

St Joseph's Review of the Pupil Premium strategy statement 2017-2018

"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 2017/18.			
End of KS1 & 2 Attainment for: 2017 - 18	Pupils eligible for PP	Pupils not eligible for PP	
		School	National 2018
% achieving expected standard or above in reading, writing and maths	25% (1 pupil)	50%	64%
% achieving expected standard or above in reading	25%	90%	75%
% achieving expected standard or above in writing	50%	70%	78%
% achieving expected standard or above in maths	75%	75%	76%
Progress score in Reading	-3.47	+2.742	-5*
Progress score in Mathematics	-1.03	+0.275	-7*
Progress score in Writing	-1.98	+0.466	-5*
KS1	80%	83%	75%
% achieving expected standard or above in reading at KS1	60%	67%	70%
% achieving expected standard or above in writing at KS1	80%	83%	76%
% achieving expected standard or above in maths at KS1	80%	83%	

- *All pupils

Review of Expenditure

Previous Academic Year (Review of expenditure in 2017 – 2018)				
b. 1-1 Intervention - Academic				
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 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.	Of the twelve children from Years 4, 5 and 6 selected for this intervention 83% made expected progress in reading and 58% better than expected. 92% made expected progress in writing and maths with 75% making better than expected progress in the two subjects. (11 of the 12 children were eligible for PP)	Due to a delay in training this intervention wasn't in place until January 2018. Three members of staff were trained but one staff member has now left. The feedback from teachers is that the interaction needs to be based in learning and not detracted by other issues for it to be most effective. There needs to be opportunity for greater interaction between pupil, teacher and Learning Mentor.	Training came from the EP allocation on page 8. TA hours to mentor pupils £5016. 12 hours a week.
Children make better than expected progress in reading, writing and maths across the school.	Individual target focus with a TA. Ten minute daily consolidation or teaching to address gaps in learning.	Reading: 81% of PP made expected or above progress and 44% made better than expected progress; Writing: 93% of PP made expected or above progress and 56% made better than expected progress; Maths: 93% of PP made expected or above progress and 70% made better than expected progress.	We are not confident that the Provision Maps detail all the target work going on because they tend not to be working documents or that useful on a day to day basis for the class teacher. This intervention was recommended to staff as an effective use of TAs but there were concerns about children being taken out of class teaching time and the approach also proved to be effective when children worked independently on their targets without a TA.	TA hours for Target Focus £8360 20 hours a week.

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.	<p>Eight children have THRIVE action plans: 75% made progress in their THRIVE assessments.</p> <p>There were no exclusions in the autumn term.</p> <p>There has been no improvement in the group's attainment but as a group 60% have made expected or more progress in reading; 80% in writing and 60% in maths.</p> <p>30% made better than expected progress in reading, writing and maths.</p> <p>Their attendance has deteriorated from 16/17 from 91.7% to 88.6% due to two families with particular issues with attendance.</p>	<ul style="list-style-type: none"> Only one staff member is Thrive trained so Thrive, with a capital T is very limited. Due to a skeleton TA staff it has proven difficult for children to receive regular high quality 'thrive' intervention. Where Thrive worked or where a child 'thrived' is when they had good relationships with their class teacher/ an adult. This has implications for a whole school approach rather than twenty minutes out of the class every now and then. The requirements of the Thrive programme cannot be implemented by school or sustained. Class Thrive approach has been useful but is it worth the money? 	<p>Thrive subscription/Licence £1238</p> <p>TA hours to deliver action plans. £5016</p> <p>Thrive reviews. Class teacher supply £450/ TA £180</p>
2. To support named pupils with SEMH needs to avoid exclusion and ensure that Behaviour Support Plans impact on progress.	Behaviour Support to support school staff in meeting the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully.	<p>Twelve children have SEMH needs. (Seven children have THRIVE action plans) There were no exclusions in 2017/18.</p> <p>The group's attainment has improved slightly with one children moving from at ARE in reading to above ARE in reading and one child moving from Below ARE in reading, writing and maths to ARE in all three subjects.</p> <p>75% have made expected or more progress in reading; 83% in writing and 75% in maths. 33% made better than expected progress in reading, 42% in writing and 42% in maths.</p>	<ul style="list-style-type: none"> Both this intervention and the Thrive programme need to have a clear focus on the ultimate impact they have on improving pupils' outcomes. All children need to make at least expected progress. 	Behaviour Support £700

