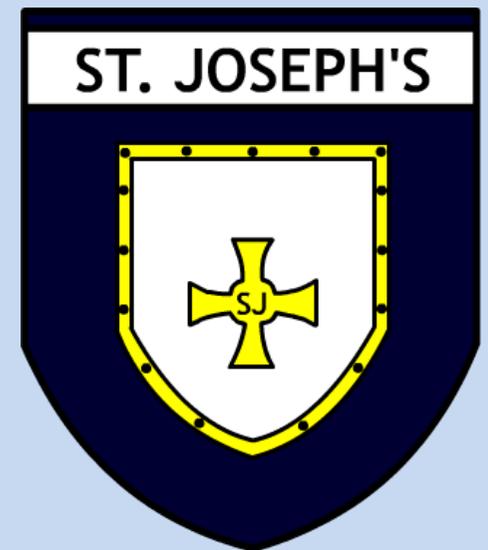


PUPIL PREMIUM STRATEGY STATEMENT 2017-18

“The Church has been intimately involved in education ever since the Lord commanded his disciples to go forth and teach. For Catholic schools, teaching cannot just simply be the imparting of information or training, no matter how worthy or important, because the human person cannot be reduced to facts and figures; rather, as Pope Benedict put it, education is formation: it is ‘about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom’.”

Bishop Malcolm McMahon the future of Catholic education.

Pupil Premium Champion: Tara Reeves



1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2016-17	Total PP budget	£20 380	Date of most recent PP Review	Sept. 17
Total number of pupils	225	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Jan 18

2. Current attainment		
Please note one child had significant special educational needs- who did not achieve ARE in any area but still sat the tests- a great achievement!	<i>Pupils eligible for PP At St Joseph's (5)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths (end of KS2)	60%	61%
VA for reading	6.56	0.48
VA for writing	1.38	-1.37
VA for maths	6.38	-1.03

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Poor oral skills - current EYFS has 12 children with SALT issues, current Year 1 also had a significant number of SALT issues – which over time has been rectified but has had impact on overall attainment and current Year 3 had Year 1 phonics 63% and lack of GD at KS1.
B.	Four of our 21 pupil premium children have significant emotional/behavioural needs (including attachment) that need one to one support at times, individual plans and time in nurture.
C.	Meanwhile, related to Point B, many of our pupil premium children's social and emotional development , on a more minor scale, can hinder progress regular ELSA support is used for these children. Parents often also require additional support from school through Dorset Family Matters, parenting courses or a cup of coffee and chat.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Home learning environment and resources, low aspirations, lack of parental engagement have a negative impact on progress.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All pupils in receipt of pupil premium make at least expected progress from their EYFS AoE to KS1 and then onwards to KS2 assessment stage (hard data)	PP pupils make higher rates of progress in line with other pupils particularly in phonics, spelling and grammar
B.	Improve oral language skills for pupils eligible for PP in Foundation and Year 1 (hard/soft data)- with improvement from EYFS Reading to Phonics (>77%) (hard data)	Pupils eligible for PP in Foundation and Year 1 make rapid progress to make age related expectations the end of the year- and so diminishing the difference
C.	Increase levels of engagement from parents to enable them to support learning at home (soft data)	Increased attendance at workshops from parents whose children are in receipt of PP (parenting course). Increased home learning returns and reading records (SSE 2017-18)
D.	Increase resilience, self- esteem and emotional well- reducing anxiety and attachment issues- being to have a positive impact on learning and behaviour (soft data)	Increased engagement and participation in lessons, fewer behaviour incidents recorded (detention/Golden Time), fewer fixed term exclusions and rapid progress made

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

i. 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?
<p>A, B, C, D Staff can access advice and support to ensure quality first teaching is used to ensure the correct provision in place for pupil premium pupils</p>	<p>Pupil Premium Champion employed to monitor provision for PP – working alongside headteacher</p>	<p>Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress</p>	<p>Half termly meetings with HT/DH - Progress meetings PP Champion regular follow ups with PP TA SSE 2017-18 cycle</p>	<p>HT Deputy Inclusion lead</p>	<p>Termly</p>
<p>A CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all pupil premium pupils including the more able</p>	<p>Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Outstanding teaching programme/phonics training for teachers and teaching assistants</p>	<p>QFT has a positive impact for pupil premium pupils Research shows high quality feedback supports rapid progress (EEF toolkit) QFT will ensure a long term impact for all pupils</p>	<p>Monitoring and review by subject leaders – focus on pp Lesson observations Progress meetings/tracking Time set aside in staff meetings for staff to share CPD and evaluate effectiveness</p>	<p>SLT</p>	<p>Jan 18</p>
<p>D Staff to plan and deliver support for emotional and social needs of children – both significant (4 pupils) and lesser ongoing (11 pupils)</p>	<p>A variation of Nurture and ELSA provision to be timetabled to ensure support (Maslow) so children are ready to learn, have resilience and so achieve ultimately within the class setting.</p>	<p>As Maslow recognises without basic physical, emotional and social needs being met learning can not occur.</p>	<p>Timetabling of OWLs (nurture) and ELSA regularly assessed for impact and tweaked to maximise impact along with value for money</p>	<p>HT Deputy Inclusion lead Nurture leader</p>	<p>Jan 18</p>

