

St Joseph's ' Catholic Primary School Pupil Premium statement September 2016

1. Summary information					
Academic Year	2015-16	Total PP budget	£96 200	Date of most recent PP Review	Nov 15
				Date of next external Review	Jan/Feb 17
Total number of pupils	188	Number of pupils eligible for PP	74	Date for next internal review of this strategy	July 17

2. Current attainment end EYFS (15-16)

	<i>Pupils eligible for PP at St Joseph's</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Good Level of Development	4.7 % *	69% (July 15)
Average Point Score	39	34.9 (July 15)
achieving at least expected in all 17 ELGs	100%	69% (July 15)

3. Current attainment end KS1 (15-16)

	<i>Pupils eligible for PP at St Joseph's 43.3%</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths PP	4/13 30%	%
% achieving expected standard in reading	7/13 53.8%	74.2% (July 16)
% achieving expected standard in writing	5/13 38.4%	65.5% (July 16)
% achieving expected standard in maths	5/13 38.4%	72.6% (July 16)
% making at least expected progress in reading	-2.6	0
% making at least expected progress in writing	-2.2	0
% making at least expected progress in maths	3.2	0

4. Current attainment end KS2 (15-16)

	<i>Pupils eligible for PP at St Joseph's 12/25 48%'</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	3/12 25%	52.2%
% achieving expected standard in reading	3/12 25%	65.6% (July 16)

% achieving expected standard in writing	8/12 66%	74% (July 16)
% achieving expected standard in maths	8/12 66%	69.7 (July 16)
% making at least expected progress in reading	27.27%	
% making at least expected progress in writing	36.36%	
% making at least expected progress in maths	72.72%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Social/emotional issues
B.	Additional factors- such as SEN tracked as multiple factor children
C.	Engagement of parents in homework and supporting reading at home

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance/punctuality
E.	Undiagnosed conditions such as Autism

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils with social/emotional needs are supported to aid their progress	Pupils are able to regulate their emotions and are able to access learning more readily. Fewer disruptions to learning due to result of emotional/behaviour issues
B.	Improvement in reading standards throughout the school and Improved oral skills in EYFS and KS1	Gaps narrowed between PP and non PP achieving expected standard in reading. Overall standards rise in each year group in reading
C.	Improved attendance and punctuality of PP children	Closing of gap between attendance % of PP and non PP pupils

5. Planned expenditure					
Academic year	2016-17				
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?
To promote good attendance and punctuality of targeted pupils. Increase attendance rates for PP pupils	Attendance officer and Safeguarding Officer to work with EWO to support improvement in parental engagement and commitment to improving attendance and reducing PA	End of year data for July 16 indicated overall attendance of all pupils at 95.6%. Over 2015 there was an increase in the number of instances that learning was disrupted due to children arriving late. Attendance for PP pupils is 95.4% compared to 96.1% for non PP pupils.	Daily, weekly and half termly monitoring of attendance overseen by Attendance officer and EWO. Meetings with parents to make expectations clear. Invitation to Attendance Panel for both attendance and Punctuality	H Devine B Naylor (EWO)	Termly (Attendance Panels every half term)
To improve levels of progress and attainment in reading, writing and maths in Y2 and Y6	AHT/SENCO to work with Y2 and Y6 teachers to support identified pupils LA consultant support to ensure assessment procedures are being used appropriately and efficiently	Analysis of data shows groups of pupils not on track to make expected progress from their baseline. Identification of needs to close gaps.	Pupil Progress meetings, monitoring termly data.	S Briggs P Terry C Howard LA consultant A Parry G Brown	Termly
Improved parental engagement for supporting pupils in EYFS and Y1	Family Learning Sessions focussed around reading and oral literacy Phonics and reading and early maths skills	On-entry data shows that 49% of pupils are below expected standard in ELG of Speaking and Communication and Language at start of FS2 and 68% are below expected level in ELG of Literacy 100%are below the expected standard in ELG of Number	Experienced teachers will deliver workshops with clear focus identified. Monitor uptake and monitor feedback from parents. Termly analysis of progress data.	A Glossop SLT S Curran	March 2017 July 2017

