



St Joseph's RC Primary School: Pupil Premium strategy statement Review 2018/19

1. Summary information

School	St Joseph's RC Primary School				
Academic Year	2019 -20	Total PP budget	£66940	Date of most recent PP Review	July 2019
Total number of pupils	125	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Dec 2019

2. Current attainment and progress JULY 2019 OUTCOMES

END OF KS1 -	All Pupils		<i>Pupils eligible for PP (your school) 6 children</i>		<i>Pupils not eligible for PP (school) 7</i>	<i>Pupils not eligible for PP (national average)</i>
	SCHOOL	NATIONAL *				
% attainment in reading	69%	75	83%		57%	79%
% attainment in writing	54%	70	50%		57%	74%
% attainment in maths	69%	76	83%		57%	79%
END OF KS2 –	All Pupils		<i>Pupils eligible for PP (your school) 10 children</i>		<i>Pupils not eligible for PP (school) 11</i>	<i>Pupils not eligible for PP (national average)</i>
	SCHOOL	NATIONAL *	SCHOOL	NATIONAL *	SCHOOL	NATIONAL *
% attainment in reading	81%	75%	80%	64%	82%	80%
% attainment in writing	81%	78%	80%	68%	82%	83%*
% attainment in maths	76%	76%	80%	64%	73%	80%
% achieving reading, writing and maths	67%	64%	70%	51%	64%	70%
END OF KS2 –	All Pupils		<i>Pupils eligible for PP (your school) 10</i>		<i>Pupils not eligible for PP (school) 11</i>	<i>Pupils not eligible for PP (national average)</i>
making progress in reading	3.7		Not published yet			
making progress in writing	2.7					
making progress in maths	2.3					

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor language acquisition and breadth of vocabulary has an impact on reading and writing outcomes	
B.	Social emotional needs of the children restricts access to learning -resilience	
C.	A more systematic approach to mastery is needed through concrete pictorial to ensure a solid understanding before moving onto abstract methods –evident from	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance is in line with national – focus on specific trends / groups of children / individuals	
E.	Parental engagement of PP and vulnerable families (talking time / homework talk activities AFA structured conversations)	
F.	Socio economic barriers – high level of deprivation (school deprivation indicator of 0.41) Vulnerability due to multiple morbidity factors	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment and progress across all 3 stages is maintained and improved	Children make expected or better progress from their starting points and from there last statutory measure
B.	Identified children receive intervention to support SEMH needs Inclusion and family support worker supports identified families through external agencies and in school support	Children show more resilience Parents are more engaged in understanding how family / school influences affect children’s learning
C.	Maths mastery supports a more rigorous maths curriculum so that progress for PP children increases to be in line or better than national	Embedding Maths reasoning across all 3 key stages in school is evident in progress of children in each year group/class – outcomes of EXS+ have increased in line or better than national
D.	Attendance for whole school including disadvantaged continues to rise	Disadvantaged children have good attendance and equates to other children in school.

5. Review of expenditure

Previous Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action /approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for JPP if appropriate		Lessons learned (and whether continue the approach)	
To raise attainment for EYFS and Y1 phonics to be in line with national	DHT release time 2 days per week to support school improvement	Early Year Foundation Stage is a key focus within school. Environment and provision both teacher and child led is a focus in the SDP EYFS results vary and need to be more consistent Phonics provision to be reviewed and staff trained by DHT - ensure meet national expectations and profile of results is less spiky	Clear timetable for intervention and support Regular updates with HT Discussion with DHT and supported staff Results at end of year	Continue approach next year with increasing autonomy to new EYFS teacher GLD for EYFS was 69% in line with national As each child = a a high percent Y1 Phonics – 84% pass rate above national and 20% uplift from 2018 Y2 phonics resit 80%	
	Additional Teaching Assistant in Early Years	Smaller teacher to child ratio to allow for specific intervention and more focused observation Wave 1 intervention to be a daily approach with all staff in the unit <i>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive...</i> <i>The teacher... changes their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.'</i>	GLD meets national or better in the specified areas Intervention and support: 1:1 support can be offered during lessons and intervention e.g. writing conversations can take place with the teacher/TA as learning progresses in the lesson. 1st wave quality intervention is of high quality and focused on individual need. TA feedback to teacher on daily basis and ensures that a record is kept of each time in class intervention is delivered.	Continue approach next year Wellcom intervention more established Upskilling of TAs having a direct impact on learning	

