support but as part of a wider restructure, the amount of hours will decrease during the next academic year.	
D PP children to receive specialist support in addressing learning and emotional barriers to learning	Buy back of LSS service and Education Psychology Service	See above.	This strategy will continue next year.	
iii. 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 £19,850
B Broad and balanced curriculum	Wider opportunities for Y5 Targeted pupils/families given financial support to pay for trips	<i>The curriculum has improved since the last inspection. Reading, writing and mathematics are now well taught and allow pupils to make much better progress. These skills are reinforced well throughout the wider curriculum which</i>	All the evidence points to a rich curriculum driving school improvement further. This is a main school priority this year and will continue to be an	

	Visits to supported by PP funding	<i>contributes to the better progress and attainment pupils are achieving. Other subjects such as science, history and geography are also well taught and provide pupils with a wide range of skills, as well as a real enjoyment of learning. Pupils' oral communication skills are central to learning with a significant focus on pupils using full sentences and correct terminology when speaking. Ofsted Sept 2018</i>	important strategy.	
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