

Pupil Premium Strategy Statement 2017-2018

1. Summary information

St Joseph's RC Primary School

Academic Year	2017/2018	Total PP budget	£55206.00	Date of most recent PP Review	September 2017
Total number of pupils	229	Number of pupils eligible for PP in Jan 2017 census	43 (18.7%)	Date for next PP Strategy Review	Summer 2018

Number of eligible pupils by class (September 2017)

Year Group	Pupils in class	Number of PP pupils	% of PP pupils
Nursery	25	2	8%
Reception	30	3	9%
Year 1	30	4	13%
Year 2	27	3	11.1%
Year 3	30	7	23%
Year 4	27	8	29.6%
Year 5	30	9	30%
Year 6	30	7	23.3%
Total	229	43	

Attainment July 2016

KS2	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
%/ numbers achieving the expected standard or above in reading, writing, maths	25%	52.4%	79.8%

Attainment July 2016			
KS2 Progress Scores	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	25%	66.7%	25%
Writing	50%	76.2%	50%
Maths	50%	85.5%	50%

Attainment July 2016			
KS1	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
Reading	83.3%	91.7%	83.3%
Writing	66.7%	91.7%	66.7%
Maths	66.7%	91.7%	66.7%

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Parental Engagement
B.	Attendance for a small number of Pupil Premium persistent absenteeism
C.	Lack of aspirations and opportunities
D.	Difficulties with early speech and language
E.	Progress in all areas in KS2 and Y 1& 2 Phonics
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Social Deprivation – St Joseph’s School is in an area of deprivation.

2. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Increased parental engagement through a variety of means:</p> <ul style="list-style-type: none"> • Termly Open morning sessions where parents can work alongside their children in class – measured through attendance logs and feedback from parents • 2 x weekly Homework Club • Weekly Diary 	<p>By parents engaging in as many activities as possible and taking more interest in school life, the progress of their child/children improves.</p> <p>Children attend for homework club in order to ensure homework is completed to a high standard, with required support if necessary, which supports in-class learning, enables access to ICT and eases stress for parents.</p>
B.	<p>Build aspirations and give opportunities otherwise denied:</p> <ul style="list-style-type: none"> • Children aim high due to aspirational approach in school. • Careers fair • Visitors into school • Curriculum enhancement • Range of after school clubs including choir, sports, chess, sewing, gardening and coding. • SATs Booster after school club 	<p>PP children engage in activities provided</p> <p>PP children make good or better progress.</p>
C.	<p>Improved speech and language:</p> <ul style="list-style-type: none"> • Children in EYFS and KS1 are supported through BLAST and Every Child a Talker programmes – measurable programme • Early identification of those needing Speech Therapy input – referrals made 	<p>Positive impact on outcomes in all areas of the curriculum so that progress is good or better.</p>
D.	<p>Increased progress:</p> <ul style="list-style-type: none"> • Better progress in all areas at the end of KS2 – termly tracking and actions • High proportion of PP children pass the Phonics Screen in Y1 and Y2 – regular screens and interventions • Reading in Key Stage 2 'Catch Up' programme- focus on raising attainment in reading. 	<p>The difference between PP and their peers is diminished.</p>
E.	<p>Social Deprivation:</p> <ul style="list-style-type: none"> • Children will be given opportunities to participate in a variety of activities and a range of experiences which may not be available otherwise, eg: school trips, theatre productions, residential visits. • Free uniform given to struggling families 	<p>Children's learning is underpinned by additional high-quality experiences which will improve progress and outcomes for all PP children.</p> <p>Children will come to school tidy.</p>

3. Planned expenditure

Academic year

2017/2018

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?
<p>D Improved progress in all areas at the end of KS2.</p> <p>High proportion of PP children continue to pass the Phonics Screen in Y1 and Y2.</p> <p>Progress scores</p>	Quality first teaching in class supported through a range of good quality CPD for staff and peer observation opportunities	Ensure teaching throughout school is good or better so that a tangible improvement in outcomes is achieved since quality first teaching has a high impact.	Regular scrutinies of planning and books by HT and SLT. Lesson observations and drop-ins. Attendance logs for training. Visits from South Tyneside LA and SIA.	Elizabeth Seagrove	Termly
	High quality teacher and TA led intervention programmes in all areas.	Specific intervention programmes such as BLAST, ECAT, Catch Up, On Target Maths are proven to help children catch up to their peers.	Provision Mapping, termly pupil progress meetings	Elizabeth Seagrove/ Paul Craig/	Termly
	Two HLTAs used strategically across school to deliver interventions	Small group focus on very tailored interventions	Scrutiny of planning and assessment folders, scrutiny of work, pupil interviews	Gillian Armstrong	Termly
	Install new Touchscreens Y3-Y5 classrooms	Newer technology assists teachers to deliver sharper, high quality lessons	Lesson observations and drop-ins, discussions with staff at staff meetings, discussions with children	Elizabeth Seagrove	Ongoing
	Extra teacher in Y6 (Summer Term 2016) to split class into 2 x 19 instead of 1 x 38	30 children (difficult cohort) needed to be split into smaller targeted groups.	Lesson observations	Elizabeth Seagrove	Termly
Total budgeted cost					£ 32,000

