

**Pupil Premium Grant (PPG) strategy statement 2016-17**

**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 (especially those eligible for PPG) make the progress that they are capable of. 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.*

*Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funds and resources means that not all children receiving free school meals will be in receipt of pupil premium funded interventions at any one ti me.*

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| 1. Summary information | | | | | |
| School | St Joseph’s Catholic Primary School | | | | |
| Academic year | 2016/17 | Total PP budget | £26976 | Date of last review | February 2017 |
| Total number of pupils | 201 | Number of pupils eligible for PP | 16 | Date of next review | February 2018 |

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| 1. Current attainment | | |
|  | Pupils eligible for PP | Pupils not eligible for PP |
| Phonics | 100% | 83% |
| KS1 % achieving reading | 50% | 64% |
| KS1 % achieving writing | 0 | 56% |
| KS1 % achieving maths | 100% | 64% |
| KS2 % achieving R,W,M | 0 | 45.2% |
| KS2 % progress in reading | 0 | 86.7% |
| KS2 % progress in writing | 100% | 70% |
| KS2 % progress in maths | 100% | 70% |
| Attendance | 94% | 96% |

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| 1. Barriers to future attainment for PP |
| Social, emotional and behavioural 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. 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. Vulnerable learners display an “it’s good enough” ethos, rather than “is this really my best work?” |
| Outcomes for pupils in receipt of 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 reading at 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 and the availability and quality of support for specific additional needs (including those being supported through SEND) are slowing progress and resulting in lower attainment than other groups. |
| 1. External barriers |
| 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. |
| In a few cases, poor attendance and frequent lateness. Attendance rates for pupils eligible for PP are 94% (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. |

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| 5. Desired outcomes | How they will be measured (what success will look like) |
| Improve teaching and strengthen the consistency and quality of the pastoral care of PP pupils to ensure that:   * attendance and punctuality is as good as possible, * any disruption (including low level disruption) is at a minimum and does not have a negative impact on the learning of others   (SM&DP all Key Targets) | All learners behaving well and displaying good learning behaviours consistently. Children feeling safe and secure and able to respond to their feelings and emotions appropriately including accessing support in school whenever needed. Attendance/ punctuality issues diminished. Overall PP attendance improves from 94% to at least 96% and remain in line with ’other’ pupils. |
| PP children to achieve as well (or better) than other children (attainment and progress). 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 “Talk for Writing”. An enhanced curriculum for KS1 and KS2 is needed to secure good achievement through learning experiences that engage and motivate children of all abilities and backgrounds. (SM&DP KT1) | 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 fun 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. |
| Additional needs are supported effectively as new and existing staff develop leadership skills that impact on improved learning behaviours. (SM&DP KT2) | Children with additional needs are supported effectively through the school’s SEND practice and by skilled and knowledgeable staff. Staff recognise when and how to support PP children who face any additional factors impacting on their achievement and well being. Improvements in the learning behaviours demonstrated by targeted pupil premium children are evidenced through pupil interviews, a reduced incidence of behavioural problems and positive evaluations by staff and families. |
| Improved teaching (Quality First Teaching -QFT) strengthens the consistency and quality of learning and increases pupil progress by embedding high quality assessment, marking and feedback (AMF) across the curriculum thus ensuring the needs of all learners, including PP and SEND pupils as well as our disadvantaged and most able pupils, are met. (SM&DP KT3) | The rates of progress for **all** children initially in reading, writing, mathematics and RE will be better than national expectations/outcomes. PP pupils will not underperform in comparison to other school groups or their groups nationally. PP pupils will access high quality provision across the school and curriculum. They will have access to a named, appropriately trained learning mentor to provide them with individual support. |
| Improved partnership with parents/carers that includes early identification of needs especially for PP pupils and in the FSU or when pupils are admitted in other year groups. Develop the quality of the school’s Catholic Life that enables all members of the school community to be involved in the life of the parish, diocese, CAST and when possible beyond. (SM&DP KT4) | PP pupils in the FSU make rapid progress by the end of the F2 so (unless there are exceptional reasons) they meet age related expectations (GLD). Sustainable benefits include increased parental support for learning at home e.g. reading with child. Through the meaningful and planned involvement of parents, families, diocese, members of the Catholic School Council and community partners, the learning and well-being of PP pupils are improved. Their sense of well-being supports their learning because it makes them more resilient and better able to overcome challenges. Improved communication increases contact between school and families resulting in better attendance by parents at school meetings and events. |
| Good provision in Spiritual, Moral, Social and Cultural (SMSC) provision 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 (PSED) developing growth mindsets that will improve levels of resilience, self-esteem, determination and independence. (SM&DP KT3&4) | Staff development and training together with more 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 friendship/ social issues and better social integration. |

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| Planned expenditure | | | | | |
| Academic year | 2016-2017 | | | | |
| 1. 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 | Review date |
| The provision of a high quality learning environment which is centred around quality first teaching.  This is underpinned by effective and accurate assessment, tailored to identify pupil’s gaps and barriers to learning.  The provision of an engaging and exciting curriculum which offers real-life, context driven experiences.  The provision of creative curriculum opportunities to enhance learning experiences.  Inclusive and positive school culture underpinned by values and moral purpose that all pupils will achieve,  Effective reward systems which encourage pupils to demonstrate positive learning attitudes to learning.  Aspirational target setting, linked to rigorous tracking and assessment.  Targeted attendance interventions.  Targeted social, emotional and behavioural interventions, including the use of external agencies, when needed.  The provision of parent events and celebrations to further engage parents to support their child’s learning.  The provision of out of hours learning opportunities.  Maximising learning time and rapid intervention-gaps are rapidly identified and addressed. | | | | NTB  BE  SK |  |
| 1. 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 | Review date |
| Emotional resilience enables children to focus and progress | Rainbows, pastoral support & work with PSP | Nationwide approach – supported by research.  Local EALC group. | 1:1 trained specialist TA. Interventions timetabled weekly. | SENCo, HF | Half termly |
| Improve oral language skills | Speech and language link | Students in need targeted support to catch up. | Organise timetable to allow for screening. | SENCo | Dec 16, March 17, July 17 |
| Motor skills groups | Funfit | Identified need from agencies and proven progress. | Funfit TAs | SENCo | Half termly |
| Improved focus and attention | Improved auditory processing enabling children to narrow the gap. | Auditory processing disorder.  Outside agencies recommended as proven to have significant gains. | TA timetable | SENCo | Half termly |
| Narrow gap in progress rates and improve attainment | Targeted intervention groups – phonics, maths and english |  | Teacher and TA timetables | Class teachers | Half termly |
| KS1 writing | Targeted intervention group | Accelerated rates of progress | 1:1 TA time | HF | Half termly |
| KS2 reading | Targeted intervention group | Accelerated rates of progress | 1:1 TA time | GE | Half termly |

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| Review of expenditure | | | | |
| 1. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/ approach | Estimated impact | Lessons learned | Cost |
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| Additional details |
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