i. 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
<p>A.</p> <p>Improve value added progress in phonics and spelling for pupil premium pupils from key assessment points- especially due to current EYFS, Year 1 and Year 3</p>	<p>Invest in high quality SENSS recommended approaches. TA providing additional support with phonics- assessing all Year 3- so informing class teacher planning and continuing additional support Year 1. (aut.term £1085)</p> <p>Additional TA time (1/2 hour daily) to support interventions, often related to SALT, in EYFS. (£555) and five afternoons Yr 3 (£3758)</p> <p>Year 6 teacher spends 2 hours per week leading one to one pupil coaching, focusing primarily on PP children (HLTA cover £1100) Deploying teacher additional three hours per week coaching/mentoring Year 6 – priority PP children (Cover £2291)</p>	<p>Data shows that;</p> <p>- although our KS2 data improved dramatically (2016 ARE- 74%, 2017 92%/ 2016 GD 14%, 2017 53%) leadership want to ensure this improvement is embedded.</p> <p>-Sutton Trust research on impact v cost showed one to one coaching has high impact in relation to cost</p>	<p>Class teachers maintain close supervision of planning and delivery of booster- qualified teacher.</p> <p>PP lead to monitor pupil progress and impact</p> <p>Aim for rapid progress to narrow gap</p>	<p>English lead PP Champion</p>	<p>Jan 18</p>
<p>A,B,C</p> <p>Barriers to learning are identified quickly to implement the correct intervention</p> <p>Pupils eligible for PP including high attaining pupils make rapid progress through high quality intervention</p>	<p>PP lead employed to monitor all pp interventions , to help staff identify barriers and assess success of interventions. Use qualified and trained staff to provide a range of proven intervention strategies: Words first, phonics books- that support all literacy skills, reading comprehension books, (Ad hoc costing- £500 aprox.)</p>	<p>Importance of high quality targeted intervention where impact is monitored closely and adapted quickly to achieve rapid progress</p> <p>PP lead will help to achieve this</p> <p>Small group interventions with highly qualified staff have been shown to be effective (EEF Toolkit)</p>	<p>PP champion employed to monitor impact of intervention</p>	<p>HT PP Champion</p>	<p>April 18</p>

<p>A,D To provide a structured programme of Nurture Provision for targeted children in supporting their access to curriculum learning.</p>	<p>To use PP funding to fund Nurture Provision for our PP children- using Louise Young – DCC Behaviour support and Private EP, to work with school and family for support.</p> <p>5 mornings a week provided for 4x PP/LAC children- supporting access to curriculum, and allowing individualised approach- with high expectations (£6353) Full support for 2 Yr 3 children every afternoon (costing already provided above)</p>	<p>Strong evidence base that this approach can have a positive impact on improving pupils social and emotional well-being leading to increased participation and progress in class</p>	<p>Assessments used to monitor impact including class teacher and Nurture Leader feedback about PP children engagement in learning and progress in class</p>	<p>Nurture Leader HT NH (Gov)</p>	<p>Jan 18</p>
<p>A,C,D Increase levels of parent involvement in supporting their child's learning and so raise aspirations through the “Primary Years” parenting course</p>	<p>Use Pastoral Support Worker/ Nurture Leader (RC) and ELSA (SJ) to help parents of pupils eligible for PP to support their children's learning at home and raise aspirations through structured conversations. Delivering the “Primary Years” parenting course- targeting parents.(£288)- 6x afternoons per course and 2 course per year Louise Young – DCC Behaviour support working with school and family. (£113 per hour) Engagement in Dorset Family Matters to target vulnerable families</p>	<p>Research has shown that increased parental engagement through the structured conversations leads to increased academic progress</p>	<p>Nurture Leader facilitate programme and review impact</p>	<p>SLT PP Champion DFM</p>	<p>Termly</p>
Total budgeted cost					£16 043

