

---

### **St Joseph's Pupil Premium strategy statement 2017-18**

***"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."***

(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)

***"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet,"***

***Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

#### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

1. Summary information					
Academic Year	2017 - 18	Total PP budget	£50 000	Date of most recent PP Review	July 2017
Total number of pupils	158	Number of pupils eligible for PP	26 (16.5%)	Date for next internal review of this strategy	January 2018

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
19 (12%)	4 (2.5%)	0	3 (1.9)

#### Current Academic Year

(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	3 (1.9%)	2 (1.3%)	1(0.6%)		
Year 5	5 (3.2%)	4 (2.5%)	1 (0.6%)		
Year 4	3 (1.9%)	3 (1.9%)			
Year 3	4 (2.5%)	4 (2.5%)			
Year 2	6 (3.8%)	3 (1.9%)	1 (0.6%)	2 (1.3%)	
Year 1	3 (1.9%)	2 (1.3%)		1 (0.6%)	
Reception	2 (1.3%)	1 (0.6%)	1 (0.6%)		
Total	<b>26</b> (16.5%)	<b>19</b> (12%)	<b>4</b> (2.5%)	<b>3</b> (1.9%)	<b>0</b>

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	Pupils eligible for PP	Pupils not eligible for PP	
		School	National 2016
% achieving expected standard or above in reading, writing and maths	50%	63.6%	60%
% achieving expected standard or above in reading	62.5%	72.7%	72%
% achieving expected standard or above in writing	75%	81.8%	79%
% achieving expected standard or above in maths	50%	72.7%	76%
Progress score in Reading	-0.75	1.48	0.3
Progress score in Mathematics	-0.68	0.85	0.2
Progress score in Writing	-0.49	0.01	0.1
% achieving expected standard or above in reading at KS1	80%	71.4%	78%
% achieving expected standard or above in writing at KS1	80%	38.1%	70%
% achieving expected standard or above in maths at KS1	60%	66.7%	77%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Staff consistently identify learning behaviours as a considerable barrier to learning of disadvantaged children citing lack of focus, confidence and resilience as a common cause for concern.
<b>B.</b>	Identifying and addressing gaps in reading, grammar, punctuation, spelling and maths and the confident application of these skills.
<b>C.</b>	Social Emotional Mental Health issues faced by pupils, specifically anxiety, anger, resilience and self-esteem.
<b>D.</b>	High levels of pupil attachment difficulties.
<b>E.</b>	High number of class teacher job-shares
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Attendance and punctuality of disadvantaged pupils.
<b>B.</b>	Narrow life opportunities, aspirations and enrichment experiences.
<b>C.</b>	Parental capacity/ ability to support and develop their child in areas such SEMH, attendance and attitudes to learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Develop teaching to maximise progress and attainment in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Children will be able to talk about their learning and the progress they are making.</li> <li>• Progress will be evident from looking at their work.</li> <li>• First quality teaching and interventions explicitly target the needs of disadvantaged children in all year groups. Analysis of data shows a beneficial impact.</li> <li>• The gap between PP and non PP pupils nationally will be minimised at the end of the EYFS, KS1 and KS2.</li> <li>• Individual gaps in reading, grammar, punctuation, spelling and maths are identified and targeted through intervention work with TAs. Data indicates the success of the intervention.</li> <li>• Attainment at the end of KS1 in Maths and Writing for children in receipt of PPG funding will be at least in line with all other children.</li> <li>• In Year 2-6 the children in receipt of PPG funding will make at least 7 steps progress.</li> <li>• In the EYFS and Y1 the children in receipt of PPG funding will make at least 6 steps progress (Progress taken from Autumn 1 assessments)</li> <li>• To increase the percentage of disadvantaged pupils achieving ARE/GLD in Reading, Writing and Maths in each cohort.</li> </ul>
<b>B.</b>	PP children's writing improves in line with non-PP children nationally at the end of EYFS, Key Stage 1 and at the end of KS2	<ul style="list-style-type: none"> <li>• The gap between those children in receipt of PPG funding and those who are not nationally will be minimised.</li> <li>• Attainment at the end of KS2 for children in receipt of PPG funding will be at least in line with the national average.</li> <li>• Attainment at the end of phases for children in receipt of PPG funding will be at least in line with the national average.</li> <li>• In Year 2-6 the children in receipt of PPG funding will make at least 7 steps progress.</li> <li>• In the EYFS and Y1 the children in receipt of PPG funding will make at least 6 steps progress (Progress taken from Autumn 1 assessments)</li> </ul>

