

St Joseph's Plymouth 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.

1. Summary information and evaluation of previous year					
Academic Year	18-19	Total PP budget	£62,040	Date of most recent PP Review	
Total number of pupils	201	Number of pupils eligible for PP	60	Date for next internal review of this strategy	

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
33	17	0	10

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 6	11 37%	5	4	2	0
Year 5	10 33%	5	4	1	0
Year 4	11 46%	3	5	3	0
Year 3	10 33%	6	1	3	0
Year 2	5 17%	4	1	0	0
Year 1	7 23%	5	2	0	0
Reception	6 20%	5	0	1	0
Total	60 30%	33 16%	17 8%	10 5%	

1A. Evaluation of previous year 17-18

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of the impact of actions on pupils' outcomes</i>
	Basic reading skills are taught so well that decoding is not a barrier to children's ability to learn from, and enjoy, books / written text.	<p>The percentage of disadvantaged children in year 1 achieving phonics screening level exceeds the national figure for 'other' children.</p> <p>All disadvantaged children leaving year 2 to have achieved the phonics screening level.</p> <p>Percentage of disadvantaged children achieving at least expected level in reading at the end of Foundation Stage to be higher than the 16-17 level.</p> <p>Percentage of disadvantaged children achieving at least expected level in reading at the end of Key Stage 2 to be higher than the 16-17 level.</p> <p>Progress scores achieved by disadvantaged children at the end of Key Stage 2 to be higher than the 16-17 level.</p>	<p>100% PP children achieved the level</p> <p>100% of PP children achieved the level</p> <p>100% in 17-18, 75% in 16-17</p> <p>Only 1 out of 5 pp children(20%) achieved the level in 17-18. 2 of these were expected to get the level but did not do as well in the test as expected. A sixth child was pp for the last six years but her status changed just before the tests. (She attained Greater depth)</p> <p>16-17 R-5.6, M-2.3, W+0.9 17-18 R-0.03, M +0.21 W+1.03</p>
B.	Children for whom emotional issues are a barrier to learning and social skills are identified and supported.	<p>Learning Mentor records to show barriers to learning are reduced after intervention.</p> <p>Improved social skills to be evident after ELSA interventions.</p> <p>Lesson observations show positive attitudes to learning by disadvantaged children.</p> <p>Disadvantaged children are aware of the learning behaviours of HMS Quest characters and can identify when they show similar behaviours.</p>	<p>Three out of the five children supported by the learning mentor were PP children. Only one of them showed an improvement in attitude but her academic progress was still below expected. The cost of this service for next year has increased significantly and we have made the decision not to renew our subscription.</p> <p>Positive attitudes were shown</p> <p>Two ELSA (Emotional Literacy Support assistants) trained staff have led groups throughout the year. One was an HMS Heroes group, as were two groups of identified children in need of emotional support from each key stage. Two groups of boys from Year 5 were supported particularly with relationships and resilience. There is little hard evidence of impact but</p>

			anecdotally children have shown greater confidence and emotional awareness after the sessions.
C.	Systems are in place to identify specific gaps in learning for disadvantaged children and resources are targeted to address those gaps rapidly.	<p>Monitoring shows that high quality teaching is being provided for all children.</p> <p>Target Tracker statements being used to identify specific gaps.</p> <p>Pupil progress meetings identifying need for Pupil Premium Teacher Intervention. Subsequent meetings to show evidence of progress following intervention.</p> <p>Group Intervention records showing success in filling gaps identified.</p> <p>Progress made by disadvantaged children in years 2-5 starting the year below s+ to be at least 6 points. Children at s+ to be s+ at the end of the year also.</p> <p>Progress scores by disadvantaged children at the End of Key Stage 2 to be positive numbers.</p>	<p>Quality of teaching was not consistently high enough for all children .</p> <p>Pupil Progress meetings identified specific gaps for PP children. Targeted intervention resulted in higher standards than others in Yr 2 but not in Yr 6.</p> <p>(90% success)</p> <p>17-18 R-0.03, M +0.21 W+1.03</p>
D.	Curriculum inspires children to learn through questioning and problem solving activities	<p>Monitoring of planning and books shows disadvantaged children having to use reasoning and problem solving skills in all areas of the curriculum.</p> <p>For the gap between the arithmetic and 'reasoning' papers in the End of Key Stage 2 Maths to narrow for disadvantaged children in 2018 compared to 2017.</p> <p>Disadvantaged children to speak positively in pupil conferencing about learning activities they have enjoyed.</p>	<p>Not seen consistently throughout the school</p> <p>PP children continued to perform better in the arithmetic than the reasoning papers.</p> <p>New Learning Challenge curriculum did provoke positive comments from children</p>