To improve results for all pupils	Release of DHT	School to utilise expertise of DHT to ensure consistency of good quality first teaching across school	Review of lessons / book scrutiny / teacher appraisal completed supported and achieved / termly progress meetings	Book scrutinies show evidence of progress and feedback is being actioned	
Children make expected or better progress from their starting points in September 2018 in R/W/M	Achievement for All	EEF recommended approach Based on leadership Teaching and Learning Wider outcomes and opportunities Parent and carer engagement	Learning walks Staff training staff Emotional Attachment and Behaviours 12 th Sept TA training /Teachers - Meta cognition and resilience 10 th Oct	Y6 Reading writing maths combined Y6 School 67% National 64% PP 70% 51% Non PP 64% 70% Pupil premium children do equally as well or better across the 3 subjects	
Progress into expected and greater depth in reading, writing is maintained or improved	Purchase online reading programme to support fluency, vocabulary and range of reading skills FFT reading inference programme Purchase of novels to support writing and vocabulary	EEF Reading Comprehension Strategies 17/10/16 Teachers and TA's engage in with a specific focus: 'Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves...' <i>'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> Reading Comprehension Strategies EEF 2nd May 2017		Continue next year Y6 Gaps in writing closed significantly – on entry to Y6 35% on track for writing at exs and 10% for GD 2019 assessment 81% met exs standard and 19% GD	
Total budgeted cost					46,000
ii. Targeted support					

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned (and whether continue the approach)			
Children make expected or better progress from their starting points in September 2018.	Achievement for All	WHOLE SCHOOL APPROACH <i>EEF recommended approach</i> Based on leadership Teaching and Learning Wider outcomes and opportunities Parent and carer engagement <i>Evaluation report due 2020 from EEF</i>	CPD for staff on Release of staff for training and coaching / lesson study sessions throughout year Learning walks Staff training staff Emotional Attachment and Behaviours 12 th Sept TA training /Teachers - Meta cognition and	See end of Y6 results KS1			
					<i>Pupils eligible for PP (your school) 6 children</i>	<i>Pupils not eligible for PP (school) 7</i>	<i>Pupils not eligible for PP (national average)</i>
				Reading	83%	57%	79%
				Writing	50%	57%	74%
				Maths	83%	57%	79%

To improve provision for children with barriers to learning for example SEMH needs.	Buy in additional support from EP service (JC) to provide bespoke sessions and group/individual support in school for identified children for across year. – managing behaviours	<p>To upskill staff to understand specific barriers to learning</p> <p><i>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils...A school's approach to mental health and behaviour should be part of a consistent whole school approach... to mental health and wellbeing. Schools have an important role to play in supporting the mental health and wellbeing of their pupils by developing approaches tailored to the particular needs of their pupils...</i></p> <p>Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos...</p> <p>Identification: recognising emerging issues as early and accurately as possible;</p> <p>Early support: helping pupils to access evidence based early support and interventions; and</p> <p>Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</p> <p>DFE document: Mental Health and Behaviour in Schools November 2018</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or</p>	<p>VM Wellbeing Champion</p> <p>CW Supporting implementation of group and working with VM to plan termly suitable interventions at group and individual level</p> <p>Staff upskilled in intervention work</p>	<p>Targeted intervention taken place Continue next year</p> <p>Volcano in my tummy group intervention followed by identified individual work</p> <p>Understanding of feelings improved and individuals responding to techniques</p> <p>School staff upskilled to implement intervention in school for other children</p>	
	Allocate resources to specific areas that affect pupil performance and emotional well being	<p>SEND specific training</p> <p>Precision teaching part 1 and 2 16th Jan 30th Jan</p> <p>Managing your child's anxiety (for parents) 7th Feb</p> <p>Managing your child's anxiety (for staff) 7th March</p> <p>Foetal Alcohol related neurological disorders 27th March</p>	<p>Staff have a better understanding of barriers to learning and ways to support children and parents</p>		

Wellbeing – Training and promoting a 'Wellbeing' Champion for school	<p>PD day Wellbeing and Mindfulness for staff (run in partnership with St Cuthberts)</p> <p>Wellbeing training 2 x full day and 1 x half day</p> <p>Mindfulness training 10 wks plus 1 full day. Training for KA CW (network meetings) plus full days training in Spring and Summer terms 2019</p>	<p><i>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils...A school's approach to mental health and behaviour should be part of a consistent whole school approach... to mental health and wellbeing. Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils...</i></p> <p>Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos...</p> <p>Identification: recognising emerging issues as</p>	<p>VM Wellbeing Champion</p> <p>CW KA trained in mindfulness</p>	<p>Mindfulness training completed and will be introduced into school 2019/20</p>	
Booster classes for Y6 dedicated to improving progress and outcomes for PP children	<p>Booster classes for Y6 dedicated to improving progress and outcomes for PP children</p>	<p>Running booster classes from Jan 2018 for Y6 (all) to ensure good progress towards EXS+ outcomes for R/W/M</p>	<p>Booster/revision classes for Y6 – January start for Y6 children</p>	<p>Completed Spring and summer term – national expectations achieved and good PP progress</p>	

