

# Pupil premium strategy statement: St Joseph's Catholic Primary School 2018-19

1. Summary information					
<b>School</b>	St Joseph's Catholic Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£33,000	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	155	<b>Number of pupils eligible for PP</b>	23	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
2018 Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected or above in reading, writing and maths</b>	83%	70%
<b>progress in reading</b>	4.1	0.3
<b>progress in writing</b>	-1.0	0.2
<b>progress in maths</b>	3.2	0.3
2018 Key Stage 1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected or above in reading, writing and maths</b>	25%	69%
<b>% achieving expected+ in reading</b>	50%	79%
<b>% achieving expected+ in writing</b>	25%	74%
<b>% achieving expected+ in maths</b>	25%	80%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Phonics and reading skills are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.

<b>B.</b>	Pupils eligible for PP are not making as much progress in maths as other pupils.
<b>C.</b>	Pupils eligible for PP are not making as much progress in spelling and writing as other pupils of the same age.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve reading across the school in both Key Stage one and Two for all pupils but in particular pp pupils.	Pupils eligible for PP make good progress by the end of the year and meet age related expectations. Measured by new reading scheme-star reading for Key Stage Two, banded books in Key Stage one, Rising Stars assessments and comprehension tests.
<b>B.</b>	To improve maths across the school for pupils eligible for PP.	Pupils eligible for PP in Key Stage One and Two make good progress in maths by the end of the year and meet age related expectation. Measured through Rising Stars assessments, maths hub assessments and end of unit tests.
<b>C.</b>	To improve writing and spelling across the school in particular PP pupils.	Pupils eligible for PP make good progress by the end of the year and meet age related expectations. Measured through hot and cold writing tasks, spelling assessments and Rising Star assessments.
<b>D.</b>	Increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.

## 5. Planned expenditure

Academic year

2018-19

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 improve reading across the school in both Key Stage one and Two for all pupils but in particular pp pupils.	Continue to embed word aware across the school. Buy in Accelerated reading scheme for Key Stage Two and banded books in Key Stage One. Key staff to attend training and cascade to colleagues. Purchase of SATS comprehension books in Y6 and Y2.	Embedding word aware across the school has been seen in other schools to improve vocabulary. Research has shown that the Accelerated reading scheme has improved reading and can be easily monitored. Measured by new reading scheme-star reading assessment, Rising Stars assessments and comprehension tests.	Daily phonics practice is seen in Key Stage 1 classrooms and spelling and vocab Ninja in key stage 2 classrooms. Daily reading is taking place in all classrooms as well as guided reading. Daily reading is happening at home and can be monitored by staff. Scrutiny of tests.	Exec.Head HOFS English lead	Sept 2019
To improve maths across the school but in particular in Key Stage Two for pupils eligible for PP.	Continue to embed the calculation policy in school. Purchase of SATS maths books in Y6 and Y2. Continue to buy into and monitor mathletics and times table rock starts. Daily magic 10 in all classrooms.	Following the calculation policy will ensure continuity throughout the school. This is seen in classrooms when followed attainment is better. Previous purchase of SATs books has shown progress. Magic 10 in addition to the lesson has shown progress last year. Measured through Rising Stars assessments, maths hub assessments and end of unit tests.	Termly scrutiny of books and observations. Magic 10 seen across the school in all classrooms. Sats books are being used in booster lessons and at home.	Exec.Head HOFS Maths lead	Sept 2019
To improve writing and spelling across the school in particular PP pupils.	Continue Talk4writing. All classes to complete termly year group spelling lists. Use of spelling mats on all walls and being used in class.	Evidence has shown Talk4writing has made childrens progress accelerate. Measured through hot and cold writing tasks, spelling assessments and Rising Star assessments.	Through observations, book scrutiny and spelling scrutiny assessments.	Exec.Head HOFS English lead	Sept 2019

Improve access to curriculum	TA support within the classroom for small group and 1:1	Effective use of additional adult to ensure pupils access curriculum at age related expectations has shown to increase rates of progress and attainment	Lesson observations, scrutiny of work, tracking data	Exec Head Head of School Inclusion lead	Sept 2019
<b>Total budgeted cost</b>					Cost of Accelerated reader <b>£2,915</b> AMP/ALS/LG CPD <b>£360</b> Staff CPD <b>£300</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve reading across the school in both Key Stage one and Two for all pupils but in particular pp pupils.	Daily small group phonic support in reception and Key Stage.  1:1 toe by toe, 1:1 flashcards and 1:1 acceleraread/write scheme for reading will be provided to individuals.  Small group provision in Key Stage 2 for reading and understanding of texts.	Some pupils need targeted support to catch up. The programmes used have been effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular contact with staff to check programmes are working well for all individuals. Tracking of progress through RS assessments, Star reading programme and phonics screening.	Inclusion manager Literacy lead	Sept 2019