E.	All disadvantaged children are able to access good quality books to share at home and in school.	<p>All disadvantaged children to have a library card (and use it)</p> <p>Audit of books available in school shows a good range of high quality texts. Curriculum has a high emphasis on linking learning to high quality texts.</p> <p>Books sent home from school are carefully selected to match reading ability so that sharing of books at home is an enjoyable experience for parents and children.</p>	<p>Despite promotional efforts not all PP children access the library</p> <p>Quality and quantity of books available increased significantly due to a successful bid to the MOD to improve books available. Extra Read Write Inc resources enabled children at an early stage of reading to have books available specifically at the level to consolidate their reading at home. 100% pp success in Phonics screening.</p>
F.	All disadvantaged children to experience a range of life enriching activities shown to be lacking on audit	<p>All children to have enjoyed a day of learning on the moors.</p> <p>All disadvantaged children to have a 'Restaurant' type experience ordering from waiting staff.</p> <p>All school trips to be free for disadvantaged children.</p> <p>Extra-curricular clubs to be free for disadvantaged children. Disadvantaged children's participation in extra-curricular clubs to at least match those by other children.</p>	<p>These activities did not take place, partly because more PP children needed full funding for the residential trip than predicted.</p> <p>All school trips were free for PP children</p> <p>On average 30% of children attending extra curricular clubs were pp children which matches the percentage of pp children in the school</p>
G.	Fewer disadvantaged children's learning is affected by persistent absenteeism.	Percentage of disadvantaged children who are persistent absentees to be fewer than in the 16-17 year.	<p>16-17 14.9% of PP children were PAs</p> <p>17-18 18.7% of pp children were PAs</p>

2. Current achievement			
End of KS1 & 2 Attainment for: 2017-2018	Pupils eligible for PP	Pupils not eligible for PP	
		School	National

Year 6 Age Related Expectation as of Jul 18	Pupils eligible for PP FSM & Ever 6 only	Pupils not eligible for PP	
		School	National
% achieving expected standard or above in reading, writing and maths Y6	20%	73%	
% achieving expected standard or above in reading Y6	20%	73%	
% achieving expected standard or above in writing Y6	60 %	73%	
% achieving expected standard or above in maths Y6	60%	73%	
Progress score in Reading	-0.03	0.64	
Progress score in Mathematics	+0.21	0.08	
Progress score in Writing	+1.03	+1.5	
% achieving expected standard or above in reading at KS1	86%	52%	
% achieving expected standard or above in writing at KS1	86%	43%	
% achieving expected standard or above in maths at KS1	86%	52%	

3. 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*)

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| A. | Early reading skills - phonics and book awareness more limited |
| B. | Emotional health issues |
| C. | Less access to IT hardware |
| D. | Extent of vocabulary limited by limited life experiences |

External barriers (issues which also require action outside school, such as low attendance rates)

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| E. | Fewer 'enrichment' activities enjoyed - |
| F. | Persistent absentees are disproportionately from disadvantaged households |