focus on Attendance initiatives to target PP children and close the gap between PP and national average	Fund the role of Inclusion and family support worker	IFSW – Claire Willis to complete level 4 supporting families qualification	HT and Inclusion/FS officer to track attendance of PP children Half termly letters to parents to raise profile of attendance with all families Parents evening – parents receive attendance and discussion with T about what expectation is for good attendance and what effect it can have on learning and progress	Continue provision National attendance percent achieved	
support for vulnerable families through informal and formal support	Targeted attendance initiatives which focus on improving attendance for PP children across school	Weekly certificates Extra play Half termly reward system for attendance e.g. baking, sport afternoon etc. 98% for half term attendance End of year 100% reward for visit to the park Inclusion and FS worker appointed in school More specific targeting of groups More frequent reward systems for children to promote the importance of attendance. Teacher appraisal target set for all staff	<ul style="list-style-type: none"> 90% children fast tracked by HT, Inclusion and regular review of child/children 	CW completed level 4 supporting families qualification increase in confidence and expertise in supporting families – good relationship with parents	
Families identified and supported for early help and agency support					

TOTAL BUDGETED COST:
21,950

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Lessons learned (and whether continue the approach)	
Children are exposed to experiences which 'ignite' learning and provide enrichment and variation to their limited life experiences outside of school	Trips out/visits into school which enhance/broaden experiences for children, particularly PP children as vulnerable group	Context of school – children have very limited life experiences outside of school therefore they often cannot draw on their own experience to support their developing reading and writing.	Implementation: Each class teacher to book visits to act as stimulus for learning Additional trips organised to support topics delivered in class Visitors into school when appropriate Y6 trips – supported by using PP funding residential	Range of visits experienced – access to inspire to learn in Middlesbrough allowed children to experience technical equipment not available in school.	

School offers a wide range of experiences for children (additional to school learning) which supports and encourages a 'thirst' for learning and engages children in sport based activities	AFTER SCHOOL CLUBS (some of the variety offered) Sport Gardening Science Drama Dance Football Courses to support groups	Clubs enable children to have additional experiences which they will not have access to (school context of socio-economic deprivation area) Detailed analysis of PP children attending. Identifying those PP children who could attend clubs	School staff offer clubs during term time – discussed at staff meetings and arranged by staff across week after school	Wide range of clubs provided through school staff and external groups All groups of children within school attended	
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6. PLANNED EXPENDITURE

Academic year	2019 / 2020				
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The three headings below enable schools to demonstrate how they are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

I Quality of teaching for All

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To lead curriculum development to ensure curriculum meets the needs of our children and general school improvement work	DHT release time 2 ½ days per week to support school improvement	Curriculum development is a key focus in school and the quality of the curriculum directly influences the learning of the pupils in school.	Clear timetable for curriculum development DHT / Staff discussion Regular updates with HT	DHT	Termly updates matched against action plan Pupil progress meetings / data analysis / lesson observations
To improve results for all pupils	Release of DHT	School to utilise expertise of DHT to ensure consistency of good quality first teaching across school	Review of lessons / book scrutiny / teacher appraisal completed supported and achieved / termly progress meetings	RW / DHT	

					Cost: £22,00
Mastery Mathematics	<p>DHT Working with Carmel Maths Hub on 2 year mastery programme</p> <p>Implementing CPA across all 3 key stages across school</p> <p>Use of STEM sentences to support and sustain mathematical learning</p>	<p>Mastery curriculum to be introduced in school across all year groups from starting points in EYFS to Y6. Use of mastery curriculum to develop fluency and reasoning within Math's for all children. Developing stamina and resilience as Mathematicians to tackle challenges.</p> <p><i>'Mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</i></p> <p><i>Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be promising strategy for narrowing the gap...'</i></p> <p><i>EEF Mastery Learning May 2017</i></p>	<p>Pedagogy: Embedding in Maths lessons –</p> <ul style="list-style-type: none"> • Maths Reasoning within lessons to provide challenge • Use of CPA – concrete pictorial and abstract • Challenge activities encourage deeper thinking independent challenge • Staff scrutiny of books to gain feedback on challenge • Lesson observations • Monitoring of books <p>CPD – reasoning / stem sentences / use of concrete pictorial and abstract methods Purchase of apparatus to allow concrete and pictorial methods</p>		<p>DHT</p> <p>Lesson observations across school (HT/DHT) termly</p> <p>Book scrutiny termly by HT/DHT</p> <p>Termly data analysis</p> <p>HT termly standards meetings with teachers</p> <p>Match funding up to 2,000 on text books</p> <p>COST: £4000</p>
<p>To ensure that majority of children on track to meet end of year expectations in EYFS</p> <p>Gaps are closed more rapidly so</p>	<p>Additional Teaching Assistant in Early Years</p>	<p>Smaller teacher to child ratio to allow for specific intervention and more focused observation</p> <p>Wave 1 intervention to be a daily approach with all staff in the unit</p> <p><i>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive...'</i></p>	<p>GLD meets national or better in the specified areas</p> <p>Intervention and support: 1:1 support can be offered during lessons and intervention e.g. writing conversations can take place with the</p>	<p>EYFS staff DHT</p>	<p>Cost £14,000</p> <p>PP meetings termly Weekly EYFS meetings Lesson observations each term Appraisals Data drop</p>

