

1. Summary information					
School	St. Joseph's Catholic Primary School				
Academic Year	2016/17	Total PP budget	48 000	Date of most recent PP Review	N/A
Total number of pupils	160	Number of pupils eligible for PP	37 (23%)	Date for next internal review of this strategy	March 2017

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
32	3	0	2

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	8 (42%)	6	2	0	0
Year 5	5 (19%)	5	0	0	0
Year 4	6 (26%)	5	1	0	0
Year 3	6 (29%)	6	0	0	0
Year 2	5 (19%)	5	0	0	0
Year 1	6 (25%)	4	0	2	0
Reception	1 (5%)	1	0	0	0
Total	37 (23%)	32	3	2	0

2. Current attainment (End of 2015/16)			
End of KS2 Attainment for: 2015-2016	Pupils eligible for PP	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading, writing and maths	33%	50%	60%
% achieving expected standard or above in reading	100%	81%	71%
% achieving expected standard or above in writing	50%	56%	79%
% achieving expected standard or above in maths	83%	69%	75%
Average scaled score in Reading	103.7	104.6	103.8
Average scaled score in Mathematics	104.3	103.4	104.1
Average scaled score in GPS	108	104.5	104
End of KS1 Attainment for: 2015-2016	Pupils eligible for PP	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading	50%	79%	78%
% achieving expected standard or above in writing	50%	43%	70%
% achieving expected standard or above in maths	50%	50%	77%
Y1 Phonics	Pupils eligible for PP	Pupils not eligible for PP	
		School	National
% achieving expected standard	80%	67%	83%
EYFS	Pupils eligible for PP (6 Children)	Pupils not eligible for PP	
		School	National
% of GLD	50%	58%	69.3%
% achieving expected standard or above in reading	67%	71%	77%
% achieving expected standard or above in writing	50%	67%	72.6%
% achieving expected standard or above in maths. (Average of Nos. & SSM)	67%	77%	80.25%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Gap between PP and national non-PP children.	
B.	Progress and attainment in writing.	
C.	A lack of social and emotional resilience	
D.	Developing high quality teaching, feedback/ assessment to maximise progress and attainment.	
E.	Engagement and motivation of PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better progress in reading, writing and maths	Children will be able to talk about their progress Progress will be evident from looking at their work. The gap between PP and non PP pupils nationally will be minimised at the end of the EYFS, KS1 and KS2.
B.	PP children’s writing improves in line with non-PP nationally children at the end of EYFS, Key Stage 1 and at the end of KS2	The gap between those children in receipt of PPG funding and those who are not nationally will be minimised. Attainment at the end of phases for children in receipt of PPG funding will be at least in line with the national average.
C.	Children will become more resilient, secure and confident	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 and/or My Plans they will make accelerated academic progress and have increased social and emotional well-being.
D.	A focus on high quality teaching rather than relying on interventions to compensate.	The gap between those children in receipt of PPG funding and those who are not will be minimised. 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
E.	Children will become more motivated and engaged with their learning, with the desired impact of raising attainment and progress	Children will show increased levels of engagement and motivation for their schoolwork. Digital technologies will be used in all classes to inspire and engage children with their learning. Personalised learning resources are used to motivate children. AR Tracking data show an increase in children’s attainment in basic skills. Attendance figures will show an improvement.

5. Planned expenditure					
Academic year	2016/17				
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?
Children to make expected or better progress in Phonics, Reading and Writing across Reception and KS1.	Introduction of Read, Write Inc programme to support the narrowing of performance gaps between different groups, both within our school and nationally. Total Cost: £10 000 Cost from PPF: £3500	Read Write Inc. embeds a number of approaches that are identified by the EEF to support children making good progress. Sutton trust: Feedback +8 mths;; Meta-cognition and self-regulation +8 mths; Peer tutoring; early intervention; 1:1 tutoring; Parental Involvement.	SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing. Termly data meetings will review the progress of all children and groups.	Rosie Stephens SLT	April 2017
Children to make expected or better progress in Reading, across KS2.	Introduction of Accelerated Reader(AR) across KS2 to support engagement, independence and personalised learning. Purchase of high quality reading material to support teaching and learning across KS2 and support the introduction of AR. Total Cost: £2200 AR £2000 Books	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. Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths;	Children will be able to articulate their progress by showing how they have improved their work. Records of Accelerated Reader will be reviewed. Termly data meetings will review the progress of all children and groups.	Rosie Stephens SLT	March 2017 and then termly

