

St Joseph's ' Catholic Primary School Pupil Premium statement September 2017

1. Summary information					
Academic Year	2017-18	Total PP budget	£97 680	Date of most recent PP Review Date of next external Review	June 2017
Total number of pupils	180	Number of pupils eligible for PP	52	Date for next internal review of this strategy	June 2018

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.	Attendance/punctuality of some PP children

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in EYFS. 100% PP children to attain GLD in....	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. All PP children to attain FFT 20% targets.	Pupils eligible for PP remain on track to be age related/greater depth in Reading at the end of KS1 and KS2. Measured by teacher assessments throughout school and KS1 and KS2 Sats
C.	Improve attitudes to learning of PP children	Pupils eligible for PP to show positive mindset
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 **2017-18 Pupil Premium Allocation £96 200**

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	April 18 at the end of the financial year before buy back decision July 18 for overall impact
	Increased adult ratio in EYFS	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.	Class teacher to work with assistant head to decide targeted children or additional adult to work with	Assistant head and FS teacher	Pupil progress meetings Dec 17, March 18 and June 18
A EYFS environment to support quality first teaching	Audit of resources and purchase of equipment to support both adult-initiated and child-led learning	The EYFS curriculum is significantly under resourced. EEF EYFS research shows a gain of + 5 months for play based learning.	Termly spend agreed with class teacher supported by SLE from OLASJ	Assistant head and FS teacher	Dec 17, March 18 and July 18
	Replace flooring in EYFS classroom and toilets	The flooring in EYFS is unsafe and not fit for purpose.	SBM to manage work	SBM	Nov 17
B Improved Reading outcomes in EYFS and KS1	Implementation of RWInc	EEF research shows that phonics intervention shows moderate impact for very low cost +4 months. RWInc will also ensure consistency of teaching across EYFS and KS1 and improve skills of TAs.	Implementation plan agreed with key staff	EYFS lead	Jan 18, April 18 and July 19

B Improved Reading outcomes in Y2 for PP children	Purchase of reading banded books	EYFS and KS1 book stock is inadequate and in poor state of repair. Good literacy skills are key to a child making progress.	Termly spend agreed by Literacy lead	Literacy lead	Dec 17, March 18 and July 18
	LSP 1 to 1	LSP has a proven track record and is used as part of IEP strategies.	Termly planning meeting with SENCO and LSS to decide which pupils to be targeted	SENCO	SEN termly planning meetings
B Improved Reading outcomes in Y6 for PP children	Whole school training on Reading including direct teaching of vocabulary	EEF research suggests that reading 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.	Training for all staff on whole school approach to the teaching of Reading, based on EEF evidence in <i>Improving Literacy in Key Stage One</i> and <i>Improving Literacy in Key Stage Two</i> on developing a comprehension policy. Training for all KS2 staff in Bedrock vocab strategies Y4 – Y5 children to access Bedrock vocabulary software	Literacy subject lead	Dec 2017, March 18 and July 18
D Improved attendance of PP children	Introduction of late gate	Children lose learning time through absence and lateness. With the school timetable tightening it is important that children are in school ready to learn.	Attendance officer to meet all children who are late every morning.	Assistant head and attendance officer	Monthly
Total budgeted cost					£50 000
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?

B Improved Reading outcomes in Y2 and Y6 for PP children	Quality first teaching in small class sizes (Y2 17 children and Y6 23 children)	Quality First Teaching (QFT) means high quality inclusive teaching for all our children. Ensuring that both classes remain single year groups is a priority in preparation for Key Stage Sats. Although EEF research suggests that this is a high cost strategy for moderate impact +3 months, if the class size is reduced substantially to fewer than 20 or even 15 pupils then more progress is made. There is an additional highly skilled TA supporting PP children in Y6 where the gap between PP children and all children is significantly large.	FFT targets at 20% have been set for all classes. Weekly work scrutiny monitoring by SLT is focused on PP children. Y2 and Y6 teachers supported by national support school staff (OLASJ).	Assistant head	Half termly
C Improved attitudes to learning of targeted pupils identified with social and emotional needs	Thrive intervention for targeted PP children	Thrive analysis (July 2016) identifies children who 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. 1:1 Action Plans developed and shared with parents and class staff. Positive behaviour management strategies to be implemented across school including 1,2,3	Learning mentors	Half termly
	Growth mindset for all PP children	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 18
D PP children to receive specialist support in addressing learning and emotional barriers to learning	Buy back of LSS service and Education Psychology Service	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 2018
Total budgeted cost					£ 35 000

