



St. Joseph's RC Primary School 2018-19

At St Joseph's School we are determined that all pupils will achieve highly as possible a result of high quality teaching. We have a strong history of successfully targeting intervention towards pupils who need additional support to achieve their potential. Building upon methods which have worked well in the past the receipt of extra money has enabled us to work with pupils and their parents to improve learning.

Definition Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils. The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6).

Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

In 2018-19, our Pupil Premium allocation is £59,400 based on 45 pupils

	FSM/Ever6	LAC	AD	Total
Total Children	45	0	0	45
% of PP Allocation	100%	0%	0%	100%
Funding Breakdown	£59,400	£0	£0	£59,400

Area for development, barrier and proposed impact	Strategy and rationale	Cost	Evaluation/Impact
Reading comprehension. Pupils achieve well in the Year 1 Phonics screening test and KS1 tests however this has not yet translated into appropriate	Guided reading/comprehension sessions will be timetabled weekly incorporating all groups/abilities. Questioning will be tailored to meet the needs of all pupils whilst enabling progression towards ARE. CPD will ensure staff are confident delivering focused teaching of reading skills and assessing pupils in this area. Reading displays across the school will support and enhance pupils' progress in reading. Staff	Staff time and resources	Question level analysis completed with JK (Durham LA EDA). Reading displays throughout school support learning and enhance pupils' progress. School internal assessment data for the Autumn term shows that the following percentages of

<p>comprehension skills needed to achieve ARE in KS2. Pupils are not reading widely enough – both in and out of school.</p> <p>Percentage of children achieving ARE or above in reading will be more comparable to national averages.</p>	<p>delivering RWInc in KS1 will ensure that sessions incorporate specific reading comprehension skills and a focus on reading fluency.</p> <p><i>EEF research suggests that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</i></p>		<p>children will achieve ARE or higher</p> <p>Y1 67%</p> <p>Y2 77%</p> <p>Y3 75%</p> <p>Y4 33%</p> <p>Y5 95%</p> <p>Y6 43%</p> <p>School internal assessment data for the Autumn term shows that for children who have been ever present at St Joseph's the following percentages of children will achieve ARE or higher</p> <p>Y1 65%</p> <p>Y2 88%</p> <p>Y3 72%</p> <p>Y4 39%</p> <p>Y5 91%</p> <p>Y6 43%</p> <p>Reading CPD delivered in February</p>
<p>Oral language and reading fluency.</p> <p>Pupils achieve well in the Year 1 Phonics screening test and KS1 tests however this has not yet translated into appropriate comprehension skills needed to achieve ARE in KS2. Pupils are not reading widely enough – both in and out of school.</p> <p>Children will have an increased fluency and stamina in reading across the whole school which will have a positive impact on attainment in reading at the end of KS2 so that it is closer to or in excess of the national average.</p>	<p>Targeted reading aloud and discussing books with young children. Explicitly extending pupils' spoken vocabulary. The use of structured questioning to develop reading comprehension. A culture of paired reading will be implemented with older pupils trained to support younger pupils' reading development. Effective deployment of support staff to ensure all pupils have opportunity to read for a sustained period of time to an adult. Opportunities to develop reading further should be included in teaching of all subjects across the curriculum.</p> <p><i>EEF suggests that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	<p>Salary costs TAs: £8,500</p>	<p>Fluency baselines completed. Reading interventions established focused on reading fluency. Currently Y2 77% on track to achieve ARE or higher - same cohort of children 75% Phonics 2018.</p>