	Cost from PPF: £4200	Mastery learning +5 mths			
Children to make better than expected progress in spellings in Y5/6.	<p>Introduce Wordblaze Spelling intervention for Years 5 and 6 to narrow the gap.</p> <p>Total Cost: £700 Cost from PPF: £700</p>	<p>Wordblaze is a very clearly structured intervention that supports learners to tackle things in innovative ways and provides plenty of hooks for the learning of patterns, etc. A phonics-led programme appropriate to upper KS2.</p> <p>Sutton trust: – 1:1 Tuition 5 months+ of progress; Metacognition 8 months + of progress</p>	<p>Records of Accelerated Reader will be reviewed. Termly data meetings will review the progress of all children and groups.</p>	<p>Emma Wilson</p> <p>SLT</p>	<p>March 2017 and then half termly</p>
Children to make expected or better progress in maths at KS1.	<p>CPD for teachers and classroom assistants to secure effective implementation of KS1 Maths curriculum. E.g. Use of Imagery</p> <p>Total Cost: £3000 Cost from PPF: £3000</p>	<p>Staff are well trained and able to deliver high quality lessons.</p> <p>Sutton trust: Feedback +8 mths;; Meta-cognition and self-regulation +8 mths; Early intervention +6mths;</p>	<p>Maths subject leader to monitor the progress and attainment of all children and groups at least termly. (Drop-ins, work scrutiny and pupil conferencing)</p> <p>Termly data meetings will review the progress of all children and groups.</p>	<p>Jodie Sharman (Maths Subject Leader)</p> <p>SLT</p>	<p>March 2017 and then half termly</p>
Children to make expected or better progress in maths at KS2.	<p>CPD for teachers and classroom assistants to secure effective implementation of KS2 Maths interventions. e.g. Counting to Calculating, Mind the Gap.</p> <p>Total Cost: £2000 Cost from PPF: £2000</p>	<p>Targeted interventions resulting in rapid progress and the diminishing of differences between vulnerable group and their peers.</p> <p>Sutton trust: Feedback +8 mths;; Meta-cognition and self-regulation +8 mths;</p>	<p>Intervention evaluations Completed by class teachers and analysed by Senco.</p> <p>Benchmarking and analysis data at the end of each half term.</p>	<p>Emma Wilson (Senco)/ Jodie Sharman (Maths Subject Leader)</p>	<p>March 2017 and then half termly</p>

		Early intervention +6mths;			
PP children's maths improves in line with non-pp children at the end of KS2	<p>Personalised learning resources for Maths to include: IXL for Y6 Star Maths Times Tables Rock Stars</p> <p>TA time to support independent learning.</p> <p>Total Cost: IXL Maths £150 x 7 = £1050 Star Maths £2000 Times Tables Rock Stars £200</p> <p>Total Cost: £3250 + TA time. Cost from PPF: £3250</p>	<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>Sutton trust: Feedback +8 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</p>	<p>Maths subject leader to monitor the attainment of all children and groups at least termly.</p> <p>Termly data meetings will review the progress of all children and groups.</p> <p>SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.</p>	SLT/ Jodie Sharman (Maths Subject Leader)	April 2017 and then termly
Children make expected or better progress in reading, writing and maths	<p>Regular progress meetings with class teachers to review impact of teaching and to plan next steps.</p> <p>Total Cost: £1200 (Supply x 6 days)</p> <p>Cost from PPF: £1200</p>	<p>Ongoing support and challenge to review impact of next teaching and plan next steps for raising standards in maths and English for pupils, with a particular focus on disadvantaged pupils.</p>	<p>Review of data for the cohort, groups and individuals.</p> <p>Review of provision maps</p> <p>Review of pupil conferencing/ feedback.</p>	SLT	January 2017 and then termly

Improved screening for specific learning difficulties within reading, writing and processing.	<p>Training for SENCO in assessing for dyslexia. Purchase resources to support screening and identification. Training for all staff on Dyslexia friendly classrooms to support the progress of all learners.</p> <p>Total Cost: £2000 Cost from PPG: £2000</p>	<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>Sutton trust: Feedback +8 mths; Meta-cognition and self-regulation +8 mths; 1:1 Tuition 5 months+.</p>	<p>Accurate identification of children's needs is essential to identifying appropriate strategies to improve learning.</p> <p>Termly data meetings will review the progress of all children and groups.</p>	Emma Wilson	March 2017 and then half termly
Staff are confident in making accurate assessments.	<p>A new school wide assessment and tracking system to enable all teachers, senior leaders and governors track progress and set targets based on the new curriculum.</p> <p>Total Cost: £1100 Cost from PPF: £1100</p>	<p>In order to ensure successful outcomes, it is critical to identify the gaps in learning for individual pupils and groups of pupils. Target Tracker This can help inform the next appropriate steps and assist with planning.</p>	<p>Assessments to be entered half termly in all classes. These assessments form part of data meetings with all staff.</p>	Kelly Dunne	April 2017 and then termly

