



Pupil Premium Strategy 2018-19

At St Joseph's Catholic Primary School we are committed to ensuring that each of our pupils reaches their full God given potential. We welcome the financial provision of the Pupil Premium to help us to ensure that economically disadvantaged children are well supported.

We want them to achieve, at least the national average level of attainment academically, of non-disadvantaged children. Where pupil premium children are more able, we want them to excel to the same extent as their peers from more affluent backgrounds.

We have the highest expectations of all the children in our care and we continually strive to ensure that no pupil is left behind.

When deciding how to spend the pupil premium grant to ensure maximum impact, it is vital that we look at the potential barriers to learning faced by pupil premium pupils in the context of St Joseph's.

Reasons for underachievement at our school include;

- A. Poor attendance
- B. Low self- esteem
- C. Low aspirations
- D. Gaps in learning due to previous poor attendance.

Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this. Each child will have a confidential provision map in which their barriers to learning have been identified and discussed with their teachers and parents.

We are continually developing the capacity to enable us to provide a highly personalised programme of support, in order to allow each child to reach his/her full potential. We need to anticipate and plan the provision in advance and make the necessary changes and adaptations from term to term.

Experience has shown us that some pupil premium children in the EYFS and KS1 require support with structuring Writing and therefore we know to plan for this provision to be available through a structured approach in teaching Literacy (Talk for Writing)

We know that some Pupil Premium children in KS2 have not made as much progress in Reading as we would expect. We are embedding the Accelerated Reading Programme to ensure greater enjoyment, engagement and more rapid progress in Reading. We monitor reading closely through individual weekly quizzes which are analysed by the class teacher. The Star Reading Test will be completed termly and the results scrutinized by the Assessment Lead and Pupil Premium Champion.



We have found that counselling has been of immense value in supporting some of our Pupil Premium children's behaviour to ensure that they are more able to access their learning, as their emotional needs are being met. (Calm, confident and secure children learn better) We have increased our investment in this service.

We know that some Pupil Premium children do not have reliable access to the Internet so we make our computer facilities available to them at lunchtimes. Access to I-Pads has been increased.

We will be providing Homework Clubs too, as we know that not all our children have access to a quiet place to work at home. This will be available at lunchtimes in the ICT suite.

Our key objective in using the Pupil Premium grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those who are not.

At St Joseph's we will ensure that:

A high profile is given to planning for the needs of Pupil Premium Pupils in all areas of school life and especially in daily lesson plans.

We ensure that all class teachers are accountable for the progress of Pupil Premium children in their care.

We designate an experienced teacher as Pupil Premium Leader, with ring-fenced time to ensure the implementation and regular review of our Pupil Premium action plan. The Pupil Premium Leader will mentor and support children directly and support class teachers with new, effective and innovative learning approaches.

We will track and analyse the progress of all pupils and use the data to inform future planning.

We will ensure that formative assessment will be used in every lesson while summative assessment will be undertaken each term.

Gaps in learning will be identified and these will be used to plan future learning.

We will also make use of a wide range of educational research in order to learn what forms of intervention are most effective and use this to help us decide how best to spend our funding to maximise the opportunities for our pupils.

We will network with schools that are successfully narrowing the gap and use their experiences to shape our future planning.



Our funding priorities for 2018-19

1. Learning and the Curriculum
2. Social and Emotional Support
3. Parents and Families
4. Enrichment within and beyond the curriculum

Learning and the Curriculum

- * Providing a range of proven teacher and TA led interventions including Talk for Writing, Steps Programme, Accelerated Reader, RML Small Group Support, Toe to Toe and Clicker 7
- * Weekly Booster classes and Holiday Boosters in Numeracy and Literacy for Year 6
- * E-learning through Mathletics & Purple Mash; ICT and homework lunchtime clubs
- * Use of I-Pads for independent research

Social and Emotional Support

- * Counselling service
- * Senior staff acting as Mentors
- * Support from Waterside
- * Opportunities for self-esteem development through mentoring
- * Opportunities for team building, increased self-esteem and greater resilience through Prince William Award
- * Nurture Group

Parents and Families

- * Improving attendance and punctuality
- * Structured Conversations between teachers and families
- * Access to Agencies for parental support
- * Parent Workshops

Enrichment Within and Beyond the Curriculum

- * Enriched curriculum opportunities- subsidised trips and visitor experiences
- * Wide variety of clubs with subsidised places
- * Subsidised music tuition
- * Inspirational Speakers and Visitors