4. Intended outcomes

	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
B.	Overall quality of teaching to improve to be consistently good for all children	Monitoring exercises to show recommended actions are being put into action. Progress made by pp children in PIRA / PUMA tests to show improvement in standardised scores between first and last tests. PP children to achieve the individual target levels set for them
B.	All disadvantaged pupils to have access to a chromebook to support their learning at all times.	Audit of IT hardware to identify proportionately more chromebooks available in classrooms where there is a higher proportion of disadvantaged children
C.	Vocabulary range for disadvantaged children to increase	BPVS scores to increase
D.	All disadvantaged children to experience a range of life enriching activities	All children to have enjoyed a day of learning on the moors. All disadvantaged children to have a 'Restaurant' type experience ordering from waiting staff. All school trips to be free for children eligible for Free School Meals. Extra-curricular clubs to be free for disadvantaged children. Disadvantaged children's participation in extra-curricular clubs to at least match those by other children.
E.	Children for whom emotional issues area barrier to learning and social skills are identified and supported	Improved social skills to be evident after ELSA interventions.

		SENDCO records to show positive impact of interventions for disadvantaged children
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5. 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				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Quality of teaching to be consistently good	Provide individual coaching for each teacher according to need	Individualised coaching based on analysis of need will improve the quality of teaching overall.	Monitoring of actions recommended after each session. Monitoring exercises to show St Joseph's Way expectations are being met	MD
Phonic knowledge secure for all.	HLTA Reading Leader taking Read Write Inc group	Read Write Inc consultant evidence impact for accelerating progress Teacher releasing reading leader to coach other staff ensuring quality teaching enjoyed by all.	Monitoring of progress against phonics checks, movement through Read Write Inc groups,	YS
Disadvantaged children who are also SEN to make good progress	SENDCO time to positively discriminate in terms of support for SEN disadvantaged children	Children doubly disadvantaged through financial hardship and SEND needs will require greater specialist support to make desired progress.	SENDCO to report on disadvantaged SEN children's progress.	SB
Outcomes of Mid-Year Review:				
25% of 1 am per week of SENDCO costs; Morning (0.6) of HLTA costs ; 0.4 of Deputy headteachers costs, Total Planned Expenditure:				£ 37430
b. 1-1 Intervention - Academic				

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved standards in specific areas for disadvantaged children	One to one teacher intervention for pupil conferencing	Addressing previously identified weaknesses through individual tuition will result in improved standards.	Pupil progress meetings to track the progress of children given support.	BG
Outcomes of Mid-Year Review:				
2 x pm costs for teachers Total Planned Expenditure:				£8155
c. 1-1 Intervention - Social				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Allow disadvantaged children with particular social needs to access a full curriculum.	Allocate a teaching assistant to support disadvantaged children where social / mental health issues restrict their access to the curriculum	Without intensive support the access to the curriculum has been very restricted. EHCP style support has been identified as a need but the support is needed before the EHCP process can be finalised	SENDCO to monitor	SB
Outcomes of Mid-Year Review:				
1 x TA salary Total Planned Expenditure:				£14,834
d. Group Intervention - Academic				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead

Phonic knowledge secure for all.	Read Write Inc to be delivered in small groups	Read Write Inc consultant evidence of highest impact for accelerating progress	Monitoring of progress against phonics checks, movement through Read Write Inc groups,	YS
Children with identified gaps in learning make rapid progress against those gaps	Group Interventions planned by teachers and delivered by teachers / TAs	Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback. Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths	Group Intervention impact record sheets monitored by Deputy Head	MD

Outcomes of Mid-Year Review:

0.25 x 3 x TA salary Total Planned Expenditure: £11126

e. Group Intervention - Social

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Anxieties endured by children are addressed to prevent them being barriers to learning	ELSA trained staff to deliver programme of interventions for identified groups of children	EEF toolkit identifies meta-cognition and self-regulation has a high impact for low cost, based on extensive evidence	SENDSCO to monitor entry and exit attitudes to learning	LT

Service children feel supported	HMS Heroes group to be facilitated. Events to be attended. Counselling type support available. HMS Heroes Nurture group.	Service children are more likely to suffer from anxiety problems.	Monitor well being of service children through regular HMS Heroes meetings	LT
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Outcomes of Mid-Year Review:

Total Planned Expenditure: 0.5 1 x pm TA salary, 0.5 x 1 x pm FLO salary	£3161
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f. Learning Resources

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Progress enhanced by availability of best IT resources to support learning	Investment in best IWBs available. Subscription to IT consultant support for Teaching & Learning. Teacher release to work with consultants.	Poor standard of visibility of the previous IWBs was affecting teachers' ability to teach in most effective style. Previous investment in IT hardware can only be maximised if resources are maintained and skills in using them enhanced.	SLT to include use of ICT as a feature in learning walks / lesson observations.	TL
Progress enhanced by availability of best IT resources to support learning	Invest in extra chromebooks to ensure that disadvantaged children always have IT resources available to support their learning	Learning through use of ICT is an increasingly important feature of life at St Joseph's.	Learning Walks, planning	TL
Vocabulary of disadvantaged children to increase	Introduction of word games as a regular starter for English lessons. Focus on introduction of specific vocabulary to be planned for in Foundation Stage	Reading scores for disadvantaged children have been lower than other children. Analysis has shown that many disadvantaged children just did not know the	Use of British Vocabulary Picture Scale resources show improvement	

		meaning of many words they were reading.		
Outcomes of Mid-Year Review:				
25 % of management cost of IWB contract, 25% of IT support package. BPVS resources 15x Chromebooks Total Planned Expenditure:				£3781
g. Staff Training				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
High quality teaching enjoyed by all disadvantaged children	1.5 of INSET days aimed specifically at improving quality of teaching. Release of teachers to observe high quality teaching in other classrooms Release of senior staff to attend courses aimed at their development of other teachers.	Best driver of improved standards is the quality of teaching experienced by disadvantaged children on a daily basis. Priority is being given to challenge and support teachers to consistently provide at least good teaching.	Monitoring exercises to show recommended actions are being put into action. Progress made by pp children in PIRA / PUMA tests to show improvement in standardised scores between first and last tests. PP children to achieve the individual target levels set for them	BG
Outcomes of Mid-Year Review:				
25% of total teachers' costs for 1.5 training days;25% of ten half days for teacher release; 25% of SLT members costs for days at NPQH, Aspiring Headteachers and developing leaders courses Total Planned Expenditure:				£900
h. Enrichment/Raising Aspirations				

Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Disadvantaged children able to access same enrichment activities as other children	Subsidising free educational visits for all children eligible for Free School Meals(including residential trips)	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. Sutton trust: Sports Participation +2 months, Arts Participation +2 months;	Evaluations of trips and their educational / social impact.	BG
Disadvantaged children to be able to experience 'life experience' activities identified as gaps from 'life experience' audit.	Analysis of audit to identify gaps and put in appropriate activities (eg trip to the moors)	There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship. Sutton trust: Sports Participation +2 months, Arts Participation +2 months;	All disadvantaged children to have spent time on the moors + other activities.	BG
Outcomes of Mid-Year Review:				
5 x PGL costs; £50 per FSM child to cover trip costs; £250 'hardship fund' for Ever 6 children struggling pay for trips.Total Planned Expenditure:				£ 3525
i. Home Support (e.g. breakfast club, EWO etc.)				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Gap in attendance by disadvantaged against others to narrow	Family Liaison Officer to support targeted families. Breakfast Club places reserved for targeted children EWO support.	Poor attendance is one of the biggest factors in underachievement.	Disadvantaged children as a group to be monitored at each EWO visit and appropriate actions to be put into place	BG
Outcomes of Mid-Year Review:				

0.25 EWO subscription, 0.25 x 1pm per week FLO salary, £7.50 per day breakfast club subsidy				Total Planned Expenditure: £ 2110
j. Other, not captured by any of the above				
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Outcomes of Mid-Year Review:				
				Total Planned Expenditure: £8502 2

6. Additional detail
<p>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.</p>