i. Other approaches					
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?
<p>A, C, D</p> <p>Ensure hard to reach parents are able to access support</p> <p>Enable parents and school to collaborate to implement positive behaviour strategies</p>	<p>Employment of nurture leader/parent support to offer parenting course, one to one advice, drop in service, family SEAL</p>	<p>Although disappointed at uptake of Parenting course by our actual parents in the Christchurch parenting scheme we recognise that involvement can lead to improving behaviour through a positive approach has been shown to increased pupil engagement, reduce disruption in lessons and remove barriers to learning</p> <p>Positive impact when the same strategies are used at home and at school</p>	<p>Signpost pp parents</p> <p>Individual targeted invites</p> <p>Evaluation provision</p> <p>Monitor behaviour</p> <p>Monitor attendance to home/school activities</p>	<p>Head DH</p> <p>Nurture leader</p>	<p>Jan 18</p>
<p>A, D</p> <p>Provide opportunities to develop personal and social skills in a safe and stimulating environment- through ELSA and so remove barriers to learning such as low self-esteem, lack of confidence, anxiety</p>	<p>Provide support in Nurture for PP and LAC children to learn to interact and develop social skills with an ELSA- 11 children on current PP overview have accessed ELSA support in the past two years.</p> <p>On average PP pupils spend 2 hours a week with ELSA. (£986)</p>	<p>Ofsted report on how schools are spending PP funding to maximise achievement recommends identifying key children in context of their home life to improve social and emotional skills where this is seen as a barrier to learning by providing opportunities for them to socialise and interact with other children. Significant amount of PP children (50%) have accessed ELSA in recent times.</p>	<p>Ensure that provision of a high quality, implement recommendations from LA annual monitoring visit</p> <p>HT to monitor provision</p> <p>A range of assessment tools used to measure impact and select correct approach, supervision and training updates attended regularly (EP supervision)</p>	<p>HT</p> <p>DH</p> <p>Inclusion lead</p> <p>NH (Gov)</p> <p>SJ- lunchtime manager</p>	<p>April 18</p>

<p>A,D Ensure pupil premium pupils who require this provision have correct behaviour plans in place and all staff trained to us correct approach and provide support at vulnerable times (lunchtime)</p>	<p>Training on managing challenging behaviour for LTS (provided by Life Education Bus- Oct. 2017) (£140 + £43 Overtime) Provide a lunchtime Chill Room for pupils who find it hard to manage their behaviour at lunchtimes (Hour per day LTS £2267) To date SLT monitoring shows an inordinate amount of PP children (and children with SEN) use this provision.</p>	<p>Fewer issues at lunchtime lead to pupils coming into lessons in the afternoon ready to learn and will support positive behaviour in class. Most recent pupil behaviour survey (Nov. 2016) shows that children feel learning time can be interrupted by issues from playtime being sorted- so such a target will see improvement in this.</p>	<p>Behaviour plans monitored each half term Chill Room use monitored half termly ELSA use monitored half termly SLT to discuss progress with class teachers Staff will be encouraged to be proactive to engage in dialogue with pupils providing encouragement and giving important messages about their effort and engagement in learning</p>	<p>Inclusion lead DH Lead LTS</p>	<p>Half termly</p>
<p>D Ensure equal opportunities and access to an enhanced curriculum and extra-curricular activities to motivate pupils and boost self- worth and raise aspirations</p>	<p>Specific inclusion events arranged through CLP where PP children chosen to represent the school. Subsidise school trips (£831 currently planned) Positive discrimination used when deciding children to attend special events/experiences.</p>	<p>EEF toolkit – research indicates that providing a full range of educational experiences ensures children have a broad education Research shows that taking part in extra-curricular has a positive impact on raising access, aspirations, and achievements Positive benefits for high attaining pupils as learning a musical instrument or another skill can provide additional challenge and motivation to ensure maximum engagement in learning</p>	<p>Use a range of evaluation systems to monitor impact for pupils</p>	<p>PE Lead Inclusion lead PP Champion SLT</p>	<p>Termly</p>
<p>Provide equipment to enable children to reach their potential and have equal opportunities to access their learning</p>	<p>Buy revision packs/books for PP children (£55)</p>	<p>Ofsted report on how schools are spending PP funding to maximise achievement :personalised learning approach used to consider a range of barriers including family circumstances and resources to support learning at home</p>	<p>Inform parents that school will buy resources. Class teachers to assess impact of providing PP children with Home Learning.</p>	<p>Finance Officer SLT PP Champion</p>	<p>Jan 18</p>
Total budgeted cost					£4 342

The School Improvement Plan 2017-18, key priority 5 states;

Ensure that the **disadvantaged and vulnerable** children are achieving their full potential in all areas of development. *“Jesus came so we could have life and have it to the full.” John 10:10.*

This will also be part of the (Teacher appraisal 2017-18– Individual objective) and Equality Objective 2017-18 (obj. no.1)