
St Joseph's Pupil Premium strategy statement 2018 - 2019

“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.

1. Summary information					
Academic Year	2018-19	Total PP budget	£39 920	Date of most recent PP Review	August 2018
Total number of pupils	139	Number of pupils eligible for PP	31	Date for next internal review of this strategy	January 2019

FSM (£1320 pp)	Ever 6 (£1320 pp)	Pupil Premium Plus (£2300 pp) (Adoption Premium)	Services (£300 pp) Not counted as Pupil Premium
15	26	2	3

Current Academic Year

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

Year Group	Total	FSM	Ever 6	Adoption Premium	Services
Year 6	5 (26%)	2 (11%)	2 (11%)	1 (5%)	0
Year 5	4 (20%)	2 (10%)	2 (10%)	0	0
Year 4	4 (18%)	2 (9%)	2 (9%)	0	0
Year 3	8 (33%)	4 (17%)	2 (8%)	0	2 (8%)
Year 2	2 (8%)	1 (4%)	1 (4%)	0	0
Year 1	5 (21%)	2 (8%)	2 (8%)	1 (4%)	0
Reception	3 (27%)	2 (18%)	0	0	1 (9%)
Total	31	15	11	2	3

2. Current achievement			
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	-4.3	+1.88	-5*
Progress score in Mathematics	-2.35	+0.28	-7*
Progress score in Writing	-2.7	+0.37	-5*
% achieving expected standard or above in reading at KS1	80%	83%	75%
% achieving expected standard or above in writing at KS1	60%	67%	70%
% achieving expected standard or above in maths at KS1	80%	83%	76%

*All pupils

3. 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.	Engagement with learning – staff consistently identify learning behaviours as a considerable barrier to learning of disadvantaged pupils i.e. passive, lack of focus, lack of aspiration, low resilience and poor growth mindset
B.	Social Emotional Mental Health issues faced by pupils, specifically self-esteem, confidence, anxiety, resilience and anger.
C.	Identifying and addressing gaps in reading, grammar, punctuation, spelling and maths and the confident application of these.
D.	High levels of pupils with attachment difficulties.
E.	High number of class teacher job shares.
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, attendance and attitudes to learning.
B.	Low attendance and/or poor punctuality of disadvantaged pupils
C.	Narrow life opportunities, aspirations and enrichment experiences.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Learning behaviours of disadvantaged pupils i.e. passive, lack of focus, lack of aspiration, low resilience and poor growth mindset will 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 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 • MindUp • Learning Mentor • Thrive • Subsidy of trips and music lessons • Tablets for teachers • Meet and Greet Club 	<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. Those pupils supported by the Senco will have increased social and emotional well-being. • 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.
B.	<p>The progress in reading and writing for PP pupils will rise in line with the progress of all children.</p> <ul style="list-style-type: none"> • Accelerated Reader • Nessy • PWP • Chrome books 	<ul style="list-style-type: none"> • The gap between those pupils in receipt of PP funding and those who are not will be minimised with PP children making at least 7 steps progress. • Attainment at the end of phases for children in receipt of PPG funding will be at least in line with the national average.
C.	<p>Increased Attendance for PP Pupils</p> <ul style="list-style-type: none"> • Rewards • Tablets for teaching staff 	<ul style="list-style-type: none"> • Targeted PP pupils with historically low attendance will show better attendance, achieving at least in line with national attendance. Our aim is to continue to sustain the good attendance of all of our PP students.
D.	<p>Quality first teaching ensures better than expected progress for PP children.</p> <ul style="list-style-type: none"> • Non-Verbal Reasoning • PWP • IRIS • Subsidy of trips and events • Tablets for teachers • Chromebooks • Termly Data surgeries 	<ul style="list-style-type: none"> • All pupils to make at least 7 steps progress and to be able to articulate what it means to be a successful, independent learner. • All pupils to gain life experiences through visits and in school experiences to enhance their learning.

5. Planned expenditure				
Academic year	2018/19			
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				
N/A				
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.	Learning Mentor across KS2 with SLT leading on reviews and targets for greater impact.	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.	Empower children with effective learning strategies to help them become successful, independent and resilient learners. Sutton trust: Developing study skills and independent learning techniques 3mths. Feedback +8 mths; Meta-cognition and self-regulation +8 mths;	Children will be able to articulate their progress by showing how they have improved their work.	
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.		Termly data meetings will review the progress of all children and groups.	
Outcomes of Mid-Year Review:				
Learning Mentor TA 5hrs/wk £11.60 p.h. £2090/ Targeted TA 9.1hrs/wk £11.60 p.h. £3803.80/ S+L TA 7.5 hours x 22 weeks £1914				Total Planned Expenditure: £7807.80

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	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.	School staff in place to meet 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 Sutton trust: Social and emotional aspects of learning +4 mths. Individualised instruction +2 months	Monitor progress of individual THRIVE plans. Monitor achievement for THRIVE group and individual children termly. Monitor exclusion/ attendance.	EW
Outcomes of Mid-Year Review:				
Total Planned Expenditure: Thrive licence/practitioner training: £392 Thrive support 2.5hrs/wk: £1045				£1437