<p>Boys' reading and writing in EYFS and KS1.</p> <p>There is a gap between boys' and girls' attainment in reading and writing. This is more significant for writing.</p> <p>This gap will narrow between boys and girls.</p>	<p>Positive role models, including male authors, members of staff and older children. Ensure that regular writing opportunities cover topics that engage and motivate boys. Allow opportunities for careful planning of writing and editing and redrafting through effective deployment of adult support. Teachers should deliver reading and writing lessons incorporating the full range of learning styles, linking learning to motivational texts and experiences. Provision in EYFS and Year 1 should include opportunities for independent reading and writing within areas for learning as well as continuous provision both inside and outdoors.</p> <p><i>EEF suggests that all individuals have a particular approach to learning therefore it is more effective if pupils are taught using their particular learning style.</i></p>	<p>Male author visit to school £500</p> <p>Writing resources for EYFS £500</p>	<p>EYFS and Y1 classroom provides opportunities for independent reading and writing. Boys writing CPD provided by CG (Writing advisor) in October. School internal assessment data for the Autumn term shows that the following percentages of boys and girls will achieve ARE or higher: Y1 Boys 100% Girls 100% Y2 Boys 67% Girls 67% Y3 Boys 73% Girls 75% Y4 Boys 40% Girls 30% Y5 Boys 63% Girls 77% Y6 Boys 17% Girls 71%</p> <p>Adam Bushnell (Author) visited school in January.</p>
<p>Targeted Intervention</p> <p>Children with specific needs and prior attendance issues may have gaps in their learning which have an impact on progress and attainment.</p> <p>Ensure that targeted intervention programmes focus on PP children across the school to improve progress and attainment so that are closer to the national average.</p>	<p>To plug gaps in attainment through focused 1/1 intervention, Small group focused teaching (Phonics/English/Maths), Individual support/mentoring 1-1, Booster sessions (Y6), Power of 2 maths intervention, 5 Minute boxes (Literacy & numeracy).</p> <p><i>EEF toolkit suggests that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</i></p>	<p>Salary costs TAs: £5,000 Teacher: £3,800</p>	<p>Reading intervention for Y1/2 Reading intervention for Y3 Power of 2/Plus 1 intervention group</p> <p>Red Box intervention SALT intervention Yellow box intervention Power of 2/Plus 1 intervention group Reading fluency intervention group Handwriting intervention Fine motor skills intervention Booster sessions for Y6</p>
<p>Ensure children entitled to PP continue to receive support and make progress regardless of SEN.</p>	<p>Deployment of Inclusion Manager (HLTA) - to monitor SEN pupils and offer advice/strategies to overcome potential barriers to learning.</p> <p><i>DfE reports suggest that early identification and close monitoring of</i></p>	<p>£1000</p>	<p>Dedicated time each week timetabled for SEN monitoring, report writing, liaising with SENCO, staff and outside agencies etc.</p>

<p>Children with SEN often have significant barriers to learning which may inhibit their access to the curriculum.</p> <p>Strategies for each child will be in place to support access to learning and promote progress so that their individual outcomes can be met.</p>	<p><i>pupils with SEN will enable positive academic outcomes.</i></p>		<p>Inclusion Manager continues to work very closely with the SENCo and is instrumental in ensuring all support plans etc and paperwork is updated and that support is directed in the right areas. Information pertaining to these is held in school.</p>
<p>Nurture Group</p> <p>Social and/or developmental issues can have a huge impact on children's ability to access learning.</p> <p>Early intervention to remove barriers to learning for pupils so that progress is accelerated and attainment is raised so that it is closer to national averages.</p>	<p>Nurture Group will target specific pupils to address social/emotional aspects of learning and help overcome potential barriers to academic attainment. Nurture provides a bridge between home and school; a place where children can feel safe and secure to explore their emotional and social wellbeing, learn about themselves, develop and grow. It is an essential part of the school's Inclusion and PSHE provision.</p> <p><i>EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). School's own evidence shows the benefit of nurture provision.</i></p>	<p>Resources £1000</p> <p>Salary costs for HLTA and TA £20,000</p>	<p>Nurture group established PP pupils Currently access the nurture group. Other children have access as and when needs are identified.</p> <p><i>Nurture will stop at the end of this term – with both HLTA and TA supporting pupils going back into classes to monitor the impact during the summer term and identify any new children that could benefit from this resource in Autumn 2019.</i></p>
<p>Positive Futures Adviser</p> <p>Barriers vary from family, including but not limited to social deprivation and health issues.</p> <p>Support for pupils and their families to increase pupil engagement. (To be reported via case studies).</p>	<p>To address barriers to learning and support parents and families through referrals, meetings and training programmes.</p> <p><i>EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i></p>	<p>£9000</p>	<p>PFA has supported 9 families (12 children).</p> <p><i>PFA has also started to make contact with families where attendance has been highlighted as a concern.</i></p>
<p>Paying Educational Debt</p> <p>High levels of social deprivation in the school catchment area.</p>	<p>Costs of school visits/trips will be heavily subsidised or free of charge for families entitled to Pupil Premium.</p> <p>School sees its responsibility to address the wider curriculum and provide enhanced learning opportunities for all pupils.</p>	<p>£1000</p>	<p>Residential trip took place in Autumn term with another planned for in the summer. Other educational visits and visitors (e.g. Captain Chemistry, Adam Bushnell) have taken place or are planned.</p>

