**St Joseph’s Catholic Primary School, Exmouth - Pupil premium strategy statement 2018-19**

**“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.

**Principles**

* To ensure that teaching and learning opportunities meet the needs of all pupils.
* To ensure 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.
* 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
* Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2018-2019 | **Total PP budget** | 13,200 + 3,900 = £17,100 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 164 | **Number of pupils eligible for PP** | 23 including service children | **Date for next internal review of this strategy** | Feb 2019 |

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| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 7 | 3 | 0 | 13 |

**Current Academic Year**

**(Percentages are for each cohort and the totals across the school)**

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| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 21 | 1 | 1 | 2 | 0 |
| Year 5 | 27 | 0 | 1 | 4 | 0 |
| Year 4 | 27 | 1 | 0 | 3 | 0 |
| Year 3 | 32 | 3 | 1 | 3 | 0 |
| Year 2 | 18 | 0 | 0 | 1 | 0 |
| Year 1 | 16 | 0 | 0 | 0 | 0 |
| Reception | 23 | 2 | 0 | 0 | 0 |
| Total | **164** | **7** | **3** | **13** | **0** |

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| **1A. Evaluation of previous year - 2017-18** | | | |
|  | *Intended outcomes and how they will be measured* | *Success criteria* | *Evaluation of the impact of actions on pupils’ outcomes* |
|  | 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”. | 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 | 100% of pp achieved in yr 6 RW&M.  PP children have made at least expected progress in RWM across the school.  The gap between pp and non pp children has reduced across the school. See data at end of 2017-18 strategy.  The PWP has improved the engagement of pp children in their writing (seen in lesson observations, books, pupil and teacher feedback).  The oral language skills are improving (seen in lesson observations, books, pupil and teacher feedback) but the PWP is continuing for another year across the school and will remain a focus. |
| **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. | Attendance figures to show PP children attendance is at or above 96%.  Levels of unauthorised absences to drop. | Attendance levels for pp children have increased from 94.3 to 94.8 in 2017-18 due to increased work by the head and the EWO with parents but attendance still remains a focus for these children. |
| **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. | 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. | PP children have made excellent progress in their personal, social and emotional development with growth mindsets being increasingly evident for all pp children (Evidenced from pastoral interventions, TAs, lesson observations, pupil, teacher and parental feedback).  Staff development and training has led to increased confidence in ensuring assessment is accurate and barriers are identified earlier. |

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| 1. **Current achievement** | | |
| **End of KS1 & 2 Attainment for: 2017-2018** | *Pupils eligible for PP*  *2 ch in KS2*  *5 ch in KS1* | *Pupils not eligible for PP* |
| *National* |
| % achieving expected standard or above in reading, writing and maths | **100%** | 64% |
| % achieving expected standard or above in reading | **100%** | **75%** |
| % achieving expected standard or above in writing | **100%** | **78%** |
| % achieving expected standard or above in maths | **100%** | **76%** |
| % achieving expected standard or above in reading at KS1 | **60%** | **75%** |
| % achieving expected standard or above in writing at KS1 | **40%** | **70%** |
| % achieving expected standard or above in maths at KS1 | **60%** | **76%** |

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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)* | |
|  | Language and auditory processing skills in KS1 are lower for those children eligible for PP than other pupils. This impacts on their reading and writing progress as they move through school. |
|  | Outcomes for pupils in receipt of the PPG are not as strong as for other groups in writing with some PP premium children having low prior attainment in writing at KS1 and KS2, in some cases resulting from gaps in schooling. |
|  | 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) | |
|  | Attendance rates for pupils eligible for PP are 94.3% (below the target for all children of 96%). This reduces their school hours and causes gaps in their learning. |

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| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | To improve language and auditory processing skills particularly in KS1. 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) | Pupils eligible for PPG will use a wide variety of vocabulary in their speaking, reading and writing. Pupils eligible for PPG will be able to recall instructions and process information independently. 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.  All PP children to reach at least ARE by end of key stages. |
| **B.** | Outcomes for pupils in receipt of the PPG to be as strong as for other groups in writing. | All PP children to reach at least ARE by end of key stages. All PP children to make at least 6 steps progress within their year group. PP children working below ARE to make accelerated progress.  In class and across school assessments to show PP children are attaining at least as highly as Non PP children in Writing.  • 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. |
| **C.** | Good provision for emotional and social development impacts positively on the mental health, behaviour and well-being of all of our pupils. Staff will identify pupil’s gaps and barriers to learning and help overcome these through careful, targeted support. Pupils in receipt of PPG to have a growth mindset with high levels of resilience and self-esteem with strong, positive learning behaviours. Children in receipt of PPG to have high aspirations for their future. (SM&DP KT3&4) | Children to be able to verbalise their feelings rather than let them influence their behaviour negatively. Pupils to be able to work independently and take risks with their learning and persevere when they find things difficult. 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. |
| **D.** | Increased attendance rates for pupils in receipt of PPG. Parents and children to be aware of the importance of good attendance in school and to value the education provided. (SDP KT4) | To reduce the number of persistent absentees among pupils eligible for PPG to 5% or below. Overall attendance of PP children to improve from 94.8 to 96%. |

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| 1. **Planned expenditure** | | | | |
| **Academic year** | **2018/19** | | | |
| 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 by HT and SENDCo. | SK  GE  JG |
| 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. | SK  HF |
| Narrow gap in progress rates and improve attainment | Targeted intervention groups – speaking and listening, writing. | 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 SK |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£5600** |
| **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. | SK  CB  SB |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£1500** |
| **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. | SK  HF |
| Narrow gap in progress rates and improve attainment | Targeted intervention groups – speaking and listening, writing. | 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 SK |
| **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. | SK  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 | SK |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **As above** |
| **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** |
| All teachers to teach writing to a high standard to raise attainment and progress in 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 |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£6000** |
| **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. | NTB |
| **Outcomes of Mid-Year Review:** | | | | |
| **Total Planned Expenditure:** | | | | **£1500** |
| **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:** | | | | **£2500** |
| **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:** | | | | **£17,100** |

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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. |