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
Outcomes of Mid-Year Review:				
			Total Planned Expenditure: Hours of Teaching Assistant support (10hr/wk): £4180	£4180
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"> Managing anger and rage Managing anxiety Nurture Mindfulness. Time to Talk Lunch time Club to support children to have successful social times and reduce the impact of negative interaction on afternoon learning. (Calm 0.5hr a day)	EEF toolkit identifies meta-cognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact.	Records analysed of those children who attend the Sunshine Club and other SEMH intervention. Impact surveys to elicit the views of children and their teachers.	EW
Outcomes of Mid-Year Review:				
			Total Planned Expenditure: (Hours of TA to run clubs (4.5hr/wk): Calm Club £1045; Hours of targeted intervention (1hr/wk): £418.)	£1463

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	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.	RH/OW
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. Sutton trust: Feedback +8 mths; Meta-cognition and self-regulation +8 mths; 1:1 Tuition 5 months+.	Termly data meetings will review the progress of all children and groups.	EW
To teach children about their brains and emotional development to enhance cognitive control, reduce stress, promote well-being and social skills, and produce	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	90% of children using MindUP show improved pro-social behaviour.	Termly review meetings will review the progress. Monitoring of teachers, pupils and environment.	EW

positive school outcomes.	within a whole school ethos.			
To assessment pupils' non-verbal reasoning skills to ensure an accurate assessment of their learning potential.	Purchase and screen all children in Non-Verbal Reasoning to gain an accurate profile of learning potential. Provide clarity around limitations of test data. NVR tests are particularly useful as they help to statistically predict a student's learning potential across a range of curriculum subjects whilst also indicating a student's preferred learning style.	<ul style="list-style-type: none"> • Non-Verbal Reasoning is ideal for helping you assess the abilities of dyslexic pupils or others who are stronger at thinking via the visual medium, particularly as it involves no reading or aural comprehension • Identifies the potential in all pupils as the assessment is word-free and non-culturally specific, and therefore not biased towards any social, cultural or linguistic group • You will be able to compare your pupils' results with the national average through the identification of Standard Age Scores • It is suitable for pupils with English as an Additional Language (EAL) • Results can be used for individual target-setting and to inform teaching strategies. 	Termly data meetings will review the progress of all children and groups.	EW
Outcomes of Mid-Year Review:				
<p style="text-align: right;">Total Planned Expenditure:</p> <p>Cost of Accelerated Reader: £1323, Cost of Nessy: £450; Cost of 10 Chromebooks to support AR and Nessy: £2000 Cost of MindUP: £2195; Cost of TAs to attend training: £200; Cost of MindUP resources: £500; Cost of NVR assessments: £520</p>				£7188
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
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	All children to show progress through independent 'Hot Tasks' to show how a modelled approach	RH/OW/KD

		Primary Writing Project is designed to benefit all children, narrowing the gap and improving standards in reading and writing across the board.	has had an impact on their own writing and attitude towards writing. Regular review and analysis of progress and attainment in writing.	
To improve the teaching of disadvantaged pupils through collective video reflection.	Purchase IRIS Connect to develop classroom dialogue and formative feedback.	The EEF report after a pilot concluded that: The overwhelming majority of participants felt that the intervention had improved their practice , with over 95% of participants (80 out of 84) saying they had changed their practice as a consequence. They cited more collaboration, more open questions and dialogue with children and more emphasis on feedback that shared responsibility with the pupil.	Iris Connect is used by teachers on a half termly basis to observe teaching and groups of pupils working. This promotes a culture of self-improvement.	KD
Outcomes of Mid-Year Review:				
Cost of Primary Writing Project: £4500; supply for Project Team 2 teachers for 3 days training £900; 2 days of supply for top up training £300; additional cost of teachers for PWP inset £238; IRIS Connect: £1875 <div style="text-align: right;">Total Planned Expenditure:</div>				£7813
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;	Through pupil conferencing the children report positive experiences and impact on their learning.	KD

[illegible]

Outcomes of Mid-Year Review:				
Total Planned Expenditure: (Cost of TA to run Breakfast Club: £836 ; Cost of Patchwork Parenting course: £100 - reimbursed; Cost of teacher tablets: £500, Attendance)				£1336
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.	Provision maps and class data to be reviewed half termly. EP reports actioned.	EW
Class teachers have a shared/ consistent understanding about the priorities and action for improving achievement for pupils in receipt of extra funding.	Termly data surgeries with a focus on disadvantaged children. Release time for class teachers who work part time.	First quality teaching is meeting the needs of PP children; no matter which class teacher is responsible for the day's learning. Appropriate interventions can be introduced early and are well communicated between staff.	Review of Provision Map. Review and analysis achievement data for interventions.	KD
Outcomes of Mid-Year Review:				
(Hours of Educational Psychologist: £1530; Hours for data surgeries: £4341 15 x £150 and 3 x Woodpecker £738, 3 x Puffin £714, 3 x Owl £639)				Total Planned Expenditure: £7962

6. 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.