
St Joseph's Pupil Premium strategy statement 2019 - 2020

“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.
- Pupil Premium funding will be allocated following a needs analysis. 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	2019- 20	Total PP budget	50 680	Date of most recent PP Review	September 2019
Total number of pupils	136	Number of pupils eligible for PP	36	Date for next internal review of this strategy	December 2019

FSM (£1320 pp)	Ever 6 (£1320 pp)	Pupil Premium Plus (£2300 pp) (Adoption Premium)	Services (£300 pp) Not counted as Pupil Premium
22	8	3	3

Current Academic Year

Year Group	Total	FSM	Ever 6	Adoption Premium	Services
Year 6	7	4	2	1	0
Year 5	5	3	2	0	0
Year 4	7	5	1	0	2
Year 3	2	0	1	1	0
Year 2	7	3	2	1	0
Year 1	5	4	0	0	1
Reception	3	3	0	0	0
Total	36	22	8	3	3

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%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Language and auditory processing skills in KS1 are lower for those children eligible for PP than other pupils. This impacts on their reading and writing progress as they move through school.
B.	Previous outcomes for pupils in receipt of the PPG are not as strong as for other groups.
C.	Social Emotional Mental Health issues faced by pupils, specifically self-esteem, confidence, anxiety, resilience and anger.
D.	Children's additional needs mean that equalling or exceeding National averages will be a considerable challenge. (37%)
E.	
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Parental capacity/ability to support and develop their child in areas such as SEMH and improving learning.
B.	Low attendance and/or poor punctuality of disadvantaged pupils
C.	Deprivation leading to narrow life opportunities, aspirations and enrichment experiences.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Quality first teaching ensures better than expected progress for PP children.</p> <ul style="list-style-type: none"> • Subsidy of trips and events • Accelerated Reader • 	<ul style="list-style-type: none"> • Children will be able to talk about their learning and the progress they are making. • Progress will be evident from looking at their work and in appropriate data. • First quality teaching and interventions explicitly target the needs of disadvantaged children in all year groups. Analysis of data shows a beneficial impact. • The gap between PP and non PP pupils nationally will be reduced at the end of the EYFS, KS1 and KS2. • All pupils to gain wider life experiences through visits and in school experiences to enhance their learning.
B.	<p>PP children's reading improves in line with non-PP children nationally at the end of EYFS, Key Stage 1 and at the end of KS2</p> <ul style="list-style-type: none"> • Accelerated Reader • Nessy 	<ul style="list-style-type: none"> • Progress at the end of KS2 for children in receipt of PPG funding will be good. • The gap in attainment, at the end of phases for children in receipt of PPG funding compared to all pupils nationally, will be reduced.
C.	<p>Learning behaviours of disadvantaged pupils i.e. passive, lack of focus, lack of aspiration, low resilience and poor growth mindset will continue to improve and support improvement in progress and attainment.</p> <p>Social Emotional Mental Health issues faced by pupils, specifically self-esteem, confidence, anxiety, resilience and anger will continue to be addressed so that they are ready to learn and make good progress across the curriculum.</p> <p>The needs of pupils with attachment issues will be met so that they are ready to learn and make good progress across the curriculum.</p> <ul style="list-style-type: none"> • TA Support • Educational Psychologist • Thrive • Subsidy of trips and music lessons 	<ul style="list-style-type: none"> • Pupils make good use of clubs to ensure access to a wide range of extra-curricular activities that they enjoy and develop self-confidence, self-esteem etc. • Targeted children will build their resilience and become more secure and confident providing a firm foundation for them to be able to learn. • Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress. Interventions ensure these targets are met.

