

St Joseph's Review of the Pupil Premium strategy statement 2018 - 19

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

(A.P.J. Abdul Khan, 11th 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.

Achievement at the end of 2018/19			
End of KS1 & 2 Attainment for: 2018-19	Pupils eligible for PP 2019 5/18 pupils (28%)	Other - Pupils not eligible for PP	
		School 2019	National 2019 (Interim/ All pupils)
% achieving expected standard or above in reading, writing and maths	40%	77%	65%
% achieving expected standard or above in reading	40%	77%	73%
% achieving expected standard or above in writing	80%	77%	78%
% achieving expected standard or above in maths	60%	85%	79%
Progress score in Reading	-5.63	-2.02	
Progress score in Mathematics	-3.16	0.64	
Progress score in Writing	-0.61	-2.35	
KS1	Pupils eligible for PP 2019 3/19 pupils (16%)	Other - Pupils not eligible for PP	
		School 2019	National 2018 (All pupils)
% achieving expected standard or above in reading at KS1	67%	56%	79%
% achieving expected standard or above in writing at KS1	33%	56%	72%
% achieving expected standard or above in maths at KS1	33%	63%	79%

Review of Expenditure

1. Summary information			
Academic Year	2018-19	Total PP budget	£34 320
Total number of pupils	139	Number of pupils eligible for PP	31

Previous Academic Year (Review of expenditure in 2018 – 2019)				
b. 1-1 Intervention - Academic				
Desired Outcome	Chosen action/ approach	Estimated impact:	Lessons Learned/ Comments	Cost
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.	Planned approach was abandoned.	The learning mentor system had to be abandoned due to changes in staffing and to a change in priorities for TA allocation.	£7807.80
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.	Reading: 82% of PP made expected or above progress and 39% made better than expected progress; Writing: 79% of PP made expected or above progress and 39% made better than expected progress; Maths: 79% of PP made expected or above progress and 47% made better than expected progress.	<p>Teacher Assistants need clear communication from class teachers about what needs to improve and appropriate strategies to be used. Class teachers need to ensure that improvements made in individual target focus are embedded into class work.</p> <p>End of Key Stage 2 data. (2019 Cohort) From Year 4 – 6 with the exception of one child in reading, all the children made expected or better progress. The reading evidence for this one child indicates that attitudes towards reading and testing may have contributed to the progress not being quite enough to ensure that he achieved the standard. His scaled score of 97 shows that we need to be more effective in first quality teaching and interventions for those children who are ‘borderline’ to secure the required standard.</p>	

			There is a need for further training for teachers and TAs on the effective use of AR as a tool for supporting the teaching and learning of reading.	
Children with specific needs in speech and language have regular targeted intervention.	TA hours to be deployed by the SENCO to support S&L in EYFS and KS1.	All children made significant improvement as recorded in Speech and Language Link. One child who was an elective mute began to speak in the summer term.	Proper dedicated time with this specific focus ensured that this intervention was successful. Train another TA to complete this work in 19/20 to cover the maternity leave of the trained member of staff.	

c. 1-1 Intervention Social

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	Cost
1. 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.	We have seen a reduction in the number of children needing individual Thrive plans. Four children have THRIVE action plans that were reviewed, three children made progress in their THRIVE assessments. A further child has been issued with a Thrive action plan progress will be assessed in October 2019. There were no exclusions in the 2018/19 school year. Two children improved attainment: one in maths and the other in all three subjects. As a group 50% have made expected or more progress in reading; 50% in writing and 50% in maths. 25% made better than expected progress in reading and writing and 50% in maths. Attendance has improved from 17/18 for one child.	<ul style="list-style-type: none"> Only one permanent member of staff is Thrive trained so Thrive, with a capital T is now limited to key children. This intervention needs class teachers to share responsibility for the action plan alongside all other adults who work with the child. The Thrive lead needs to ensure that actions plans and their subsequent reviews are well communicated with all relevant staff. 	£392 £1045
2. To support named pupils with	School staff in place to meet the needs of pupils with challenging	We have seen a reduction in the number of children who need targeted support for SEMH needs. Ten children have SEMH	<ul style="list-style-type: none"> Whole class PSHE, including the MindUp Programme is having a positive impact on pupils' SEMH development. Consequently 	