<b>C.</b>	<p>Children will become more resilient, secure and confident.</p> <p>The needs of pupils with attachment issues are met so that they can meet age related expected.</p>	<ul style="list-style-type: none"> <li>Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn.</li> <li>For those children with Thrive action plans and/or My Plans they will make accelerated academic progress and have increased social and emotional well-being.</li> </ul>
<b>D.</b>	<p>To raise self-awareness, self-esteem and self-confidence, to promote high aspirations and a growth mindset for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>Children will show increased levels of engagement and motivation for their schoolwork.</li> <li>Personalised learning resources are used to motivate children.</li> <li>AR Tracking data show an increase in children's attainment in basic skills.</li> <li>Attendance figures will show an improvement.</li> <li>Pupils have access to a wide range of extra-curricular activities that they enjoy and develop self-confidence, self-esteem etc.</li> </ul>
<b>E.</b>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Raised attainment in GLD .</li> </ul>	<ul style="list-style-type: none"> <li>To be in line with All children nationally</li> </ul>
	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>To narrow the gap between PP and All pupils in writing.</li> <li>To maintain attainment greater than national comparisons for all children in reading and writing.</li> <li>To narrow the gap between PP and All pupils at greater depth in writing and maths.</li> </ul>	<ul style="list-style-type: none"> <li>To be in line with All children nationally</li> </ul>
	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>Narrow the gap between PP and All pupils in reading, writing and maths.</li> </ul>	<ul style="list-style-type: none"> <li>To be in line with All children nationally</li> </ul>

5. Planned expenditure				
Academic year	2017/18			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. Additional Teaching Staff				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				
b. 1-1 Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children make better than expected progress in reading, writing and maths across Key Stage 2.	Train key teaching assistants in the role of learning Mentor to support pupils to overcoming barriers to learning in order to achieve their full potential.	Progress is maximised where independent learning and developing children’s awareness of successful learning is secure.  Empower children with effective learning strategies to help them become successful, independent and resilient learners.	Team of Learning Mentors to include member of SLT who will lead reviews and targets for greater impact.  Children will be able to articulate their progress by showing how they have improved their work.	KD  EW
Children make better than expected progress in reading, writing and maths across the school.	Individual target focus. Ten minute daily consolidation or teaching to address gaps in learning.	<b>Sutton trust: Developing study skills and independent learning techniques 3mths. Feedback +8 mths; Meta-cognition and self-regulation +8 mths;</b>	Termly data meetings will review the progress of all children and groups.	
Outcomes of Mid-Year Review:				

Total Planned Expenditure:				£13 300
c. 1-1 Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children will become more resilient, secure and confident and be ready for learning.	Thrive Intervention Thrive is a specific way of working with all children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable providing a foundation for academic attainment.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn. For those children with Thrive action plans they will have accelerated progress and have increased social and emotional well-being. <b>Sutton trust: Social and emotional aspects of learning +4 mths. Individualised instruction +2 months</b>	Supply for class teachers each termly for review with SENCO on the impact of action plans on academic outcomes.	EW
To support named pupils with SEMH needs to avoid exclusion and ensure that Behaviour Support Plans impact on quality of learning and all children make good progress.	Behaviour Support to support school staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully.	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn <b>Sutton trust: Social and emotional aspects of learning +4 mths. Individualised instruction +2 months</b>	Monitor progress of individual/ whole class THRIVE plans. Monitor achievement for THRIVE group and individual children termly. Monitor exclusion/ attendance.	EW
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£7290

d. Group Intervention - Academic				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Children make accelerated progress in reading, writing and maths.	To help provide appropriate support for PP children with SEN. To support teacher in the delivery of the curriculum with a focus on improving outcomes for pupils in receipt of PPG.	Evidence suggests that TAs can have a positive impact on academic achievement. Progress is made when teachers and TAs work together effectively, leading to increases in attainment.	Review of Provision Map Achievement data for interventions. Exclusion rates. THRIVE action plans. % of successful My Plan targets for PP children.	EW
Year 3 children who did not achieve expected in writing at the end of KS1 make accelerated progress in their writing.	1stClass@Writing Pirate Writing Reading and writing intervention for Y3 led by a trained Teaching Assistant. (Including training for the TA)	300 pupils in 70 schools took part in 1stClass@Writing in 2014-15. Their teachers reported an almost immediate impact: 84% of pupils became more confident and motivated to write 71% made more progress than their teachers had expected their spelling scores improved by 93%	Detailed analysis of impact and children's progress.  Link Teacher- supporting, managing and evaluating 1stClass@Writing.	LD
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£10 200
e. Group Intervention - Social				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To ensure key pupils learn social skills and have quality enrichment activities that build on individual success.	To provide targeted intervention around key barriers to learning for pupils in receipt of PP funding: <ul style="list-style-type: none"> <li>Managing anger and rage</li> </ul>	EEF toolkit identifies meta-cognition and self-regulation has a high impact for low cost, based on extensive evidence.	Records analysed of those children who attend the Sunshine Club and other SEMH intervention.	EW

