

## St Joseph's RCVA Primary Pupil Premium Strategy Statement 2018-19



Summary Information					
School	St Joseph's RC Primary School				
Academic Year	2018/19	Total PP budget	£28,200	Date of most recent PP	N/A
Total number of pupils	228	Number of Pupils eligible for PP	19	Date for next internal review of this strategy	April 2019

Current attainment		
Y6 2017-2018	<i>Pupils eligible for PP ( children)</i> 5	<i>Pupils not eligible for PP ( children)</i> 25
% achieving expected standard or above in reading, writing and maths	0%	60%
% working at the expected standard or above in reading	40%	84%
% working at the expected standard or above in writing	40%	88%
% working at the expected standard or above in maths	40%	76%

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
Early language development	
Early reading development	
Social development	
Progress in mathematics	
<b>External barriers</b>	
Parental engagement	
Engagement in extracurricular activities	
<b>Desired outcomes</b>	<b>Success criteria</b>
Pupils eligible for PP make as good progress as others and attain as well as other children	Outcomes in attainment and progress for the majority of pupils eligible for PP will be at least good and in line with other pupils.
Pupils eligible for PP access full co-curricular opportunities	Pupils eligible for PP attend after-school clubs and all external visits, sporting events, school trips and music lessons.
Language and social skills ensure all children engage well in all lessons	Observations show behaviour is exemplary leading to improved academic outcomes Children communicate verbally with confidence and accuracy

<p>Parents support their child’s learning both in attendance at school and learning at home</p>	<p>Attendance at parents’ events. Homework is completed regularly. Children have good attendance at school and additional events.</p>
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<p><b>Planned expenditure</b></p>	<p><b>Academic year 2018-19</b></p>
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<p><b>Quality of teaching for all</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Action</b></p>	<p><b>Rationale</b></p>	<p><b>Quality Assurance</b></p>	<p><b>Staff lead</b></p>	<p><b>Review</b></p>
<p>Pupils eligible for PP make as good progress as others and attain as well as other children</p>	<p>Quality first teaching-staff development Subject Leaders up to date knowledge through attendance at Network meetings Support Staff included in whole school INSET Booster intervention at Y2 and Y6 with a focus on PP pupils.</p>	<p>DCSF guidance on Quality First Teaching and Personalised Learning</p>	<p>Observation, work scrutiny, pupil voice, data analysis, performance management</p>	<p>SLT + Maths Lead</p>	<p>Termly</p>
	<p>Effective Feedback – Further develop quality feedback in all core subjects SLT to review and re-write marking policy appropriate to age/ability of pupils</p>	<p>Sutton Trust (+8 months impact) supports effective feedback as a vehicle for accelerating pupil progress</p>	<p>Staff Meeting Observation, work scrutiny, pupil voice Cross school moderation</p>	<p>SLT</p>	<p>Termly</p>

	Analysis of summative data each term through Anthony Colin Tracking system SENDCo to focus on progress and attainment of PP pupils and report to Headteacher	Analysis to inform targeted support	Progress measures Performance Management	SLT SENDCo All staff	Termly
	Implementation of in-depth logic and reasoning into mathematics lessons Focus on Mathematics – Problem Solving CPD for all staff – leading to increased mastery. Introduction of ‘bar modelling’ to support concrete-pictorial-abstract approach.	Research shows developing a secure understanding of a concept is key to learning.	Observation, work scrutiny, pupil voice, data analysis, planning	SLT JJ Maths Lead	Termly
<b>Total budgeted cost</b>				£13,100	
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Quality Assurance</b>	<b>Staff lead</b>	<b>Review</b>
Language and social skills ensure all children engage well in all lessons	Early Years intervention to support early social development and early reading and mathematical skills CPD for new EYFS team in language and communication Access to IMPACT North East councillor for group or individual sessions	Ensuring children have positive learning behaviours and equipped to deal with issues and support children in positive changes	Observation, work scrutiny, pupil voice, data analysis, planning	EYFS Lead	Termly

Pupils eligible for PP make as good progress as others and attain as well as other children	Same day interventions targeted at children who have misconceptions from that lesson  PP progress target on all teachers' Performance Management	NCTEM research Focus support to ensure disadvantaged pupils misconceptions are addressed immediately	Observation, work scrutiny, pupil voice, data analysis, planning Performance Management Target	SENDCO	Termly
	Small group tuition through Support Staff and Booster Teacher	Deeper understanding enables children to move forward quickly	Observation, work scrutiny, pupil voice, data analysis, planning	SENDCO	Termly
	Use of LEXIA 3 X 20 minutes weekly plus rewards in assembly	Lexia Research shows that pupils who access Lexia 3 x 20 minutes per week make accelerated progress.	Pupil voice, data analysis, Lexia timetable LEXIA data analysis of use	SENDCO	Termly
<b>Total budgeted cost</b>				£13,000	

Other approaches					
Desired outcome	Action	Rationale	Quality Assurance	Staff lead	Review
Pupils eligible for PP access full co-curricular opportunities	Financial support for special projects and visits. Provision and servicing of musical instruments.	Inclusion of all children impacts positively on mental health and well – being.	Participation numbers	After School Co-ordinator SLT	Termly and as required
Pupils eligible for PP make as good progress as others and attain as well as other children	Liaison with partner professionals: Early Bird training Early engagement with EP, virtual school heads, social workers, carers, MASH, Impact North East	Early identification and intervention ensures pupils secure basics as a platform for rapid progress	Involvement in training, PEP, TAC etc meetings Observation, work scrutiny, pupil voice, data analysis, planning	SLT SENDCo	Termly and as required
Parents support their child's learning both in attendance at school and learning at home	Effective homework Parents' Evening Termly Parent Meetings with HT as required when attendance falls below 95% Reward systems in place to recognise good attendance at class, termly and yearly level.	Inclusion of all children Poor attendance adversely affects academic progress. Regular continuous attendance improves academic progress	Observation, work scrutiny, pupil voice, data analysis, planning		July 2019
<b>Total budgeted cost</b>				2,100	

<b>Review of expenditure 2017-18</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Action</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Pupils eligible for PP make as good progress as others and attain as well as other children	Quality first teaching Effective feedback Peer tutoring Data analysis	Staff had greater focus on monitoring groups which result in more consistent and equitable progress for all. Opportunities and expectations that all children could work at greater depth improved the outcomes for many.	PP in all classes made less progress and are working below ARE - this is a focus for staff development	£3,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Action</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Pupils eligible for PP make as good progress as others and attain as well as other children	Early intervention Intervention programmes	Earlier identification of issues lead to sharper focussed intervention. This meant that potential gaps were addressed early.	Personalised programmes with rigour are better for targeted support.	£10,000
	Small group tuition Wave 3 -JT	Well-paced provision for small groups, alongside first wave teaching, meant that individuals progressed well.	Ensure all children have quality first wave teaching	£5,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Pupils eligible for PP access full co-curricular opportunities	Financial support for visits, special projects, sporting activities, Breakfast Club etc	No child missed out on additional opportunities as a result of costs incurred	This will continue	£2,000