Continue to improve standards and progress within mathematics across the school.	Roadmap to mastery CPD for all teaching staff including FS2 Use of White Rose Maths Hub as a guide to Objectives to be covered Use of flexible teaching model and use of immediate intervention for maths Use of 1stClass@ and 2nd Class@Number interventions	On entry data for FS2 shows Identification of support for higher Ability children in OFSTED report July 2016	Member of South Yorkshire Maths hub to lead Learning Community wide CPD Maths Leader to access ROSIS Maths Mastery Training EYFS teacher to access ROSIS mastery for Maths Maths ISubject Leader to lead PDMs as follow up from CPD sessions	R Potts SLT S Cooper	
Total budgeted cost					£29,100
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?
Accelerated progress of targeted group of pupils identified with social and emotional needs	Thrive Intervention and activities. 1:1 Action Plans developed and shared with parents and class staff. Positive behaviour management strategies to be implemented including 1,2,3	Gaps identified in progress of specific groups of pupils working below expected from their KS1 baseline. Analysis (July 2016(shows these children have social and emotional needs which are a barrier to progress.	Whole school CPD and continued License Practitioner training for Learning mentor and Safeguarding Officer. Regular updates from licensed practitioners to all staff	A Glossop S Curran TA's in class	February 2017 July 2017

Improved standards within reading and writing across all year groups	1:1 reading with PP children targeted for support by non class based TA (Spet to Dec 16 Y3-Y6) Introduction of whole class reading in KS2- focus upon Specific questioning strategies Use of consistent Assessment materials across KS2 (PIRA Reading) Introduction of Core Texts for reading across school	Gaps identified in progress of specific groups of pupils working below expected from their KS1 baseline in Reading Reading at KS2 and KS1 below that of previous years. Children in KS2 making less progress.	Standardised scores used to measure starting points. Timetabling to ensure delivery is ensured Drop in's by Subject Leader for Literacy and SLT Learning walk with consultant HT CPD in form of PDM's x 2 9 1 Oct 16) 1 x Kan 17	A Searson SLT H McLaughlin	February 2017 July 2017
Increased levels of engagement using online resources to support maths and reading	SUMDOG reading and Maths	Levels of engagement in homework tasks are patchy. Strategies to increase levels examined.	Tracking of online up-take and provision of support for pupils without internet access at home	R Potts A Searson R Davis	Termly
Total budgeted cost					£42,100
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?
Subsidised access to school extra-curricular clubs	Targeted children to access a range of clubs, including sports clubs, healthy lifestyle clubs, music clubs, out of school hours	Pupils offered priority places at extra-curricular clubs, including Breakfast Club . This will encourage greater levels of involvement and attendance.	HT and PP Champion will ensure that targeted families are aware of available support and monitor uptake and involvement	HT S Lord/ S Briggs L Hatswell L Biggins	Termly
Subsidised support for school trips including residential trips	Targeted pupils/families given financial support to pay for trips	Financial constraints provide difficulties for some families of PP pupils, resulting in inability to participate in trips incurring a financial cost. Benefits for PP pupils include engagement, team work, independence, social skills.	HT/AHT ensure tact and sensitivity are used in approaching families. Monitor uptake and review engagement	HT AHT	Termly

Support with transport	Contribution to cost of transition visits and extra curricular visits	Small groups of pupils can have free access to visits to other schools for shared work, PE sessions, G&T workshops, competitions, Collective Worship and similar	HT will oversee provision and equality of opportunities across the school	HT	Termly
Total budgeted cost					£19,850