<p>Subsidise costs of school visits to broaden and develop experiences outside of school and enhance the curriculum by providing first hand experiences so that these may be utilised within the curriculum. Impact to be noted via raised attainment and accelerated progress.</p>	<p><i>LOtC indicates that pupils learn better through practical experience and acquire their knowledge and understanding through real-life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities in school.</i></p>		<p>Case studies available for additional visits – eg: residential 2019</p>
<p>Provide Breakfast, free of charge.</p> <p>High levels of social deprivation in the school catchment area.</p> <p>Pupils are 'ready to learn' and are prepared for their day ahead. As a result this will enable them to raise attainment and accelerate progress.</p>	<p>Breakfast club places at £1.50 per day, will be free of charge for families entitled to Pupil Premium.</p> <p><i>Research at Leeds University has shown that children who eat breakfast are more likely to focus better on classroom tasks than those who do not eat breakfast. Children who eat breakfast regularly are more likely to have better academic performance.</i></p>	<p>£1000</p>	<p>Children received subsidised places in breakfast club for families entitled to Pupil Premium.</p> <p>Registers are held in school</p>
<p>After school clubs.</p> <p>High levels of social deprivation in the school catchment area.</p> <p>PP children will have opportunity to access a range of extracurricular activities including the arts and sport. Impact measured through increased attendance and pupil voice.</p>	<p>Access to after school clubs is free of charge or at a reduced cost This enables pupils to access a wide range of after school clubs Any pupil can access provision regardless of finances.</p> <p><i>EEF toolkit acknowledges that after school programmes which are closely linked to the curriculum are clearly related to academic benefit. There is also evidence indicating that, on average, pupils make two additional months' progress per year from extended school time.</i></p>	<p>£1000</p>	<p>Children attend after school clubs free of charge or at a reduced cost. Extracurricular clubs offer a wide range of activities.</p> <p>Various clubs are offered throughout the year – information is held in school</p>
<p>Ensure that children entitled to Pupil Premium gain equality of opportunity for wider school experiences.</p> <p>High levels of social deprivation in</p>	<p>To target disadvantaged pupils for music tuition. School to pay for Music Tuition. School sees its responsibility to address this wider curriculum need. Access to whole class instrumental tuition for Y2 violin, Y3 recorder. Opportunities for children to celebrate success through music recitals and exhibitions.</p>	<p>£1000</p>	<p>Children have access to a range of music tuition across the school.</p> <p>Children have had access to guitar and violin tuition -</p>

<p>the school catchment area.</p> <p>PP children will have opportunity to access a wide range of school experiences. Impact measured through increased attendance and pupil voice.</p>	<p><i>EEF toolkit highlights that the impact of arts participation on academic learning appears to be positive and there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p>		
<p>Staff Training and Development specific to Nurture Provision.</p> <p>Staff need to stay up to date with developments in nurture provision.</p> <p>Children will benefit from new initiatives which impact positively on aspects of their development and behaviour. Impact to be shown through Boxall data.</p>	<p>Nurture and wellbeing training for HT and Inclusion Manager 2 x3 sessions. Twilights and sharing best practice with other nurture providers.</p> <p><i>The Teacher Development Trust recognises that CPD has a large effect on pupil achievement, placing it in the top 20 of all the practices analysed.</i></p>	<p>£1000 Supply cover costs/Course fees</p>	<p>Staff to attend network meeting and share good practice</p> <p><i>Staff have cluster meetings and HLTA/Inclusion Manager is due to help deliver training as St Joseph's Nurture has been highlighted as good practice.</i></p>
<p>Speech and Language Therapy</p> <p>Many children enter school with speech and language difficulties.</p> <p>Pupils will have strategies to overcome their difficulties and be supported by school staff so that they progress towards speech and language outcomes and/or Early Years outcomes.</p>	<p>Early access to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils.</p> <p><i>The Communication Trust indicates that a common feature of the most successful schools surveyed was the attention they gave to developing speaking and listening.</i></p>	<p>Service Level Agreement £3000 full year costs</p>	<p>SALT assessment, reports, advice and suggested strategies have a positive impact on many children – evidenced through reviewed support plans and provision maps.</p> <p><i>SALT continues to work in school, providing work for support staff to deliver with pupils. Case studies available in school.</i></p>
<p>Attendance</p> <p>High levels of social deprivation in the school catchment area can affect the attendance of some pupils.</p> <p>Increased attendance for</p>	<p>The SLT and Admin Officer closely monitors the attendance of all of our pupils. The enforcement of guidelines ensure prompt and timely intervention if pupils are absent from or late to school, including first day contact and follow up.</p> <p><i>Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance.</i></p>	<p>staff time £1000</p>	<p>Attendance continues to be monitored and SLT have carried out attendance review meetings with the enforcement team for persistent offenders.</p> <p>Additionally HT and DHT have done approx. 6 welfare checks on families who do not contact school in relation to their child(rens) absence.</p>

individuals and groups of pupils.	<i>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</i>		
Uniform High levels of social deprivation in the school catchment area. All children have full school uniform and PE kit.	Uniform and PE kits are provided free of charge or subsidised (in response to family circumstances) so that all children have the required items. <i>EEF suggest that there is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</i>	£1000	School has provided uniform and other items of clothing to various families across the Autumn and Spring terms.
		Total: £59,300	