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?
Children to make better progress in Reading, Writing and Maths with a particular focus on Y6.	<p>Group interventions with a qualified teacher. Targeted groups from Y6 class will have intervention aimed to close the gap and maximise their progress.</p> <p>Total Cost: £10 000 Cost from PPF: £10 000</p>	<p>Additional interventions to provide targeted teaching matched very closely to the needs of the children and enable more personalised learning. Effective and precise feedback will be given to maximise progress.</p> <p>Sutton trust: Feedback +8 months; Small group tuition +4 mths; Mastery learning +5mths</p>	<p>Clear baseline to be recorded before the group interventions begin. Half termly assessments and progress in terms of steps progress are recorded. Additional or amended interventions put in place as needed. SLT monitoring through drop-ins, work scrutiny and pupil conferencing will review how this approach is progressing.</p>	SLT	March 2017 and then half termly

Children with identified specific learning difficulties within reading, writing and processing have their needs met as a result of early identification.	<p>Purchase Nessy to support targeted practice of reading and spelling.</p> <p>Purchase of dyslexia friendly resources for writing and reading.</p> <p>Total Cost: £1250 Nessy £500 Resources</p> <p>Cost from PPF: £1750</p>	<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>Sutton trust: Feedback +8 mths; Meta-cognition and self-regulation +8 mths; 1:1 Tuition 5 months+.</p>	<p>Accurate identification of children's needs is essential to identifying appropriate strategies to improve learning.</p> <p>Termly data meetings will review the progress of all children and groups.</p>	Emma Wilson	March 2017 and then half termly
Children will become more resilient, secure, confident and ready to learn.	<p>Sunshine Club (Breakfast – Meet and Greet Club)</p> <p>Total Cost: £950 TA time £120 Food</p> <p>Cost from PPG: £120</p>	<p>Children have the opportunity to have breakfast and positive contact with a key adult helping them to be settled and ready to learn when the return to classes.</p> <p>Sutton trust: Social and emotional aspects of learning +4 mths</p>	<p>Records kept of those children who attend the Sunshine Club. Impact surveys to elicit the views of children and their teachers.</p>	Emma Wilson	March 2017

Enable the 'fast tracking' of children with concerns through additional Education Psychologist sessions thereby identifying appropriate strategies for support.	<p>Additional Education Psychologist hours to support ECHP reviews and transfers.</p> <p>Total Cost: £2040 Cost from PPG: £2040</p>	<p>Support/ training and strategies for children with complex learning and/or emotional needs.</p> <p>Sutton trust: Social and emotional aspects of learning +4 mths Parental involvement +3 months</p>	Provision maps and class data to be reviewed half termly for progress.	Emma Wilson	March 2017 and then termly
<p>Children are able to participate in school visits.</p> <p>Children will become more resilient, secure and confident</p>	<p>School visits 50% of the cost of the day/residential trips will be subsidised for those in receipt of PPG.</p> <p>Total Cost: £2000 Cost from PPG: £2000</p>	<p>There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.</p> <p>Sutton trust: Sports Participation +2 months, Arts Participation +2 months; Outdoor</p>	Through pupil conferencing the children report positive experiences and impact on their learning.	Kelly Dunne	January 2017 and then termly
Children are motivated and engaged in the wider life of the school and their own personal development.	<p>50% subsidy towards:</p> <ul style="list-style-type: none"> • Fee paying clubs Sports £20 term Science £28 term • Instrumental lessons within school. (£300 a year) <p><i>Assuming ten pupils at term for each club.</i></p> <p>Total Cost: £3520 Cost from PPG: £1740</p>	Children being 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.	Kelly Dunne	Termly

iii. Whole School Approach					
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?
Implementation of THRIVE individual and whole class actions plans will support children to become more resilient, secure and confident	<p>Thrive Intervention</p> <p>Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, 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.</p> <p>Total Cost: £2000 Cost from PPG: £2000</p>	<p>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.</p> <p>Sutton trust: Social and emotional aspects of learning +4 mths individualised instruction +2 months</p>	<p>Children will be screened and a clear baseline established. For targeted children an action plan will be devised which will be monitored regularly for impact between the Thrive practitioner and the class teacher. The impact will be reported to the SLT at least termly.</p> <p>Rates of Attendance.</p> <p>Rates of exclusion.</p>	Emma Wilson	April 2017
Children to become more resilient, secure and confident by engaging in challenging tasks through Forest Schools provision.	<p>Designing a stimulating experience for whole classes with the aim of ensuring that our children can make good progress academically as a result of them having a strong self-esteem and inner confidence.</p> <p>Total Cost: £2760 Cost from PPG: £2760</p>	<p>To increase confidence in an 'out of classroom' learning environment</p> <p>To build social and interactive skills</p> <p>Sutton trust: Social and emotional aspects of learning +4 mths</p>	<p>Evaluation of session – looking at what dispositions and attitudes are being developed. Evaluation from children.</p> <p>Evaluation from all staff involved in Forest School.</p>	Kelly Dunne	<p>Evaluation after each cohort.</p> <p>Half termly for individual pupils.</p>

