

St. Joseph's RC Primary School 2016-17



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 2016-17, our Pupil Premium allocation is £64,680 based on 49 pupils

| | FSM/Ever6 | LAC | AD | Total |
|--------------------|-----------|-------|-------|---------|
| Total Children | 47 | 1 | 1 | 49 |
| % of PP Allocation | 94% | 3% | 3% | 100% |
| Funding Breakdown | £60,880 | £1900 | £1900 | £64,680 |

| Area for development | Barrier/proposed impact/strategy | Cost | Evaluation/Impact |
|--|--|-----------------------------|--|
| Early Identification, Support and Tracking-Ensure that children make progress across the school. | High staffing levels to ensure a higher adult:child ratio in each cohort. This will allow the teacher and TAs to focus on groups, so that good progress is made across the school. | Salary Costs: TA £20,000 | March Assessment data – percentage of pupils on track to meet age related expectations: Y6 All – R 76%, W 62%, M 71% Y6 PP – R 66%, W 55%, M 66% |

Reviewed March 2017 – next review date July 2017

| | | | |
|---|--|------------------------------------|---|
| | <p><i>Precision teaching by teachers/HLTAs tailored to the needs of specific children / groups. EEF Toolkit evidence points out that this is more effective than only using TAs to support learners.</i></p> | | <p>These figures are in line with Autumn data showing that children are making progress. PP figures are below all figures but this is in part due to some PP children having additional needs. When the results are filtered for PP children with no SEN, 100% of children are on track to meet age related expectations in reading, writing and maths. Percentages for other Year Groups is available in school.</p> <p>July Y6 Assessment data demonstrates that: READING - PP children achieved in line with all children. 80% of PP children with no SEN achieved ARE or better. WRITING – 80% of PP children with no SEN achieved ARE or better while the cohort as a whole achieved 71%. 56% of all PP children achieved ARE or better. GPS - PP children achieved in line with all children. 100% of PP children with no SEN achieved ARE or better. MATHS - PP children achieved in line with all children. 100% of PP children with no SEN achieved ARE or better. Percentages for other Year Groups is available in school.</p> |
| <p>Targeted Intervention-Ensure that targeted intervention programmes focus on PP children across the school</p> | <ul style="list-style-type: none"> • To plug gaps in attainment through focused 1/1 intervention • Small group focused teaching (Phonics/English/Maths) • Individual support/mentoring 1-1 • Booster sessions GPS & Maths (Y6) • Power of 2 maths intervention • 5 Minute boxes (Literacy & numeracy) <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:£9,000</p> | <p>March assessment data: Reception 85% on track to reach GLD+ Y2 PP: 89% E/D Reading, 77% E/D Writing, 89% E/D Maths Y6 PP: 66% D+ Reading, 66% D+ Writing, 88% D+ maths</p> <p>July assessment data: Reception 71% achieved GLD+ Mobility within the cohort has affected this percentage and accounts for the variation from the march data.</p> |

| | | | |
|---|--|--|--|
| | | | <p>Y2 PP: 78% achieved ARE or better in reading, 67% achieved ARE or better in writing, 89% achieved ARE or better in Maths.</p> <p>Y6 GPS - PP children achieved in line with all children. 100% of PP children with no SEN achieved ARE or better.</p> <p>Y6 MATHS - PP children achieved in line with all children. 100% of PP children with no SEN achieved ARE or better.</p> <p>Results suggest that interventions have had a positive impact across the school. Case studies for specific interventions available.</p> |
| Ensure children entitled to PP receive support and make progress regardless of SEN | <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 pupils with SEN will enable positive academic outcomes.</i></p> | £1500 | <p>Inclusion Manager has worked with all class teachers to ensure EHCPs, Support Plans, Short Support Plans and Short Notes (as applicable) have realistic and measurable outcomes which are reviewed on a termly basis and fed back to parents. These plans and outcomes ensure that all adults working with these children are aware of strategies to overcome barriers to learning for these children. See SEN documentation as evidence.</p> <p>All documents have been updated throughout the year.</p> |
| <p>Nurture Group Early intervention to remove barriers to learning for pupils in KS1</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.</p> <p>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</i></p> | <p>Resources £1000</p> <p>Salary costs for HLTA and TA £20,000</p> | <p>Pupils attending nurture have all made progress – case studies available.</p> <p>Pupils reintegrated back onto class during morning sessions – with deployment of Nurture staff for whole class support to enable smooth transition. (March 17)</p> <p>July 17 Nurture Data Analysis by the Local Authority: Developmental skills within the normal range improved from 1.86 to 5.14 throughout the course</p> |