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?
<p>A</p> <p>Increased parental engagement through a variety of means.</p> <p>2 x weekly Homework Club</p>	<p>Open morning sessions where parents can work alongside their children once per term.</p> <p>Attendance at homework club</p>	<p>Parents' knowledge and understanding of school curriculum and how they can help will improve which will improve their confidence when working with the children, which will lead to better outcomes.</p> <p>Bringing parents on board early will help foster positive links with school from the earliest opportunity.</p> <p>Parents working with their children will encourage an interest in what is happening in class and further the ability to work at home.</p> <p>Homework can be carried out at school so that children are supported with their learning.</p>	<p>Records of all meetings will be kept. Parental questionnaires</p> <p>Promotion of events will be carried out positively via letters and website.</p> <p>Numbers and attendance will be monitored.</p> <p>Numbers attending and positive feedback from parents and teachers</p>	<p>SLT</p> <p>Catherine Toward</p> <p>Elizabeth Seagrove/ Paul Craig</p> <p>Elizabeth Seagrove/ Paul Craig</p> <p>Gillian Armstrong/ Ryan Baulf</p>	<p>Termly</p>

<p>C Speech and language for PP children in EYFS and KS1 are improved through Boost and Every Child a Talker programmes.</p>	<p>Specific programmes to support early communication and language.</p> <p>Staff support speech therapists in carrying out follow-up sessions in school.</p>	<p>Early language and communication will help underpin other areas of learning and increase confidence.</p>	<p>Well trained staff deliver programmes and keep records of pupil progress to discuss with HT / SLT</p> <p>Observations</p>	<p>EYFS</p> <p>EYFS</p>	<p>Specific programmes to support early communication and language.</p> <p>Staff support speech therapists in carrying out follow-up sessions in school.</p>
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Total budgeted cost £ 3,300

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?
<p>A – E All outcomes</p>	<p>Appointment of Disadvantaged Pupils Champion</p> <p>Lunchtime and After- School Clubs</p> <p>Financial support with school trips and residential visit</p>	<p>Having a single member of the SLT responsible for Disadvantaged pupils raises the profile of PP children and keeps the focus</p> <p>Dedicated Sports Coach to support SLT and staff</p> <p>We want to ensure that children can access every opportunity in school and that parent's don't feel that they have to say no to their child due to financial constraints.</p>	<p>SLT meetings and discussions with Champion</p> <p>Monthly meetings with coach following a list of objectives and desired outcomes.</p> <p>Attendance logs</p> <p>Monitor uptake on activities</p>	<p>Elizabeth Seagrove/ Gillian Armstrong</p> <p>Gillian Armstrong/ Maria Whalen</p> <p>Elizabeth Seagrove/ Gillian Armstrong</p>	<p>Appointment of Disadvantaged Pupils Champion</p> <p>Lunchtime and After-School Clubs</p> <p>Financial support with school trips and residential visit</p>

	<p>Building aspirations and providing opportunities otherwise denied: Curriculum enhancement (Theatre productions, careers visits, visitors into school, trip to theatre etc). Range of lunchtime and after school clubs.</p> <p>Software purchases</p>	<p>Opportunities to broaden the children's horizons</p> <p>Children are often more comfortable on a tablet or laptop than using a pen or pencil</p>	<p>Discussions with pupils</p> <p>Discussions with pupils</p>	<p>Class teachers</p> <p>Catherine Toward</p>	<p>Building aspirations and providing opportunities otherwise denied: Curriculum enhancement (Theatre productions, careers visits, visitors into school, trip to theatre etc). Range of lunchtime and after school clubs.</p> <p>Software purchases</p>
Total budgeted cost					£ 19,906

To be completed September 2018

4. Review of expenditure £				
Previous Academic Year		2017/2018		
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

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

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

5. Additional detail