To improve maths across the school but in particular in Key Stage Two for pupils eligible for PP.	Small group provision in Key Stage Two for arithmetic.  Small group provision in Key Stage Two for gaps in maths.	Some pupils need targeted support to catch up. The programmes used have been effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular contact with staff to check programmes are working well for all individuals. Tracking of progress through RS assessments, Maths hub assessments and end of term tests.	Inclusion Manager Maths lead	Sept 2019
To improve writing and spelling across the school in particular PP pupils.	Small group support given for grammar in writing across the Key Stages.  1:1 Word wasp provision for spelling.  Small group gym trail activities to aid writing in Key Stage 1.	Some pupils need targeted support to catch up. The programmes used have been effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular contact with staff to check programmes are working well for all individuals. Tracking of progress through RS assessments, year group spelling tests and phonics screening.	Inclusion manager Literacy lead	Sept 2019
<b>Total budgeted cost</b>					LG Time £3,552 TA time £7,486 HLTA £3,116 Teach £2,850
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase attendance rates for pupils eligible for PP.	Regular tracking, early intervention with notifying parents of attendance issues and meeting EWO,	Early intervention and involvement of EWO at other schools has shown improvements in attendance rates.	We will continue our school weekly attendance awards and regular discussions with parents that don't have children that regularly attend.	Exec Head	Sept 2019

	attendance awards, provision of transport & breakfast club.				
Children can access wider curriculum opportunities	Provision of uniform, trips, clubs and residentials	Allows all children to access wider curriculum opportunities	Monitor which clubs attended Representation at competitions	Inclusion & PE lead	
				<b>Total budgeted cost</b>	Residentials £735 Trips estimate £45 Uniform Estimate £100 Attendance awards estimate £65 (13 pupils)

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£430</b>

<p>A. Improved phonics and reading skills in Reception</p> <p>B. Improved writing and spelling skills in Key Stage 1</p>	<p>Embed word aware across school</p> <p>Key staff to attend CPD based on Teaching Backwards &amp; cascade to colleagues</p> <p>Talk For Writing</p>	<p>Phonics were improved. All PP children passed their phonics screening. Reading for PP children has improved due to interventions for reading, as PP children aren't heard to read as much as other children in school. Understanding of texts has not made as much progress and therefore needs to continue. We are continuing to raise standards in writing and spelling in Key Stage 1, so high results continue.</p>	<p>We will continue-small group targeted teaching allowing individual gaps to be addresses.</p>	
<p>C. Improved progress for high attaining pupils</p>	<p>Inset on providing stretch for high attaining pupils, especially in maths using Bar method</p> <p>Purchase of CPG Reading, GPS &amp; Maths workbooks to aid practise of skills at home</p>	<p>High attaining pupils made more than expected progress in Key Stage Two SATs.</p>	<p>We will continue to stretch high attaining pupils through booster lessons.</p>	
<p>D.QFT by new staff</p>	<p>Mentoring of NQT by expert member of staff</p>	<p>Data didn't reflect QFT by new staff. Implementation of strategies for Talk4writing, Word aware, calculation policy have been followed periodically and therefore the majority of children didn't achieve age related expectations.</p>	<p>Continue to improve QFT throughout the school.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b> <b>£39,670</b></p>

<p>A. Improved phonics and reading skills in reception &amp; KS 1</p> <p>B. Improved writing and spelling skills KS 1</p>	<p>Small group provision for phonics and early reading skills Intervention for children in Reception.</p> <p>Small group provision for writing and 1:1 word wasp provision for spelling.</p> <p>Small group and 1:1 provision for reading-dancing bears and apples and pears and toe by toe.</p>	<p>In reception 75% children were at age related outcomes.</p> <p>Children that have been doing word wasp for a couple of years have shown good progress and this was seen in the Key Stage Two SATs results from PP children that had done the programme.</p> <p>Progress has been made in other reading and spelling programmes but it's not always reflected in class.</p>	<p>Continue word wasp, reading and writing interventions.</p> <p>Continue small group provision in reception class.</p>	
<p>B. Improved progress for high attaining pupils, especially in maths</p>	<p>Weekly small group sessions in maths for year 2 &amp; year 6 high-attaining pupils with experienced teacher, in addition to standard lessons and additional sessions led by class teacher in PPA time to stretch more able pupils</p> <p>Weekly small group maths/literacy interventions led by experienced TA's directed by teachers</p>	<p>Children in Key Stage Two SATs made good progress from doing the booster sessions. All PP children passed their SATs.</p> <p>Children in Key Stage One SATs have made improvements from the booster sessions.</p>	<p>Continue intervention to improve the progress of high attaining pupils.</p>	

**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 £125
D. Increased attendance rates	Head Teacher to monitor pupils and follow up quickly on absences. First day response provision.	Attendance has improved but not enough. Inclusion manager weekly looks at attendance and sends home letters. In close contact with EWO. Success criteria was not met.	Head etc. will continue to collaborate to ensure new provision and standard school processes work smoothly together. Weekly attendance awards, regular discussions and meetings with schools EWO and regular discussions with parents where attendance is poor will continue.	