Children make expected or better progress in reading, writing and maths by raising aspirations and achievement.	<p>Essential study skills workshop for Years 5 and 6 to develop and embed learn to learn strategies such as:</p> <ul style="list-style-type: none"> • memory techniques. • developing a growth mindset. • effective revision skills. <p>Total Cost: £500 Cost from PPG: £500</p>	<p>Empower children with effective learn to learn strategies to help them become successful, independent and resilient learners.</p> <p>Sutton trust: Developing study skills and independent learning techniques 3mths.</p>	<p>Evaluation of session – looking at what dispositions and attitudes are being developed. Evaluation from children. Evaluation from all staff</p>	Kelly Dunne	Evaluation after the workshop.
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Financial Summary		
Action	Cost from PPG	PPG 2016/2017 £48 000 Running balance
Introduction of Read, Write Inc. programme to support the narrowing of performance gaps between different groups, both within our school and nationally.	£3500	44 500
Introduction of Accelerated Reader(AR) across KS2 to support engagement, independence and personalised learning.	£4200	40 300
Purchase of high quality reading material to support teaching and learning across KS2 and support the introduction of AR.		
Children to make better than expected progress in spellings in Y5/6. (Wordblaze)	£700	39 600
CPD for teachers and classroom assistants to secure effective implementation of KS1 Maths curriculum. E.g. Use of Imagery	£3000	36 600
CPD for teachers and classroom assistants to secure effective implementation of KS2 Maths interventions. e.g. Counting to Calculating, Mind the Gap.	£2000	34 600
PP children's maths improves in line with non-pp children at the end of KS2	£3250	31 350
Personalised learning resources for Maths to include: IXL for Y6 Star Maths Times Tables Rock Stars		
Children make expected or better progress in reading, writing and maths. (Progress Meetings)	£1200	30 150
Improved screening for specific learning difficulties within reading, writing and processing. Training for SENCO in assessing for dyslexia.	£2000	28 150
Purchase resources to support screening and identification.		
Training for all staff on Dyslexia friendly classrooms.		

Staff are confident in making accurate assessments. (A, B, D) A new school wide assessment and tracking system to enable all teachers, senior leaders and governors track progress and set targets based on the new curriculum	£1100	27 050
Children to make better progress in Reading, Writing and Maths with a particular focus on Y5/Y6. Group interventions with a qualified teacher. Targeted groups from Y6/Y5 classes will have intervention aimed to close the gap and maximise their progress.	£10 000	17 050
Children with identified specific learning difficulties within reading, writing and processing have their needs met as a result of early identification. Purchase Nessie to support targeted practice of reading and spelling. Purchase of dyslexia friendly resources to supported targeted writing and reading.	£1750	15 300
Children will become more resilient, secure, confident and ready to learn. Sunshine Club (Breakfast – Meet and Greet Club) Children have the opportunity to have breakfast and are settled and ready to learn when the return to classes.	£120	15 180
Enable the 'fast tracking' of children with concerns through additional Education Psychologist sessions thereby identifying appropriate strategies for support. Additional Education Psychologist hours to support ECHP reviews and transfers. Support/ training and strategies for children with complex learning needs.	£2040	13 140

<p>Children are able to participate in school visits.</p> <p>Children will become more resilient, secure and confident</p> <p>School visits</p> <p>50% of the cost of the day/residential trips will be subsidised for those in receipt of PPG.</p>	£2000	11 140
<p>50% subsidy towards:</p> <ul style="list-style-type: none"> • Fee paying clubs Sports £20 term Science £28 term • Instrumental lessons within school. (£300 a year) 	£1740	9400
Implementation of THRIVE individual and whole class actions plans will support children to become more resilient, secure and confident	£2000	7400
Children to become more resilient, secure and confident by engaging in challenging tasks through Forest Schools provision.	£2760	4640
Essential study skills workshop for Years 5 and 6 to develop and embed learn to learn strategies such as:	£500	4140