



Pupil premium strategy statement:

| 1. Summary information | | | | | |
|------------------------|-------------------------------------|----------------------------------|----------|--|-----------|
| School | St Joseph's Catholic Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £144,460 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 202 | Number of pupils eligible for PP | 82 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment | | |
|--|-----------------------------|---------------------------------|
| Attainment for: 2018 (27 pupils) KS2 | Pupils eligible for PP (16) | Pupils not eligible for PP (11) |
| % achieving expected standard or above in reading, writing and maths | 63% | 55% |
| % achieving expected standard or above in reading | 88% | 72% |
| % achieving expected standard or above in writing | 75% | 73% |
| % achieving expected standard or above in maths | 69% | 64% |

3. Barriers to future attainment

In-school barriers

- | | |
|----|--|
| 1. | Attendance |
| 2. | Gaps in learning because of previous poor attendance |
| 3. | Poor self-esteem |
| 4. | Low ambition |

External barriers

- | | |
|----|---|
| 5. | Social and emotional skills |
| 6. | Lack of routine: Food, sleep, homework |
| 7. | Parents unable to support learning at home due to lack of confidence, understanding or language barriers. |
| 8. | Digital Divide |

| 4. Desired outcomes | | |
|----------------------------|---|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| 1. | Improved attendance, reduce the number of persistent absentees among pupil premium children. | Attendance of pupil premium children to be in line with non-pupil premium at the school and the national target. |
| 2. | 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. |
| 3. | Children will develop higher self-esteem through targeted support in class and mentoring. | Children to speak of themselves positively and become more resilient. |
| 4. | Children will have increased expectations and ambition with regards to their education at Secondary school and lifelong path of learning. | Children will speak ambitiously about their future. |
| 5. | 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. |
| 6. | Children have additional support for their learning through lunchtime homework club. | Homework is completed regularly to a high standard which supports the learning taking place in class. |
| 7. | Parents of pupil premium children will be able to support and increase their child's learning through support from the RML support staff, Senco and the class teacher. | Parents develop in confidence and are empowered to support their child's learning. |
| 8. | 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. |

5. Planned expenditure

Academic year: 2018/19

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 |
|--|---|--|---|---|--------------------------------------|---------|--------|
| Improve results in Maths Narrow the gap in Maths | Through Singapore Maths ensuring that all year groups adhere to the non-negotiables that have been outlined at Maths Staff Meeting. | Maths results show weakness in some areas and the Singapore maths needs to be supplemented. Research has shown that regular revisiting, topping up of knowledge results in stronger recall and enhanced understanding. | Through lesson observations of outstanding practice. Monitor progress and provide input, further guidance and support wherever it's needed. | Mr Yearley Mr Puszyk Mr Sims | Half termly | £13,130 | |
| Ensure there are no gaps in Reading, Writing and Maths | Pupil Progress Meetings (Link with Senco where required) | Research has shown that a more robust approach to plan, do, assess, review ensures greater levels of progression | Half termly meetings on a rolling programme | Half termly meetings on a rolling programme | Half termly | £30,000 | |

| | | | | | | | |
|---|---|---|---|---|--------------------|----------------|--|
| <p>The attendance of pupil premium children improves in line with non- pupil premium children</p> | <p>Early September meetings with parents of children who were persistent absentees in 2017/18 (below 90%) Close monitoring of attendance figures With a particular focus on those whose attendance has fallen below 93% Introduce awards for improved attendance</p> | <p>Research has shown that early engagement is the best strategy for addressing this issue.</p> | <p>By rewarding improved attendance.</p> <p>By continuing to offer support to parents who need it particularly if there is a change in circumstances.</p> <p>By being firm and consistent in our approach to absences</p> | <p>Mrs Mouquet Mrs O'Regan Mrs Barnes</p> | <p>Fortnightly</p> | <p>£21,600</p> | |
|---|---|---|---|---|--------------------|----------------|--|

6. 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. | Participation in Prince William Award for Year 5 initially. The children will work towards Explorer Award. | 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 | Mr Bray Mrs Barnes | Half termly | £6,800 | |
| Narrow the gaps in Reading, Writing and Maths | Pupil Progress Meetings Specific interventions by TA's to plug gaps in learning (Precision teaching, Phonic top up, Steps Literacy support) | Research has shown that a more robust approach to plan, do, assess, review ensures greater levels of progression. Research has shown short term, planned intervention improves results by strengthening knowledge and understanding. | Termly meetings on a rolling programme Meeting with the teachers to discuss specific children and their rate of progress. | Mrs Barnes Mrs England Mrs Barnes Mrs England | Termly | £35,930 | |

| | | | | | | | |
|---|---|--|-------------------------------|---------------------------------|--------|--------|--|
| Improve results in Maths Narrow the gap in Maths | Through Singapore Maths ensuring that all year groups adhere to the non-negotiables that have been outlined at Maths Staff Meeting. | Research has shown that Singapore Maths does improve results but that topics need to be revisited in the warm up and plenaries to keep the learning current. | Termly Assessment and review. | Class Teachers Maths Leaders | Termly | £3,000 | |
|---|---|--|-------------------------------|---------------------------------|--------|--------|--|

| | | | | | | | |
|--|--|--|--|---|--------|---------|--|
| Provide enrichment through afterschool clubs and trips | Through music tuition, dance, ICT and sports clubs. Providing inspirational visitors and activities | Higher levels of motivation occur when children are engaged and interested in what is happening at school. | All PP children will have access to these clubs through subsidies. | Headteacher Class Teachers | Termly | £17,000 | |
| Provide emotional and behavioural support | Through counselling, access to the educational psychologist and other agencies. | Research has shown that when emotional and behavioural needs are addressed then learning and progress are greater. | Meetings with the Senco and class teachers to review impact on individual children | Class Teachers Mrs Barnes Mrs Summerville | Termly | £17,000 | |