**St Joseph’s Catholic Primary School, Exmouth Pupil premium strategy statement 2017-18**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11th President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

**The school has through its School Management and Development Plan (SM&DP) identified its key improvement priority that is to improve the quality and consistency of teaching, learning and assessment so that all pupils (including those eligible for PPG) make the progress that they are capable of. We will ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.**

**We will accelerate rates of progress for all children initially in reading, writing, mathematics and RE through addressing whole school:**

* **leadership**
* **curriculum development and provision**
* **interventions and support packages for pupils that address personal as well as academic needs**
* **effective marking and feedback**
* **systems to promote and respond to pupil voice**
* **Spiritual, Moral, Social and Cultural (SMSC) provision that impacts positively on the mental health, behaviour and well-being of all of our pupils.**

**So that all of our PP pupils are achieving as much as they can as an individual and are doing as well as other pupils in school and nationally, we will use the PPG to ensure they have full access to:**

* **High quality provision that reflects Quality First Teaching (QFT) and a relevant and enriched curriculum**
* **Well qualified and skilled staff able to provide a range of strategies that have a positive impact on personal, social, emotional and physical development as well as academic achievement (attainment and progress).**
* **The Catholic Life of the school that recognises the importance of school/home relationships and actively encourages the involvement of all families in the work and celebrations of our school and parish.**

*Note: In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £28,632 | **Date of most recent PP Review** | September 2017 |
| **Total number of pupils** | 165 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | Feb 2018 |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 11 | 1 | 0 | 15 |

**Current Academic Year**

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| **Year Group** | **Total** | | **PP** |  | | **Ever 6** | | **Services** | | **Adoption Premium** | |
| Year 6 | 24 | | 3 |  | | 0 | | 3 | | 0 | |
| Year 5 | 21 | | 1 |  | | 1 | | 2 | | 0 | |
| Year 4 | 27 | | 1 |  | | 0 | | 3 | | 0 | |
| Year 3 | 29 | | 1 |  | | 0 | | 1 | | 0 | |
| Year 2 | 30 | | 4 |  | | 0 | | 3 | | 0 | |
| Year 1 | 17 | | 0 |  | | 0 | | 1 | | 0 | |
| Reception | 17 | | 1 |  | | 0 | | 2 | | 0 | |
| Total |  | | **11** |  | | 1 | | **15** | | 0 | |
|  | | 1. **Current achievement** | | | | | | | | |
| **End of KS1 & 2 Attainment for: 2016-2017** | | | | | *Pupils eligible for PP* | | | | *Pupils not eligible for PP* | |
| *In school*  *4 ch in KS2*  *2 ch in KS1* | | *National* | | *School*  *26 ch in yr6*  *27 in yr2* | *National* |
| % achieving **expected standard or above** in reading, writing and maths at KS2 | | | | | **50%** | | **47%** | | **80%** | **67.1%** |
| % achieving **expected standard or above** in reading at KS2 | | | | | **50%** | | **59.3%** | | **84%** | **77%** |
| % achieving **above expected** standard in reading at KS2 | | | | | **50%** | | **14%** | | **48%** | **29%** |
| % achieving **expected standard or above** in writing at KS2 | | | | | **50%** | | **65%** | | **80%** | **81%** |
| % achieving **expected standard or above** in maths at KS2 | | | | | **100%** | | **63%** | | **92%** | **80%** |
| % achieving **above expected** standard in maths at KS2 | | | | | **25%** | | **12%** | | **48%** | **27%** |
| % achieving **expected standard or above** in GPS at KS2 | | | | | **75%** | | **66%** | | **84%** | **82%** |
| % achieving **above expected** standard in GPS at KS2 | | | | | **25%** | | **20%** | | **48%** | **35%** |
| Progress score in Reading at KS2 | | | | | **0.8** | | **-0.8** | | **5.1** | **0.3** |
| Progress score in Mathematics at KS2 | | | | | **2.8** | | **-0.7** | | **4.7** | **0.3** |
| Progress score in Writing at KS2 | | | | | **-0.6** | | **-0.4** | | **1.6** | **0.1** |
| % achieving expected standard or above in reading at KS1 | | | | | **100%** | |  | | **72%** |  |
| % achieving expected standard or above in writing at KS1 | | | | | **100%** | |  | | **76%** |  |
| % achieving expected standard or above in maths at KS1 | | | | | **100%** | |  | | **88%** |  |