Reviewed March 2017 – next review date July 2017

| | | | |
|---|--|--|---|
| | <i>school, and attainment itself (four months' additional progress on average).</i> | | of the nurture group. Aspects of behaviour improved from 2.14 to 5.14. This data demonstrates the positive impact of nurture on all children including PP children thus enabling them to access the curriculum in class. More detailed analysis of data available. |
| Parent Support Adviser - Support for pupils and their families | To address barriers to learning and support parents and families through referrals, meetings and training programmes. <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> | Community of Learning contribution £1500 | 17% of PP children and their families have had access to the PSA; providing support, improving confidence and overcoming barriers to learning. Additional PP children have been identified for support from the PSA. Families and pupils continue to receive support from the PSA both in and outside of school time. Case studies are available. |
| Paying Educational Debt Subsidise costs of school visits | To broaden and develop experiences outside of school and enhance the curriculum by providing first hand experiences Costs of school visits/trips will be heavily subsidised or free of charge for families entitled to Pupil Premium. School sees its responsibility to address the wider curriculum and provide enhanced learning opportunities for all pupils. <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> | £2000 | All pupils have accessed trips/residentials at a heavily subsidised cost. PP children have all continued to access trips at a heavily subsidised cost e.g. French residential. |
| Provide Breakfast, free of charge | To ensure pupils are 'ready to learn' and are prepared for their day ahead. Breakfast club places at 75p per day, will be free of charge for families entitled to Pupil Premium. <i>EEF toolkit acknowledges that there is evidence indicating that, on average, pupils make two additional months' progress per year from extended school time.</i> | £3000 | Breakfast club continues to be heavily subscribed – registers available demonstrate numbers and percentage PP |
| After school clubs- To provide equality of opportunities for pp children | 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. | £1000 | After school clubs registers demonstrate attendance of PP at after school clubs. Y6 have all been offered and/or attended booster sessions with class teachers/HLTAs and SLT. |

Reviewed March 2017 – next review date July 2017

| | | | |
|--|---|--|---|
| | <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> | | |
| Ensure that children entitled to Pupil Premium gain equality of opportunity for wider school experiences | <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.</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> | £1000 | <p>33% of pupils entitled to PP have received music tuition as part of the wider curriculum. 23% of these pupils receive either small group or 1-1 tuition. <i>(March 17)</i> Pupils accessed external music exams and the cost was covered.</p> |
| Staff Training and Development | <p>Nurture and wellbeing training for HT and Inclusion Manager 2 x3 sessions Attendance at wellbeing conference.</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> | £1000 Supply cover costs/Course fees | <p>Nurture staff have accessed training throughout the year which has had a positive impact upon children who access nurture provision. 53.8% of PP children who were in the nurture group during the Spring Term have now successfully transitioned back into the mainstream classroom. The nurture staff have been utilised to support in the year groups with the majority of these children to ensure a smooth transition, maintain continuity and upskill other members of staff working with these pupils. Nurture group data highlights good progress in developmental and behavioural areas. Nurture staff will support pupils within a mainstream class during the autumn term and progress will be closely monitored.</p> |
| Speech and Language Therapy | <p>Many children enter school with speech and language difficulties. Early access to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils.</p> | Service Level Agreement £3080 full year costs | <p>21% of PP children have had access to SALT. These children have received intervention tailored to meet their individual needs and they have made</p> |

Reviewed March 2017 – next review date July 2017

| | | | |
|--|--|-----------------------|--|
| | <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> | | progress across the curriculum. Case studies available. Additional PP children have accessed SALT and benefited from strategies and interventions suggested. |
| Attendance | <p>The Head of School 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><i>NfER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</i></p> | staff time £600 | <p>Average attendance for all PP children during the academic year 2015-2016 was 94.8%. Monitoring and intervention have increased the average attendance so far for the 2016-2017 academic year to 96.12%.</p> <p>Attendance continues to be monitored in line with current policy. Case studies available.</p> |
| Behaviour – through use of specialist behavioural services | <p>Pupils who present with challenging behaviours will access behaviour support to ensure they can access learning within the school environment.</p> <p><i>EEF toolkit suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> | Consultancy costs | Provision successful in supporting behaviour and providing access to education for specific pupils. Case study available. |
| | | Total: £64,680 | |