6. Review of expenditure				
Previous Academic Year		2015/16		
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
The progress of PP children would be in line with that of Non PP children across the school in Reading, Writing and Maths	Additional 1:1 reading with a TA Talkboost training and implementation Phonics grouping Purchase of additional reading material to support phonics learning Family Learning Sessions Learning Support Service Targets and 1:1 work Behaviour Support involvement Re deployment of Teaching Assistants after involvement in EEF research group Positive behaviour management CPD Additional teacher within Y6 to support group work Learning Mentor in place in addition to the Safeguarding Officer to run groups targeted at PP children including Cook and Eat and Rainbows Staffing for pre school boosters including FLS and Y6 Breakfast Club	Data analysis shows that in Y6 PP children made better progress in Reading than Non PP. In writing and Maths the gap was wider. In Y5 All children made outstanding progress in all 3 areas. In Y4 reading progress between the 2 groups was in line with each other however maths and Writing showed that PP children performed less well. In Y3PP children made better progress than non PP children in Reading and maths but not in writing. In Y2 the Non PP children marginally made more progress than the PP children in all 3 areas. In reading both groups made outstanding progress. The AHT now tracks the progress of Multiple factor children as the children who are only PP on the whole made progress in line with the Non PP group in all areas. Additional booster groups for Maths afterschool were successful as data analysis shows. Staff were able to access the DLP programmes and were able to visit other schools to share good practice- this ensured that Teaching and Learning was more consistent across school	This will continue as an area to work on in 2016 17. Following the reading outcomes for Year 6 there will be a focus within the DEP upon Reading.1:1 Reading support to continue in 2016 17Strategies suggested for behaviour management to be embedded next year. Family Learning Sessions engage parents and give them skills to support children- we will continue with this next year.TA's working more skilfully to ensure that the children with SEND needs are supported by their teacher as well as TA's In 2016/17 the Y6 teacher and AHT will job share in Y5. She will take on the SENDco role and will also do additional teaching in Y6. As a result we will not be employing an additional teacher to support in Y6. The "Round Robin" approach will be used with the new 6 teacher, HLTA and AHT Talk Boost will continue in FS2 in 201/ 2017 Booster sessions will continue for Y6 children after school in 2016/17 We will continue to purchase LSS and work with School Effectiveness services.	£87,430
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

<p>Attendance and Punctuality continue to be in line with national Averages</p>	<p>Attendance Shop for rewards for good attendance Attendance Officer to monitor the attendance of all pupils and the PP children Attendance Panel to facilitate discussion with parents Places offered for PP children in School Breakfast club to enable them to make a better start to the day and be ready for learning Teachers to Parents Service used to make first day texts rather than calls and then follow up messages.</p>	<p>Attendance analysis showed that there were only 6 PP PA children in July 2016- there were 11 PA children altogether. The number of families invited to Attendance Panel meetings reduced over the course of the year (See Attendance Officer reports for figures)</p> <p>Attendance Shop rewards proved successful initially but children seemed to lose the momentum for this.</p>	<p>Attendance Shop to be reviewed with School Council and seek parent voice about it in 2016 17</p> <p>Pupils to be offered free breakfast club places for an agreed amount of time next year if children who are PP are monitored as becoming at risk of PA</p>	<p>£2240</p>
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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
<p>PP children are offered and take up additional enrichment activities including After School Clubs, Language Lessons attendance at sporting events Attendance at Residential Activities Access to Creative homework challenges</p>	<p>A range of After School Clubs offered including Film Club, News Hounds, Sports and Sewing. PP children invited and not charged. Support for families in Y6 to attend Robinwood Activity Centre All children in KS2 able to access Spanish lessons through Junior Jam. School Music Service teaching classes to play violin and mandolin throughout the year Sign up to Sumdog to allow children to be involved in online competitions for Numeracy and Reading homework. Children able to access the school pantomime and visits from Vikings etc to support our themed approach to the curriculum</p>	<p>There was an increased take up of After School Activates last year and the children enjoyed the range available. Y6 children enjoyed the Residential Visit and PP children were subsidised to be able to attend. Booster. All classes enjoyed being able to learn Spanish</p>	<p>Not all PP parents wanted to receive after school club admission for free. Some would prefer to pay a small amount. Ohters were very happy to be able to allow their children to attend.</p> <p>There were attendance issues for children at the beginning of the year who were invited to before school clubs. We will only run booster activities after school or at lunch times next year.</p> <p>We will continue to subsidise the residential visit for PP children in order that they can access this.</p>	<p>£4057</p>