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| 1. **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)* | | | | | | | | |
|  | | Outcomes for pupils in receipt of the PPG are not as strong as for other groups in aspects of literacy with some PP premium children having low prior attainment in writing at KS1 and KS2, in some cases resulting from gaps in schooling. | | | | | | |
|  | | Progress measures for high ability pupils who are eligible for PP are not as accelerated as they could be by end of KS2 - Y6 higher ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2. (Ofsted 2016) | | | | | | |
|  | | Poor language skills linked to auditory processing particularly in KS1. | | | | | | |
|  | | Social and emotional issues affect the wellbeing and progress of not only individuals but also at times other learners (including those eligible for PPG). Levels of resilience, self-esteem and aspects of social, emotional and mental health are not as strong as they could be for some pupils often due to external factors. Weaknesses in learning behaviours have a detrimental effect on academic progress, e.g. lack of independence leads to an over-reliance on adults, children displaying reticence to risk taking and feeling defeated when faced with challenging tasks. | | | | | | |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | | | | | | | | |
|  | | The school and the parents/ carers of some PP premium children not working together effectively enough to overcome barriers especially relating to shared high aspiration and expectations. | | | | | | |
|  | | Teachers and parents not consistently having high enough aspirations and expectations for their children. | | | | | | |
|  | | Poor attendance and frequent lateness. Attendance rates for pupils eligible for PP are 94.38% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind. | | | | | | |
|  | | Social and economic factors including: life experiences, high levels of deprivation, a rise in numbers of international new arrivals and pupils with English as an additional language. | | | | | | |
| 1. **Desired outcomes** | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | *Success criteria* | | | |
|  | Children in receipt of PPG to attain at least as highly as Non-Pupil Premium children in RWM.  There will be a focus for pupils eligible for PP in the FSU and KS1 to improve their oral language skills through approaches such as the “Primary Writing Project”. (SM&DP KT1) | | | | In class and across school assessments to show PP children are attaining at least as highly as Non PP children in RWM.   * Attainment gap reduced to 0 * Progress rates accelerated * All groups attaining higher than national   All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up. The strategies to improve writing enable children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through engaging activities they will be helped to rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing. | | | |
| **B.** | Children in receipt of PPG attendance to be at or above 96%  Parents and children to be aware of the importance of good attendance in school and to value the education provided. (SM&DP KT4) | | | | Attendance figures to show PP children attendance is at or above 96%.  Levels of unauthorised absences to drop. | | | |
| **C.** | Good provision for emotional and social development impacts positively on the mental health, behaviour and well-being of all of our pupils. Pupils eligible for PP will make good progress in their personal, social and emotional development developing growth mindsets that will improve levels of resilience, self-esteem, determination and independence. Children in receipt of PPG to have high aspirations for their future. (SM&DP KT3&4) | | | | Staff development and training together with effective and accurate assessment, tailored to identify pupil’s gaps and barriers to learning will help overcome barriers for specific PP children. The outcomes for these pupils will include their increased participation in class, reduction in anxiety and friendship/ social issues and better social integration. Children to understand that if they work hard they can achieve highly regardless of external circumstances. | | | |
| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | | **2017/18** | | | | |
| The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column. | | | | | | | |
| **a. Additional Teaching Staff** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Emotional and social support enables children to focus and make progress. Children to have reduced anxieties (school or home related) | | | Rainbows, pastoral support & work with PSP | Analysis of current PP children and their needs/barriers to learning.  Nationwide approach – supported by research.  Local EALC group.  EEF – Teaching and Learning Toolkit -SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils  +4 months for small group work led by well trained staff (slightly less impact than one-to-one but considerably cheaper.) | | TAs trained.  Timetabled.  Reviewed half termly. | SENCo  JG  GE |