good progress can be made.		<i>The teacher... changes their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive.'</i>	teacher/TA as learning progresses in the lesson. 1st wave quality intervention is of high quality and focused on individual need. TA feedback to teacher on daily basis and ensures that a record is kept of each time in class intervention is delivered.		Analysis of data SLT scrutiny of books and learning walks
				Total Budgeted cost	£40,000
ii. Targeted Support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to improve the mental wellbeing of children within school To support vulnerable families and children in school	Fund the role of Inclusion and family support worker ELSA trained member of staff Buy in additional support from EP service to provide bespoke sessions and group/individual support in school for identified children for across year. Autumn term - WEE intervention – we eat elephants	Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils...A school's approach to mental health and behaviour should be part of a consistent whole school approach... to mental health and wellbeing. Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils... Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos... Identification: recognising emerging issues as early and accurately as possible;	Completion of 5 day course and attendance at support meetings Allocated time in school to support vulnerable children Feedback and discussion of progress with HT	Mrs Willis Well being champion VM Mrs Willis HT and SENCO Supporting implementation of group and working with CW to plan termly suitable interventions at group and individual level	£9500
					ELSA Cost £1,000 course plus cover Additional Ed Psych intervention time £5500 Termly evaluations Weekly reviews with as initiatives are run

	<p>– anxiety based intervention</p> <p>Upskilling of staff to continue intervention work</p>	<p>Early support: helping pupils to access evidence based early support and interventions; and</p> <p>Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</p> <p>DFE document: Mental Health and Behaviour in Schools November 2018</p>			
<p>Attendance initiatives to target PP children to close the gap between PP and national average</p>	<p>Targeted attendance initiatives which focus on improving attendance for PP children across school</p>	<p>Focused tracking of children quickly identifies children and families to support</p> <p>Weekly certificates Extra play Half termly reward system for attendance e.g. baking, sport afternoon etc. 98% for half term attendance End of year 100% reward</p>	<p>HT and Inclusion/FS officer to track attendance of PP children</p> <p>Half termly letters to parents to raise profile of attendance with all families</p> <p>Parents evening – parents receive attendance and discussion with T about what expectation is for good attendance and what effect it can have on learning and progress</p> <p>•90% children fast tracked by HT, Inclusion and family support worker and regular review of child/children</p>	<p>HT Mrs Willis (Inclusion and FS officer)</p>	<p>Half termly review Review effectiveness of interventions</p> <p>Cost £500 rewards</p>
<p>Provide quality intervention to identified pupils</p>	<p>TA support intervention and group support in classes</p>	<p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower</p>	<p>Intervention and support: 1:1 support can be offered during lessons and intervention e.g. writing conversations can take place with the teacher/TA as learning progresses in the lesson. 1st wave quality</p>	<p>All TAs Teachers to oversee SENCO Senior leadership to monitor</p>	<p>Cost: 10,000</p>

		Attaining learners or those who are falling behind...' EEF Small group tuition	intervention is of high quality and focused on individual need. TA feedback to teacher on daily basis and ensures that a record is kept of each time in class intervention is delivered.		
To support vulnerable families	Allocation of money to be available to support trips / expenses that restrict access to wider curriculum or continuity of schooling.	Clubs enable children to have additional experiences which they will not have access to (school context of socio-economic deprivation area) Detailed analysis of PP children attending. Identifying those PP children who could attend clubs	School staff offer clubs during term time – discussed at staff meetings and arranged by staff across week after school Family and Inclusion support worker to identify help when required	HT CW Termly review	Cost £3500
Budgeted cost					£27000
Total budgeted cost					£67,000

8. Additional detail
<p>EEF Teaching and Learning Toolkit: <i>Reading Comprehension Strategies</i> <i>Literacy Interventions</i> <i>Social and Emotional Learning</i> <i>Mastery Learning</i> <i>Small group tuition</i></p> <p>Research updated with reports available on EEF website (Toolkit) dated February 2017 to May 2017 <i>Achievement for All EEF initiative – see folder within school for rationale and aims</i></p>