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 18
	Targeted pupils/families given financial support to pay for trips	All KS2 PP children to attend CLC for specialist ICT day. All Y6 PP children to attend Crucial Crew (SYP) All Y2 and Y6 PP children to attend EIS days in Sheffield.	Visits are carefully planned to give rich experiences and broaden horizons. They are always carefully evaluated for value for money.	Assistant head	Termly
Total budgeted cost					£13 000

5. Review of expenditure				
Previous Academic Year		2016/17		
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
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	Attendance remained constant from 95.6% in 2016 to 95.3% to 2017. Attendance for PP pupils has declined from 95.4% to 93.7% but within this figure are two children; one who wasn't in school for the year and another whose mother died last year and had a significant amount of time off school.	All the evidence points to the correlation between poor attendance and low achievement. This must be a school priority next year.	

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	<u>Achievement Key Stage 1</u> KS1 overall outcomes increased in Maths and disadvantaged outcomes increased. <u>Achievement Key Stage 2</u> KS2 overall outcomes remained the same in Maths. Disadvantaged outcomes declined in Maths.	EEF research suggests that mastery teaching has moderate impact for very low cost. This will continue to be part of school policy next year.	
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
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	Significant staff absence in the summer term meant that the programme was delivered to two disadvantaged children. One of these children settled into FS2 and is continuing to access support to enable him access Y1, the other child has moved from part time to an increased timetable. All staff use behaviour strategies consistently in school.	EEF research suggests that social and emotional learning has moderate impact for moderate costs. This year the approach will be to use Thrive approaches alongside other behaviour strategies. A new Behaviour policy will be agreed during the school year 17 – 18.	
Improved standards within reading and writing across all year groups	1:1 reading with PP children targeted for support by non-class based TA (Sept 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 Clearer systems in place for home reading and the monitoring of this	<u>Achievement Key Stage 1</u> KS1 overall outcomes remained largely the same in Reading and Writing. Disadvantaged outcomes remained the same in Writing and declined in Reading. <u>Achievement Key Stage 2</u> KS2 overall outcomes rose in Reading and remained the same in Writing and Maths. Disadvantaged outcomes in Reading remained stubbornly low and declined in Writing..	EEF research suggests that 1 to 1 support moderate impact for high costs. This year the approach will be to develop quality first teaching in Maths through the implementation of Mathematics Mastery programme and targeted intervention for children at risk of not meeting age related.	
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
Subsidised access to	Targeted children to access a	12 Y6 PP attended breakfast club from Jan to May at no cost.	The EEF research suggests that this	

school extra-curricular clubs	range of clubs, including sports clubs, healthy lifestyle clubs, music clubs, out of school hours	This enabled children to make a positive start to the school day.	strategy is more effective in KS1. Our experience would substantiate this view. We will implement this in Y2 and target Y6 from Jan 18 onwards.	
Subsidised support for school trips including residential trips	Targeted pupils/families given financial support to pay for trips	All PP children went on school visits. All Y6 PP children worked with a qualified chef in school in a series of baking sessions.	Providing enriching experiences will remain a priority for PP spending.	
Support with transport	Contribution to cost of transition visits and extracurricular visits	? Y6 PP children attended residential All PP children made successful transition to secondary schools. All Y2 and Y6 PP children attended EIS days in Sheffield providing aspirational visits. All Y6 PP attended Crucial Crew (SYPF) which provides key life skills which are important for our vulnerable PP children.		