



Pupil premium strategy statement:

1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£135,099	Date of most recent PP Review	September 2017
Total number of pupils	204	Number of pupils eligible for PP	87	Date for next internal review of this strategy	July 2018

2. Current attainment		
Attainment for: 2017 (30 pupils) KS2	Pupils eligible for PP (your school)	Pupils not eligible for PP (national)
% achieving expected standard or above in reading, writing and maths	50%	79%
% achieving expected standard or above in reading	56%	79%
% achieving expected standard or above in writing	69%	86%
% achieving expected standard or above in maths	56%	86%

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.	Attendance
B.	Gaps in learning because of previous poor attendance
C.	Poor self-esteem
D.	Low ambition
External barriers (issues which also require action outside school, such as low attendance rates)	

E.	Social and emotional skills	
F.	Lack of routine: Food, sleep, homework	
G.	Parents unable to support learning at home due to lack of confidence, understanding or language barriers.	
H.	Digital Divide	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attendance Reduce the number of persistent absentees among pupil premium children Increase attendance figures for pupil premium children from 94.9% to 96.5%	Attendance of pupil premium children to be in line with non- pupil premium at the school and the national target of 96.5%
B.	Gaps in learning will be addressed through top up learning. Attainment will be higher.	Children make greater academic progress and have fewer gaps in their learning from earlier years.
C.	Children will develop higher self-esteem through targeted support in class and mentoring	Children to speak of themselves positively and become more resilient
D.	Children will have increased expectations and ambitions regarding their education at Secondary school and lifelong path of learning. Pupil survey	Children will speak ambitiously about their future.
E.	Children will be able to talk about their feelings in a controlled way and acknowledge that problems can be solved, Children will use strategies to deal with their feelings and will know where and when to seek help and support from adults.	Children learn to resolve friendship problems and can initiate their own solutions. Children need less support in class time to resolve friendship issues
F.	Children have additional support for their learning through lunchtime and after school homework clubs. Pupil Survey	Homework is completed regularly to a high standard which supports the learning taking place in class
G.	Parents of pupil premium children will be able to support and increase their child's learning through support from the RML support staff, SENDCO and class teacher. Parents receive support through e learning	Parents develop in confidence and are empowered to support their child's learning. A higher percentage of parent's enrol on the Solihull programme to support themselves and their children.
H.	Children make use of time to access e-learning opportunities both in and out of school	Children access e-learning opportunities regularly in school through ICT lunchtime clubs. Children have access to Mathletics and Purple Mash outside of school through use of local library ICT facilities. Increased availability of I-Pads in school for independent research.

Planned expenditure

Academic year: 2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Review
Quality first teaching based on the principles of Singapore Maths	Staff to observe teaching in Year 4 to see effective starters, well-pitched and paced lessons	Research has shown that children respond well to the practises of Singapore Maths and that when embedded, progress is greater. Progress score in Maths for PP children is -1.37 as compared with non-PP children nationally +0.28	Regular monitoring of lessons to ensure high standards of delivery. Random book scrutiny to ensure quality of work is high. Checking that regular marking is being responded to and learning is moving	Mr Yearley	Half termly	£2,750	Some impact NQT has observed in Y4. Needs to be clearly planned for and timetabled to ensure that more teachers have opportunities to observe lessons.
Quality first teaching of Reading	Staff to observe group/guided reading in Year 1 and Year 2	Research has shown that children make more rapid progress when taught in small reading groups. Progress score in Reading for PP children is -1.16 as compared with non-PP children nationally +0.33	Regular monitoring of lessons to ensure high standards of delivery. Random book scrutiny to ensure quality of work is high. Checking that regular marking is being responded to and learning is moving forward at a good pace.	Mrs England	Half termly	£1,349	Some impact. Where a greater proportion of time has been set aside for specific teaching of Reading the impact has been greater. As seen in the Sats KS2 reading results of 81% compared to 63% in 2017 and 67% in 2016.