4. Planned expenditure

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.

b. 1-1 or Group Intervention - Academic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead
Pupil Premium's attainment in reading, writing and maths improves as a consequence of targeted interventions.	Individual target focus with a TA. Ten minute daily consolidation or teaching to address gaps in learning.	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 to become successful, independent and resilient learners.	<ul style="list-style-type: none"> Class teachers will be able to articulate and evidence progress in the children's learning. The outcomes in PP children with SEND My Plans will be achieved. Termly data meetings will review the progress of all children and groups and provide 'surgery' support for teachers and teaching assistants. 	EW
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.	Sutton trust: Developing study skills and independent learning techniques 3mths. Feedback +8 mths; Meta-cognition and self-regulation +8 mths;		
A nominated Pupil Premium Champion supports improving achievement.	A specific role to: <ul style="list-style-type: none"> Assess and evaluate the effectiveness of provision for Pupil Premium pupils. To provide additional educational support to improve the progress and raise the achievement of these pupils. To liaise with other staff responsible for interventions and pupil progress. 	To ensure appropriate and effective implementation of the PP Plan has an impact on pupils' achievement.	<ul style="list-style-type: none"> Reviewed by the Headteacher and quality assured by the external School Improvement Officer. 	KD
Outcomes of Mid-Year Review:				
			Total Planned Expenditure: Pupil Premium Champion: £7400 ; TA Hours: £25407*	£32 807*

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. Sutton trust: Social and emotional aspects of learning +4 mths. Individualised instruction +2 months	<ul style="list-style-type: none"> • Termly review with SENCO on the impact of action plans on academic outcomes and readiness for learning. • Monitor exclusion/attendance. 	EW
To support named pupils with SEMH needs to avoid exclusion and ensure that Behaviour Care Plans impact on quality of learning and all children make good progress.	School staff in place to meet the needs of pupils with challenging behaviour to ensure SEMH intervention impacts on learning successfully.			
Outcomes of Mid-Year Review:				
Total Planned Expenditure: Thrive licence/Practitioner training: £600 TA hours for Thrive/ SEMH support: *				£600*

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.	<p>To provide targeted intervention, as appropriate, 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 Club to support children to have successful social times and reduce the impact of negative interaction on afternoon learning. (Oasis Club 0.5hr a day)</p>	<p>EEF toolkit identifies meta-cognition and self-regulation has a high impact for low cost, based on extensive evidence.</p> <p>It also shows behaviour interventions have a moderate impact.</p>	<ul style="list-style-type: none"> • Impact surveys to elicit the views of children and their teachers. 	EW
Outcomes of Mid-Year Review:				
<p style="text-align: right;">Total Planned Expenditure: Hours of TA to Oasis Club/ Targeted Intervention £*</p>				£*

f. Learning Resources				
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 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	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; Mastery learning +5 mths	<ul style="list-style-type: none">Class teachers will be able to articulate children’s progress by showing how they have improved in their learning.Teachers’ use of Accelerated Reader will be reviewed.PSHE Lead will monitor as part of the PSHE curriculum.Sendco to monitor regarding SEMH needs.	OW
Children with identified specific learning difficulties within reading, writing and processing have their needs met as a result of early identification.	Embed Nessy to support targeted practice of reading and spelling. Purchase of dyslexia friendly resources for writing and reading.			EW
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.	Embed 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.			PSHE Subject Lead.
To identify and support children with SLCN.	Use the Infant Language Link Programme to screen and plan interventions for children with SLCN			EW
Children who entered KS2 below ARE in reading catch up quickly.	Introduce a reading scheme for KS2 children who need a structured programme to support rapid progress in reading.			OW/ JS/EW
To ensure all children have access to high quality reading books throughout the time at the school.	To ensure that we have a library that is an excellent resource to promote a love of books and raise standards.			OW
Outcomes of Mid-Year Review:				
Total Planned Expenditure:			£6472	
Cost of Accelerated Reader: £1323, Cost of Nessy: £450; Speech and Language Link: £500; Library subscription: £3499; Reading Scheme: £700				