SEMH needs to avoid exclusion and ensure that Behaviour Support Plans impact on progress.	behaviour to ensure SEMH intervention impacts on learning successfully.	<p>needs. (Five children have THRIVE action plans) There were no exclusions in 2018/19</p> <p>Five, out of nine children, saw a rise in attainment in one or more subjects.</p> <p>78% have made expected or more progress in reading; 67% in writing and 78% in maths. 44% made better than expected progress in reading, 56% in writing and 44% in maths.</p>	we are seeing a reduction in the number of children who need to be identified with this specific need.	
d. Group Intervention - Academic				
Desired Outcome	Chosen action/ approach	Estimated impact:	Lessons Learned	Cost
1. 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.	<p>Reading: 39% made better than expected progress; Writing: 39% made better than expected progress; and in Maths 47% made better than expected progress.</p> <p>Tracking of Y1 Phonics shows that nine children made rapid progress to achieve the mark.</p> <p>Two Y2 children made rapid progress to secure the mark.</p>	<p>The success in the phonics progress is linked to targeted intervention by well trained and experienced teaching assistant with effective deployment that focused on improving phonics.</p> <p>Changes in staffing had an impact on further successes with our interventions.</p>	£4180

e. Group Intervention - Social				
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	Cost
To ensure key pupils learn social skills and have quality enrichment activities that build on individual success.	<p>To provide targeted intervention around key barriers to learning for pupils in receipt of PP funding:</p> <ul style="list-style-type: none"> • Managing anger and rage • Managing anxiety • Nurture • Mindfulness. • Time to Talk <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>	<p>Oasis Club was well used and enjoyed by individual children.</p> <p>No exclusions in 2018/19.</p>	<p>The lunchtime Oasis Club is very effective in supporting children. Children were able to self-refer to the club.</p> <p>For key children we saw a reduction in the number of negative interactions during lunchtime play.</p> <p>Moving forward we need to consider those children who do not choose to access the club but need more support at managing behaviour in unstructured times. We need to ensure that class teachers are referring children to the club where they can see that there is a need.</p>	£1463
f. Learning Resources				
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	Cost
Children to make expected or better progress in Reading, across KS2.	Consolidation of Accelerated Reader (AR) across KS2 to support engagement, independence and personalised learning within reading	<p>In 2019 the % of pupils at ARE in reading was 43.8% and at GD 15.6%. 82% of pupils made expected progress in reading and 39% Above.</p> <p>In 2018 the % of pupils at ARE in reading was 48.3% and at GD 6.9%. 92% of pupils made expected progress in reading and 38% Above.</p> <p>In 2017 the % of pupils at ARE in</p>	<p>We would have expected the % of ARE in reading to be 58%. The three children who did not make the required progress were all in Swallow. We need to look at the monitoring, engagement and teaching and learning at the top of KS2.</p> <p>There were four children across the key stage whom we would have expected to make better or expected progress who didn't. This is because there was not a suitably progressive small step approach to support their progress. This will be remedies in</p>	£6668