| Improved focus and attention - Improved auditory processing enabling children to narrow the gap. | | | Establishing Auditory processing programme and memory magic programme. | Auditory processing disorders diagnosed/suggested by educational professionals.  Outside agencies recommended as proven to have significant gains. | | TAs and teachers trained.  Timetabled.  Reviewed half termly. | SENCo |
| Narrow gap in progress rates and improve attainment | | | Targeted intervention groups – phonics, maths and english | Current attainment data  EEF – Teaching and Learning Toolkit –Small group tuition effective when targeted at pupils’ specific needs.  +4 months for small group tuition led by well trained staff (slightly less impact than one-to-one but considerably cheaper.) | | Pupil progress meetings half termly – any gaps/concerns rapidly identified and addressed. | NTB  SO CR |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£9000** |
| **b. 1-1 Intervention - Academic** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Improve oral language skills | | | Time to Talk programme and 1:1 Speech and Language programmes  Speech Link | Area of concern recognised in school and by outside agencies.  EEF – Teaching and Learning Toolkit – Oral Language interventions - the majority of the evidence relates to younger children but there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.  +5 months | | Review impact every half term and with outside agency reports. | SENCo  ML |
| Improved reading and writing for dyslexic children | | | TA trained in ways to support children with dyslexia. | Children with dyslexia find reading and writing more difficult unless correctly supported.  EEF – Teaching and Learning Toolkit –Individualised instruction – providing necessary support/instruction to suit the individual.  +3 months | | Monitor attainment and progress half termly | SENCo  GE |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£3500** |
| **c. 1-1 Intervention - Social** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Emotional and social support enables children to focus and make progress. Children to have reduced anxieties (school or home related) | | | Rainbows, pastoral support & work with PSP | Analysis of current PP children and their needs/barriers to learning.  Nationwide approach – supported by research.  Local EALC group.  EEF – Teaching and Learning Toolkit -SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils  +5 months 1:1 led by well trained staff (More expensive than group work but necessary for some pupils.) | | TAs trained.  Timetabled.  Reviewed half termly. | SENCo  JG  GE |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **As above** |
| **d. Group Intervention - Academic** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Improved focus and attention - Improved auditory processing enabling children to narrow the gap. | | | Establishing Auditory processing programme and memory magic programme. | Auditory processing disorders diagnosed/suggested by educational professionals.  Outside agencies recommended as proven to have significant gains. | | TAs and teachers trained.  Timetabled.  Reviewed half termly. | SENCo |
| Narrow gap in progress rates and improve attainment | | | Targeted intervention groups – phonics, maths and english | Current attainment data  EEF – Teaching and Learning Toolkit –Small group tuition effective when targeted at pupils’ specific needs.  +4 months for small group tuition led by well trained staff (slightly less impact than one-to-one but considerably cheaper.) | | Pupil progress meetings half termly – any gaps/concerns rapidly identified and addressed. | NTB  SO CR |
| Motor skills groups | | | Funfit | Identified need from agencies and proven progress. | | TAs and teachers trained.  Timetabled.  Reviewed half termly. | SENCo  CB |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **As above** |
| **e. Group Intervention – Social** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Emotional and social support enables children to focus and make progress. Children to have reduced anxieties (school or home related) | | | Rainbows, pastoral support & work with PSP | Analysis of current PP children and their needs/barriers to learning.  Nationwide approach – supported by research.  Local EALC group.  EEF – Teaching and Learning Toolkit –SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils  +4 months for small group work led by well trained staff (slightly less impact than one-to-one but considerably cheaper.) | | Reviewed half termly. | SENCo  JG  GE |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **As above** |
| **f. Learning Resources** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Improve oral language skills | | | Names of programmes – Time to Talk/Speech and Language link | Area of concern recognised in school and by outside agencies.  EEF – Teaching and Learning Toolkit – Oral Language interventions – the majority of the evidence relates to younger children but there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.  +5 months | | SENDCo training and half termly monitoring | SENDCo |