d. Group Intervention - Academic				
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 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.	Reading: 44% made better than expected progress; Writing: 56% made better than expected progress; and in Maths 70% made better than expected progress.	<p>The use of TAs to support accelerated progress in KS2 has been difficult. Support has been disrupted by staff absence, and increase in H&S demands.</p> <p>It is important that class teachers are confident that their deployment of TAs has a direct correspondence with improved outcomes for pupils, whether they work 1:1 or otherwise. This has improved but continues to be an area for focus in 18/19.</p>	TA Hours £8400
2. Year 3 children who did not achieve expected in writing at the end of KS1 make accelerated progress.	1stClass@Writing Pirate Writing Reading and writing intervention for Y3 led by a trained Teaching Assistant. (Including training for the TA)	None of the four children are at ARE for writing. All of the children made accelerated progress.	<p>One TA was trained; she has since left the school.</p> <p>The school has all the resources but nobody trained to deliver them.</p> <p>There are concerns about what children miss when they are taken out of class.</p>	<p>Training £900</p> <p>TA Hours £900</p>

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>	Calm Club was well used and enjoyed by individual children.	<p>Due to limited TA time and TA maternity leave we were unable to run specific interventions.</p> <p>The lunchtime Calm Club was very effective in supporting children. Children were able to self-refer to the club as well as class teachers referring children.</p>	TA Hours £2090 Resources £100
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 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 reading was 34.4% and at GD 6.3%.</p>	<p>Accelerated Reader has been a useful tool in enabling us to secure good progress and improved attainment in reading for Pupil Premium pupils.</p> <p>The 2018 KS2 cohort, however, show poor progress over KS2 and poor attainment compared to non- PP children in the school and nationally. They had limited time with the AR programme. Progress and attainment for PP pupils in reading continues to be a priority for improvement.</p>	£1200

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	There were only two children identified as PP in the 2017/18 Year 1 Cohort. One achieved the Phonics Check and one with considerable SEND did not.	This resource provides a wide range of resources to support learners, parents and school staff.	£130
Children with identified specific learning difficulties within reading, writing and processing have their needs met as a result of early identification.	Purchase Nesy to support targeted practice of reading and spelling. Purchase of dyslexia friendly resources for writing and reading.	Of the children who had access to Nesy 89% made expected or better progress in reading and 56% made better than expected progress. 83% made expected or better progress in reading and 56% made better than expected progress.	<p>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.</p> <p>There is a wide range of time in pupils' accessing the programme. More regular checking in with pupils to ensure their use of the programme is maximising their potential.</p> <p>Important to embed Nesy and raise profile across school community to maximise impact.</p>	£650
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.	<p>In 2018 the % of pupils at ARE in writing was 52%. This compares to 2017 when only 38% of pupils were at ARE.</p> <p>In 2018, 74% of pupils made expected or better progress in writing and 41% made better than expected progress. This compares to 2017 where only 43.7% made expected or better progress and 28% made better than expected progress.</p>	It was a struggle ensuring the momentum of this project without an English subject leader for two terms of the school year. However, the project has been instrumental in transforming our approach to teaching and learning in writing. It has made a substantial impact on improving achievement in writing.	<p>PWP £4200</p> <p>Supply to support implementation £1200</p> <p>Resources to support implementation £1000.</p>

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.		£500
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.	We need to make parents more aware of this benefit and opportunity for their children so that take up improves.	£300
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
<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>Sunshine Club has meant smoother transitions into school for key children.</p> <p>Patchwork Parenting received very good feedback for those parents involved.</p> <p>The Overcoming Programme did not take place.</p>	We need to take care not to plan too many new initiatives. It is better to embed a few well.	<p>£100 Sunshine Club</p> <p>Patchwork Parenting £100</p> <p>TA hours £2500</p>

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.		£1530
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.	2018 was an improvement on 2017.	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 is crucial because no job shares have contracts that overlap. The value of the analysis and review of effective teaching and learning is such that we will now extend this provision to the two full time teachers who will meet together to review the progress and attainment of the PP pupils in their classes.	Supply £1800