<p>The attendance of pupil premium children improves in line with non-pupil premium children</p>	<p>Assembly about the benefits of attendance. Trophies for highest class attendance given weekly. Rewards for 100% attendance</p>	<p>Greater attendance leads to better academic success. Sets a good example for future life Attendance of PP children in 2016-17 was 94.9% compared with non-PP children 96.7% Currently there are 19 pupils who have absence rates of 10% or more this year. 11 of these are PP children.</p>	<p>Close monitoring of pupil premium children Meetings with parents of frequent non-attenders.</p>	<p>Mrs Mouquet Mrs O' Regan Mrs Barnes</p>	<p>Half termly</p>	<p>£21,000</p>	<p>Clear impact. Early engagement with the parents (meetings for those with attendance under 93%) has ensured that support is offered for those who need it. Has resulted in an improvement in attendance for school of 96.1%. Continue next year.</p>
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Targeted support							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Review
To encourage personal development, strengthen relationships and improve self-esteem and altruistic activity.	Participation in Prince William Awards to begin in January. (Postponed) Unfortunately the company are unable to provide staff at the moment to run the awards. We are awaiting confirmation of a revised start date. Work towards Explorer award. Target Year 4 initially.	Research on previous participants has shown improvements in attendance, self-belief, teamwork and problem solving. The guiding principles help to develop the 'whole' child.	Regular meetings with the instructors and class teacher	Mrs Barnes	Half termly	£4,000 Deposit paid.	No impact. Did not take place this academic year due to shortage of leader teachers to run the programme. We will be starting this awards programme in September. Year 5 will be targeted initially. Research on previous participants has shown improvements in attendance, self-belief, teamwork and problem solving. The guiding principles help to develop the 'whole' child.
To have aspirational targets to work towards.	Mentoring and turnaround conferencing.	Research has shown that gaps in learning develop when children do not receive regular feedback/turnaround to ensure that standards and expectations remain high.	Pupil premium children in Year 5 will be targeted to receive weekly individual conferencing, to ensure quick responses and intervention on a regular basis.	Mrs Barnes	Half termly	£10,000	Some impact. Strengthens learning when the children have to explain their learning. Beneficial for the children's self-esteem to share their learning outside of the classroom. PUPIL VOICE
To ensure Pupil Premium children feel supported and know that someone cares	Senior staff to participate in light touch mentoring a group of children allocated by the Pupil Premium Lead.	Research has shown that regular supportive comments and engagement by adults encourages self-belief and motivation.	Half termly staff meetings when outcomes are discussed and good practice is shared. Pupil Voice.	Mrs Barnes Mr Sims	Half termly	£36,000	Limited impact. The staff involved had too many children to reach during their working week. (7-9 children) which meant that some interactions were

about their achievements		Evidence from Spirals of Learning/Enquiry that this approach works.					<p>sporadic. It did however, result in some matters being picked up by staff during their interactions which the PP lead followed up.</p> <p>Significant impact Experienced teacher support in Year 2 and Year 6 has meant more borderline children have reached expected level and greater depth.</p> <p>Small group interventions particularly in Phonics/Reading have shown significant progress.</p>
To ensure greater enjoyment, engagement and more rapid progress in Reading.	<p>Embedding of Accelerated Reading - throughout the school.</p> <p>Accelerated Reading Club at lunchtime.</p>	Evidence from other schools involved in the programme has shown that standards in reading in KS2 have improved significantly. An improvement in Reading, particularly inferencing skills, is a priority for all children in St Josephs.	Through Staff training by the lead teachers to ensure that the programme is successfully implemented. Random access to Accelerated Reading records to check the frequency of use.	<p>Mrs England Mrs Barnes Miss Dingley Miss Holmes</p> <p>Miss Dingley</p>	Half termly	£25,000	<p>Some impact. This was only carried out effectively after all the systems were put in place for one term. Children really loved the new banded books and using the computers and iPads to complete online comprehension activities.</p> <p>PUPIL VOICE</p> <p>Limited impact This was not well attended. It was open to all year groups.</p>

<p>To ensure greater enjoyment, engagement and more rapid progress on Reading</p>	<p>Buddy Reading group at lunchtimes with Year 6 and Year 2 Pupil Premium children.</p>	<p>Research tells us that when children read daily they gain in confidence and this can benefit other areas of learning. Through engaging with others who are interested in what they are reading and what they have to say, the child feels valued. They then respond to reading in a more positive way. KS2 children feel they have a position of responsibility and influence which impacts on their self- esteem. KS1 children benefit from having older role models who share their love of reading with them.</p>	<p>Through regular sessions with the pupil premium children both in groups and individually.</p>	<p>Mrs Barnes</p>	<p>Half termly</p>	<p>£10,000</p>	<p>Some impact. This has benefitted children from year 6 and year 2. Confidence in reading and comprehension has improved. PUPIL VOICE</p>
<p>Increased emotional stability</p>	<p>Nurture Group</p>	<p>Evidence has shown when the emotional needs are met, children are more prepared and able to learn.</p>	<p>Through regular meetings with the children we have identified as having emotional barriers to learning.</p>	<p>Mrs Barnes</p>	<p>Half termly</p>	<p>£25,000</p>	<p>Significant Impact This has definitely had a positive impact on 10+ children who have benefitted from regular contact with the pupil premium lead. They have had their emotional needs addressed and this has enabled them to continue with their learning.</p>