| Children with dyslexia to have appropriate resources | | | DST – j test to see which areas children need support with.  Coloured viewers and books as required. | Children with dyslexia need specialised resources to support them with their development.  EEF – Teaching and Learning Toolkit –Individualised instruction – providing necessary support/instruction to suit the individual.  +3 months | | SENCo trained to run test.  TA attending dyslexia training.  Monitoring progress and attainment. | SENDCo  GE |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£1500** |
| **g. Staff Training** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| TA knowledge of how to accelerate progress in phonics in KS1 | | | Phonics and Early Reading in Foundation Stage and Year 1 | EEF – Teaching and Learning Toolkit – Phonics interventions – Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds)  +4 months – low cost | | Attainment and progress data.  Observations.  TA to attend training. | CR  SO |
| TA knowledge of how to plug the gaps in children’s knowledge in maths in KS1 | | | Developing Early Number Sense programme | Nationally recognised project with proven success rate.  EEF – Teaching and Learning Toolkit –Small group tuition effective when targeted at pupils’ specific needs.  +4 months for small group tuition led by well trained staff (slightly less impact than one-to-one but considerably cheaper.) | | Attainment and progress data.  Observations.  TA attending training. | CR |
| All teachers to be able to teach writing effectively to raise standards of literacy. | | | All teachers to take part in Primary Writing Project | School attainment.  Nationally recognised project with proven success rate. | | Project team days and SLT meetings.  Lesson observations. | NTB  SO  JE  ER |
| Teachers challenging and stretching most able pupils effectively. | | | Continued CPD focus on challenging children so they can achieve to their highest ability.  Work on Growth Mondset to continue.  Children accessing Exeter University enrichment programme | Children need appropriate stretch and challenge to reach their potential.  EEF – Teaching and Learning Toolkit –Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress.  +8 months | | Continued staff training  Lesson observations and planning scrutinies. | NTB |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£10,000** |
| **h. Enrichment/Raising Aspirations** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| All children regardless of financial circumstance to take part in all residentials, trips and curriculum enhancement. This is to include access to after school clubs. | | | All children in receipt of PPG to receive 50% reduction on all trips and experiences. | Children being able to access all opportunities. | | Each letter to parents about trips to remind them of reduction and to be able to pay in instalments. |  |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£2000** |
| **i. Home Support (e.g. breakfast club, EWO etc.)** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
| Children in receipt of PPG attendance to be at or above 96%  Parents and children to be aware of the importance of good attendance in school and to value the education provided | | | School buy into EWO support from Babcock.  EWO and school work together with parents to raise levels of attendance. | Attendance levels currently lower for PP children. Increased attendance will mean more chance of making good progress and attainment. Higher value placed on education means supports higher aspirations.  EEF – Teaching and Learning Toolkit – Parental involvement  The impact of parents’ aspirations is important, changing parents’ aspirations may raise their children’s aspirations and achievement over the longer term.  +2-3 months | | Attendance data reviewed half termly, letters sent out, certificates for 100% attendance. | NTB |
| Children attend breakfast club so arrive on time each morning and have a more settled start to the day. | | | As required on individual basis, PP children can attend breakfast club for free. | Children attending breakfast club have a more settled start and are more ready to learn when school starts. | | Review on an individual basis with parents and as necessary EWO. | NTB  MC |
| Children to receive healthy snack to support development and concentration. | | | Children to receive milk and fruit daily. | Children develop better and can attain more if they are nourished. | | Monitor regularly. | NTB  AA |
| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£3000** |
| **j. Other, not captured by any of the above** | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** |
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| **Outcomes of Mid-Year Review:** | | | | | | | |
| **Total Planned Expenditure:** | | | | | | | **£** |

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| 1. **Additional detail** |
| This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary. |