

Pupil Premium Strategy Statement 2018-2019

1. Summary information

St Joseph's RC Primary School

Academic Year	2018/2019	Total PP budget	£51.964	Date of most recent PP Review	September 2018
Total number of pupils	232	Number of pupils eligible for PP in Jan 2018 census	38	Date for next PP Strategy Review	September 2019

Number of eligible pupils by class (September 2018)

Year Group	Pupils in class	Number of PP pupils	% of PP pupils
Nursery	25	1	3.85%
Reception	30	4	13%
Year 1	30	3	9%
Year 2	30	4	13%
Year 3	27	3	11.1%
Year 4	30	7	23%
Year 5	30	7	23%
Year 6	29	9	10.34%
Total	232	38	16%

Attainment July 2018

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	43%	67%	56%

Attainment July 2018			
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 (LA)</i>
Reading	- 4.5	-1.3	0.5
Writing	0.6	0.2	0.8
Maths	- 6.1	-2	0.4

Attainment July 2018			
KS1	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (LA)</i>
Reading	100%	88%	67%
Writing	100%	92%	59%
Maths	100%	92%	66%

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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

F.	Social Deprivation – St Joseph’s School is in an area of deprivation.
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2. Outcomes (Desired outcomes and how they will be measured)		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 • 1 x weekly Homework Club • Weekly Diary • Parent workshops including Family Learning • Improved electronic communication through social media • Reading diaries and reading records • Key Stage 1 Reading focus and word walls 	By parents engaging in as many activities as possible and taking more interest in school life, the progress of their child/children improves. Parents are increasingly informed about events in school.
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. • Visitors into school • Curriculum enhancement • Range of after school clubs including choir, sports, chess, sewing, gardening and coding. • SATs Booster after school club, Class based interventions • Certificates for Hot Chocolate with the Head Teacher and Pupil of the Week • Subsidising Outdoor residential visits 	<p>PP children engage in activities provided</p> <p>PP children make expected 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 	Positive impact on outcomes in all areas of the curriculum so that progress is good or better.
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 • Maths interventions focussed on class based skills. 	<p>The difference between PP and their peers is diminished.</p> <p>Monitoring use of the library</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: after school clubs, school trips, theatre productions, residential visits and subsidised activities. • Opportunities to acquire free uniform • Spiritual visit for Year 6 pupils paid for by Friends of St Joseph 	Children's learning is underpinned by additional high-quality experiences which will improve progress and outcomes for all PP children.

3. Planned expenditure

Academic year

2018/2019

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>	<p>Quality first teaching in class supported through a range of good quality CPD for staff and peer observation opportunities</p> <p>High quality teacher and TA led intervention programmes in reading, writing and maths.</p> <p>Two HLTAs</p> <p>TA timetabled in Year 6 Full time</p>	<p>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.</p> <p>Specific intervention programmes such as BLAST, ECAT, On Target Maths, Rapid Recall are proven to help children catch up to their peers.</p> <p>Small group focus on very tailored interventions</p> <p>29 children</p>	<p>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.</p> <p>Provision Mapping, termly pupil progress meetings</p> <p>Scrutiny of planning and assessment folders, scrutiny of work, pupil interviews</p> <p>Lesson observations and drop-ins, discussions with staff at staff meetings, discussions with children Lesson observations</p>	<p>Paul Craig/ SLT</p> <p>Paul Craig/ Deputy Head Teacher/</p> <p>Paul Craig</p> <p>Paul Craig</p>	<p>Termly</p>

Total budgeted cost £ 19,000

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>Open morning sessions where parents can work alongside their children once per term.</p> <p>Parents invited to learn new skills to support their child's learning</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>Records of all meetings will be kept. Parental questionnaires Parent feedback</p> <p>Promotion of events will be carried out positively via letters and website.</p> <p>Numbers and attendance will be monitored. Foundation of Light feedback</p> <p>Numbers attending and positive feedback from parents and teachers</p>	<p>SLT</p> <p>Paul Craig/ Catherine Toward</p> <p>Paul Craig/ Deputy Head Teacher</p> <p>Paul Craig/ Deputy Head Teacher</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>Some support staff have attended specific training to support speech therapy</p>	<p>Well trained staff deliver programmes and keep records of pupil progress to discuss with HT / SLT</p> <p>Observations/ feedback during early help meetings</p>	<p>EYFS</p> <p>EYFS/ Key Stage 2 TA's</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 £ 12,300

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>Lunchtime and After- School Clubs</p> <p>Financial support with school trips and residential visit</p> <p>Attendance award for best attending class.</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>Some pupils have less than the target 96% attendance which impacts on potential progress.</p>	<p>Monthly meetings with coach following a list of objectives and desired outcomes.</p> <p>Attendance registers</p> <p>Monitor uptake on activities</p> <p>Class teachers to monitor absence and inform where there are concerns. Leave of absence requests may not be granted. Local Authority letters sent to parents where there is a concern about attendance.</p>	<p>Gillian Armstrong/ Maria Whalen</p> <p>Paul Craig/ Gillian Armstrong</p> <p>Paul Craig/ class teachers</p>	<p>After- School Clubs</p> <p>Financial support with school trips and residential visit</p> <p>Weekly attendance award in Celebration Assembly.</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. Some children may not have access to equipment at home for completing homework.</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, year 5 and 6 University visit, 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
D Improved progress in all areas at the end of KS2. High proportion of PP children continue to pass the Phonics Screen in Y1/2	Quality first teaching in class supported through a range of good quality CPD for staff and peer observation	PP attainment is still below that of the LA. PP boys in Key Stage 1 show a gap with non- PP boys in that cohort. Attainment is still in line with the LA.	New intervention structures are in place targeting both Year 5 and 6 to begin to diminish the difference earlier.	
A Increased parental engagement through a variety of means. Homework and after school clubs	Open morning sessions where parents can work alongside their children once per term.	Open mornings in all year groups are well attended and parental feedback is positive. Parents feel more informed about the expected standards that their child is working at and enjoy the opportunity to learn alongside their child. All Key Stage 2 pupils have access to ICT facilities during weekly homework clubs. Pupil premium children regularly took part in all clubs including after school activities.	Evening workshops in Reception (Reading) and Year 6 (SATs) involve parents who may not be able to attend during the day. Parent evenings (twice yearly) in all year groups provide the opportunity for working parents to meet with class teachers to discuss their child's progress. Continue to use Local Authority sports partnership to access inter school tournaments. Sport coach to enhance after school provision.	
C Speech and language for PP children in EYFS and KS1 are improved through Boost and Every Child a Talker programmes.	Specific programmes to support early communication and language. Staff support speech therapists in carrying out follow-up sessions in school.	EYFS continue to provide support with the Boost and ECaT interventions. Two staff have received specific training provided through SpL team to support children in school with speech.	Early identification and intervention is delayed due to the long waiting lists with the Speech and Language service (up to nine months). When parents have missed appointments, the school has had to re refer pupils.	

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
A – E All outcomes	Appointment of Disadvantaged Pupils Champion Lunchtime and After- School Clubs	SENDCo is class based.	SENDCo timetabled management time, required to carry out role, will be available from September 2018.	
	Building aspirations and providing opportunities otherwise denied: Curriculum	All year groups went on educational visits during the academic year. The focuses of these were mainly curriculum themed to provide enhanced learning experiences. 'Box of delights' were hired from the Discovery museum in three year groups which benefitted all pupils.	It is important that St Joseph's continue to provide new experiences for all pupils including specific venues such as in theatre/ cinema visits.	

5. Additional detail