	<ul style="list-style-type: none"> <li>Managing anxiety</li> <li>Nurture</li> <li>Mindfulness.</li> <li>Time to Talk</li> </ul> <p>Lunch time Clubs to support children to have successful social times and reduce the impact of negative interaction on afternoon learning. (Lego/ Calm 1hr a day)</p>	It also shows behaviour interventions have a moderate impact.	Impact surveys to elicit the views of children and their teachers.	
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £3240</b>
<b>f. Learning Resources</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>
Children to make expected or better progress in Reading, across KS2.	Consolidation of <b>Accelerated Reader</b> (AR) across KS2 to support engagement, independence and personalised learning within reading	<p>Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p> <p><b>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</b></p>	<p>Children will be able to articulate their progress by showing how they have improved their work.</p> <p>Records of Accelerated Reader will be reviewed.</p> <p>Termly data meetings will review the progress of all children and groups.</p>	RS

To continue to improve the phonic abilities of all from nursery throughout KS1 so that each year we have improved outcomes for phonics.	RWI Oxford Owl online subscription	Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.	Termly data meetings will review the progress of all children and groups.	
Children with identified specific learning difficulties within reading, writing and processing have their needs met as a result of early identification.	Purchase Nessy to support targeted practice of reading and spelling. Purchase of dyslexia friendly resources for writing and reading.	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. <b>Sutton trust: Feedback +8 mths; Meta-cognition and self-regulation +8 mths; 1:1 Tuition 5 months+.</b>	Termly data meetings will review the progress of all children and groups.	EW
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£1977.5</b>
<b>g. Staff Training</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>
To accelerate the progress of disadvantaged pupils in writing.	Primary Writing Project.	While we expect Pupil Premium children to be major beneficiaries of the programme, the Primary Writing Project is designed to benefit all children,	All children to show progress through independent 'Hot Tasks' to show how a modelled approach has had an impact on	KD

		narrowing the gap and improving standards in reading and writing across the board.	their own writing and attitude towards writing.  Regular review and analysis of progress and attainment in writing.	
<b>Outcomes of Mid-Year Review: Torbay Teaching Alliance</b>				
<b>Total Planned Expenditure:</b>				<b>£6400</b>
<b>h. Enrichment/Raising Aspirations</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>
Children are able to participate in school visits. Children will become more resilient, secure and confident	School visits 50% of the cost of the day/residential trips will be subsidised for those in receipt of PPG.	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. Sutton trust: Sports Participation +2 months, Arts Participation +2 months;	Through pupil conferencing the children report positive experiences and impact on their learning.	
Children are motivated and engaged in the wider life of the school and their own personal development.	50% subsidy towards: Instrumental lessons within school.	Children are able to access activities/ experiences that support their participation and engagement in the wider life of the school and their own personal development.	Improved take up in % of children eligible for PP.	
<b>Outcomes of Mid-Year Review:</b>				
<b>Total Planned Expenditure:</b>				<b>£800</b>

i. Home Support (e.g. breakfast club, EWO etc.)				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Children will become more resilient, secure, confident and ready to learn.</p> <p>Parents will feel more confident and able to support their children to be resilient, secure and ready to learn.</p>	<p>Sunshine Club (Breakfast – Meet and Greet Club)</p> <p>Eight week Patchwork Parenting course with TA support so that the benefits can be sustained.</p> <p>Overcoming Programme is a guided self-help CBT programme for parents of anxious children.</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>Providing access to programmes that focus directly on parents themselves support improved parental engagement which has a direct link with children's future academic success.</p>	<p>Evaluation</p> <p>Review and analysis of pupil attitudes to learning and achievement outcomes.</p>	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2800
j. Other, not captured by any of the above				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All pupils make progress in line with their peers and narrow the gap in attainment where necessary.	Educational Psychologist hours to provide support/ training and strategies for children with complex learning needs.	38% of PP children also have identified additional needs.	<p>Provision maps and class data to be reviewed half termly.</p> <p>EP reports actioned.</p>	EW
Class teachers have a shared/ consistent understanding about the priorities and action for	Half termly data surgeries with a focus on disadvantaged children.	First quality teaching is meeting the needs of PP children; no matter which class teacher is responsible for the day's learning.	<p>Review of Provision Map.</p> <p>Review and analysis achievement data for interventions.</p>	KD

improving achievement for pupils in receipt of extra funding.	Release time for class teachers who work part time.	Appropriate interventions can be introduced early and are well communicated between staff.		
<b>Outcomes of Mid-Year Review:</b>				
				<b>Total Planned Expenditure: £3330</b>

<b>6. Additional detail</b>
<p>This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary.</p>