g. Staff Training				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Pupil Premium's attainment in reading, writing and maths improves as a consequence of consistently good or better first quality teaching.	<p>To equip all teachers and teaching assistants with the necessary subject knowledge and expertise to support good progress and rising attainment. To include:</p> <ul style="list-style-type: none"> • Staff release to observe other teachers teaching or for class teachers to support teaching assistants in high quality interventions. • New EYFS staff to access the EYFS conference and briefings. • Class teachers, other than the subject leader to access training in the effective teaching of reading. • Teaching assistants to become experts in specific intervention. 	<p>Progress is maximised where independent learning and developing children's awareness of successful learning is secure.</p> <p>Empower children with effective learning strategies to help them to become successful, independent and resilient learners.</p> <p>Sutton trust: Developing study skills and independent learning techniques 3mths. Feedback +8 mths; Meta-cognition and self-regulation +8 mths;</p>	<ul style="list-style-type: none"> • Progress Meetings • Review data • Monitoring the Quality of Education 	KD
SLT and subject leaders are confident in using SIMS to review achievement of PP children and plan for Improvements.	Key staff members to be trained in using SIMs to interrogate data.	<p>First quality teaching is meeting the needs of PP children; no matter which class teacher is responsible for the day's learning.</p> <p>Appropriate interventions can be introduced early and are well communicated between staff.</p>	Review and analysis of achievement data to plan for next steps in teaching and learning.	KD/EW
Class teachers base their teaching sequences on high quality texts that model effective and successful writing.	All class teachers have access to teaching sequences for a wide range of popular children's books (fiction, non-fiction and poetry) to support planning and assessment.		<p>Review and analysis of achievement data to plan for next steps in teaching and learning.</p> <p>Monitoring the Quality of Education</p>	OW/KD
Outcomes of Mid-Year Review:				
<p align="right">Total Planned Expenditure:</p> <p>Training: £2000 Supply: £2000 English Teaching sequences: £200</p>				£4200

h. Enrichment/Raising Aspirations				
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 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;	<ul style="list-style-type: none"> Through pupil conferencing the children report positive experiences and impact on their learning. 	KD
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.	<ul style="list-style-type: none"> Improved take up in % of children eligible for PP. 	KD
The school provides opportunities that support engagement in the curriculum and therefore learning.	Subsidising enrichment opportunities and visitors.	Promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	<ul style="list-style-type: none"> Through pupil conferencing the children report positive experiences and impact on their learning. 	KD
Outcomes of Mid-Year Review:				
Total Planned Expenditure: (Subsidy for trips/residential: £600; Enrichment: £1000; Subsidy for instrumental lessons: £550)				£2150

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>Eight week Patchwork Parenting course with so that the benefits of improved parental engagement can be sustained.</p> <p>No Cost</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. 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>	<ul style="list-style-type: none"> Evaluation of the programme 	EW
<p>To improve attendance for PP children.</p>	<p>The services of an Educational Welfare Officer.</p>	<p>You need to be in school for achievement to improve.</p>	<ul style="list-style-type: none"> Monitor attendance and the school's action to improve attendance through meetings with EWO. 	KD
Outcomes of Mid-Year Review:				
Total Planned Expenditure: (Cost of EWO: £1048)				£1048

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.	<ul style="list-style-type: none"> My Plans and class data to be reviewed half termly by the Pupil Premium Champion. The Senco will review the implementation of EP reports. 	EW
The Headteacher secures continued improvement in pupil outcomes through strategic school improvement.	<p>The challenge and support of an external School Improvement Officer to provide bespoke support in :</p> <ul style="list-style-type: none"> Quality assurance of the SLT and subject leaders' evaluation and improvement plans. Objective identification of key lines of enquiry. Reviewing the monitoring and evaluation evidence base and analysis. 	To ensure appropriate and effective provision is made for pupils who belong to vulnerable groups.	<ul style="list-style-type: none"> Reports from the external officer will support and challenge the Headteacher and other leaders to provide effective provision. 	KD
Outcomes of Mid-Year Review:				
<p style="text-align: right;">Total Planned Expenditure:</p> <p style="text-align: right;">(Hours of Educational Psychologist: £1560; External School Improvement Officer: £1824)</p>				£3384

5. Additional detail
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.