		reading was 34.4% and at GD 6.3%.	2019/20. There is a need for further training for teachers and TAs on the effective use of AR as a tool for supporting the teaching and learning of reading. The Subject lead for English needs to be rigorous and consistent in the monitoring of the use, by teachers, of AR to ensure that it supports good progress.	
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.	Of the children who had access to Nessy 73% made expected or better progress in reading and 55% made better than expected progress. 80% made expected or better progress in writing and 67% made better than expected progress.	There is a need for further staff training around monitoring pupils' access and progress, setting targets etc., so that class teachers are using the information for target setting. The Senco needs to be rigorous and consistent in the monitoring of the use, by teachers, of Nessy to ensure that it supports good progress.	
To teach children about their brains and emotional development to enhance cognitive control, reduce stress, promote well-being and social skills, and produce positive school outcomes.	Purchase and train staff in the MindUP approach and curriculum to support whole class teaching of Neuroscience, Positive Psychology, Mindful Awareness and Social-Emotional Learning within a whole school ethos.	We are seeing a reduction in pupils who need to be targeted with specific identification for SEMH needs or Thrive action plans. Staff and children tell us that children are better able to articulate and regulate their emotions.	To continue embedding MindUP to become an integral part of classroom, school and home life. Timetable into PSHE curriculum.	
g. Staff Training				
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	Cost
To accelerate the progress of disadvantaged pupils in writing.	Primary Writing Project.	In 2019 59% of pupils were at ARE in writing. This compares to 2018 when only 52% of pupils were at ARE and 2017 when it was 38%.	Staff changes has meant that it has continued to be a struggle ensuring the momentum of this project without an English subject leader and without staff who have received all of the training.	£5238

		In 2019, 74% of pupils made expected or better progress in writing and 32% made better than expected progress.	We will continue to regularly look at pupils' books as a staff to ensure that our teaching of writing is securing good levels of progress for all children in writing.	
h. Enrichment/Raising Aspirations				
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	Cost
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.	All PP children have benefited from this allocation of funding.	As class teachers plan day trips for each term, or events arise without any prior knowledge, it is difficult to budget accordingly for this expenditure.	£800
Children are motivated and engaged in the wider life of the school and their own personal development.	50% subsidy towards: Instrumental lessons within school.	Two children have benefited from this allocation of funding.	Despite making parents more aware of this benefit and opportunity for their children take up did not improve.	
i. Home Support (e.g. breakfast club, EWO etc.)				
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	Cost
Children will become more resilient, secure, confident and ready to learn. Parents will feel more confident and able to support their children to be resilient, secure and ready to learn.	Sunshine Club (Breakfast – Meet and Greet Club) Eight week Patchwork Parenting course with TA support so that the benefits can be sustained.	Sunshine Club has meant smoother transitions into school for key children. Patchwork Parenting received very good feedback for those parents involved.	Patchwork Parenting has been booked for 19/20 so there is a cycle of this support for parents. Due to the success of our transition into school work by the summer term Sunshine Club was not required but this provision can be instigated as need arises.	£1336
Teachers are able to raise the engagement of parents in their children's learning.	Purchase a tablet for each class teacher to enable improved use of Class Dojo for connecting with parents.	100% sign up and engagement for Class Dojo. This is proving an effective way to communicate with parents and has been	The spring term parent consultation raised the issue of consistency in the use of Class Dojo across the classes. This was remedied.	

Parents feel more confident in approaching the class teacher. Parents are better informed of their child's school day and can support learning at home.		particularly effective with hard to engage parents.	The use of Class Dojo has been extended to other areas of communication for 19/20. E.g. newsletters.	
j. Other, not captured by any of the above				
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	Cost
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.	Children with complex needs and/ or emotional needs are much better provided for and in a better place to make progress.		£7962
Class teachers have a shared/ consistent understanding about the priorities and action for improving achievement for pupils in receipt of extra funding.	Half termly data surgeries with a focus on disadvantaged children. Release time for class teachers who work part time.	Part-time class teachers are adamant that this time is essential to a joined up approach towards improving pupils' rates of progress. The time enables them to review their approach to teaching and learning, reflect on the effectiveness of interventions and plan for further success. It was crucial because no job shares have contracts that overlap.	The teaching profile in 2019 – 2020 has been organised so that there is not such a need for this time. The part-time teaching has been organised differently so the need for time together is not so great. The cost is too high.	