

St Joseph's (Plymouth) Pupil Premium Strategy Statement 2017-18

**“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					
Academic Year	2017-18	Total PP budget	£61,380	Date of most recent PP Review	1/3/17
Total number of pupils	190	Number of pupils eligible for PP	57	Date for next internal review of this strategy	5/3/18

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
30	16	0	11

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	16 6 38%	4 25%	2 13%	0	0
Year 5	28 9 32%	3 11%	4 14%	2 7%	0
Year 4	29 10 34%	5 17%	4 14%	1 3%	0
Year 3	27 11 40%	6 22%	2 7%	3 11%	0
Year 2	30 10 30%	4 13%	4 13%	2 7%	0
Year 1	30 5 17%	3 10%	0	2 7%	0
Reception	30 6 20%	5 17%	0	1 3%	0
Total	190 57 30%	30 16%	16 8%	11 6%	0

2. Current achievement			
End of KS1 & 2 Attainment for: 2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
		<i>School</i>	<i>National</i>
% achieving expected standard or above in reading, writing and maths	43%	56%	
% achieving expected standard or above in reading	43%	67%	
% achieving expected standard or above in writing	71%	78%	
% achieving expected standard or above in maths	86%	67%	
Progress score in Reading	-5.6	-0.4	
Progress score in Mathematics	-2.3	+1.4	
Progress score in Writing	+0.9	+2.9	
% achieving expected standard or above in reading at KS1	75%	70%	
% achieving expected standard or above in writing at KS1	63%	70%	
% achieving expected standard or above in maths at KS1	63%	80%	

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*)

- | | |
|-----------|---|
| A. | Early reading skills (phonics and book awareness) more limited |
| B. | Emotional Health issues |
| C. | Identifying and addressing gaps in basic skills |
| D. | Lesser ability to reason and apply skills |

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

- | | |
|-----------|--|
| E. | Sharing of books in households is lower than in non-disadvantaged households |
| F. | Fewer 'enrichment' activities enjoyed |
| G. | Persistent absentees are disproportionately from disadvantaged households |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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>
B.	Children for whom emotional issues area 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>
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>

		Progress scores by disadvantaged children at the End of Key Stage 2 to be positive numbers.
D.	Curriculum inspires children to learn through questioning and problem solving activities	Monitoring of planning and books shows disadvantaged children having to use reasoning and problem solving skills in all areas of the curriculum. 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. Disadvantaged children to speak positively in pupil conferencing about learning activities they have enjoyed.
E.	All disadvantaged children are able to access good quality books to share at home and in school.	All disadvantaged children to have a library card (and use it) 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. 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.
F.	All disadvantaged children to experience a range of life enriching activities shown to be lacking on audit	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 disadvantaged children. 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.
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.

5. Planned expenditure				
Academic year	2017/18			
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
Phonic knowledge secure for all.	Extra teacher 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, feedback from Read Write Inc consultants	YS
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£2092.50
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
Progress made by identified children against particular targets.	Individual tuition from teacher	Progress is maximised where independent learning and developing children’s awareness of successful learning is secure. Empower children with effective learning strategies to help them	Need to be identified through Pupil progress meetings. Impact to be tracked at subsequent meeting.	SN

		become successful, independent and resilient learners. Sutton trust: Developing study skills and independent learning techniques 3mths. Feedback +8 mths; Meta-cognition and self-regulation +8 mths;		
Phonic knowledge secure for all.	One to one support for identified children in Read Write Inc	Read Write Inc consultant evidence of highest impact for accelerating progress	Monitoring of progress against phonics checks, movement through Read Write Inc groups, feedback from Read Write Inc consultants	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£29300.50
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
Social barriers to learning identified and addressed	Learning mentor individual support	Targeted children will build their resilience and feel more secure and confident. This will in turn provide a firm foundation for them to be ready to learn Sutton trust: Social and emotional aspects of learning +4 mths. Individualised instruction +2 months	SENDCO meetings with Learning Mentor	SB
Outcomes of Mid-Year Review:				

Total Planned Expenditure:				£695.50
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
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, feedback from Read Write Inc consultants	YS
Children with identified gaps in learning make rapid progress against those gaps	Group Interventions planned by teachers and delivered by teachers / TAs	<p>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.</p> <p>Sutton trust: Feedback +8 mths; Small group tuition +4 mths; Meta-cognition and self-regulation +8 mths; Mastery learning +5 mths</p>	Group Intervention impact record sheets monitored by Deputy Head	MD
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£9717.6

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
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
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£1885
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
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.	JS
Disadvantaged children to have appropriate home readers to support phonics	Purchase of extra Read Write Inc reading books	Read Write Inc consultant evidence of highest impact for accelerating progress	Monitoring of progress against phonics checks, movement through Read Write Inc groups,	YS

work being carried out in school			feedback from Read Write Inc consultants	
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£1857
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 staff trained and able to deliver Read Write Inc sessions.	Attendance at Read Write Inc two day initial training. Teacher and reading leader release on Read Write Inc development days. Reading Leader release two mornings a week for coaching of reading tutors.	Read Write Inc consultant evidence of highest impact for accelerating progress	Monitoring of progress against phonics checks, movement through Read Write Inc groups, feedback from Read Write Inc consultants	YS
High quality teaching enjoyed by all disadvantaged children.	Enhanced induction in the St Joseph's way for the three new teachers. Increased monitoring / coaching time for deputy headteacher.	Impact of St Joseph's Way was integral to achieving 'good' in most recent Ofsted. New staff need to understand and implement those expectations as quickly as possible.	Monitoring programme of lesson observations, book looks show no weak areas in the standard of teaching enjoyed by all children.	BG
Staff skilled enough to redesign the curriculum to 'inspire to learn' through incorporating high quality texts, learning challenges, critical thinking and problem solving tasks.	Purchase of Learning Challenge Programme. Attendance by all teaching staff at 2 day British Council 'Critical Thinking & Problem Solving' course.	Monitoring showed a range of opportunities for an enriched curriculum is in existence but to move to the Ofsted Outstanding descriptor of 'Inspire to learn' more training is needed.	Governors and CAST School Improvement Officer to challenge SLT through curriculum analysis, book looks and pupil conferencing.	BG

Outcomes of Mid-Year Review:**Total Planned Expenditure: £8955****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
Disadvantaged children able to access same enrichment activities as other children	Subsidising free educational visits for all disadvantaged children (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
Disadvantaged children able to access same enrichment activities as other children	All extra-curricular clubs to be free for all disadvantaged children	Life experience audit showed fewer disadvantaged children access out of school clubs	Monitoring of percentage of take up of clubs by disadvantaged children.	BG

Outcomes of Mid-Year Review:**Total Planned Expenditure: £4600**

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
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:				
Total Planned Expenditure:				£2148
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
Outcomes of Mid-Year Review:				
Total Planned Expenditure:				£64554.10

6. 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.

