

St Joseph's Catholic Primary School



Pupil Premium Report 2017/18

(Includes Impact report for 2017-18 and Funding plan for 2018-19)

The Purpose of Pupil Premium

Figures produced by DfE show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage. The Government therefore believes it is right that additional funds are available to give the poorest children who achieve less well a better start in life.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The Pupil Premium is additional funding from outside the Schools Budget, it is given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. Across the country, the Pupil Premium budget rose from £1,875 billion in 2013 -14 to £2.5 billion in 2014-15. Schools were provided with £1300 per disadvantaged primary pupil, as well as £1,900 for certain former Looked After Children and £300 for Service children. In a statement released by the Schools Minister of the time, this significant increase in funding was to:

Enable more targeted interventions to support disadvantaged pupils to be secondary ready and achieve our ambitious expectations for what pupils should know and be able to do by the end of their primary education. Early intervention is crucial: the more disadvantaged pupils who leave primary school with strong literacy and numeracy, the greater their chances of achieving good GCSEs.

Overview of the school

Funding for academic year 17-18 is received in April 18 based on Jan 17 census

Eligibility for Pupil Premium	2017-18	2018-19
Total number on role	237	228
Total number eligible for Pupil premium	47	42
Total number of looked after children	2	2
Total number of service children	0	0
Total amount of PPG received	£62,040	£55,440

2018-19 figures are based on Jan 18 census

Pupils eligible for Pupil Premium year by year

	2017-18	2018-19
Foundation stage	0	0
Year 1	7	3
Year 2	2	7
Year 3	5	2
Year 4	3	5
Year 5	14	3
Year 6	8	14

Average Attendance

	2017-18(PP)	2017-18 (Non PP)
Foundation		
Year 1	95.59%	95.68%
Year 2	87.75%	95.6%
Year 3	95.68%	95.45%
Year 4	97.5%	94.74%
Year 5	94.4%	96.72%

Year 6	95.72%	94.45%
All Years	94.44%	95.45%

**Summary of PPG spending 2017/18
(COMPLETE FOR THIS YEAR)**

**Objectives in spending PPG
(Taken from the Pupil Premium policy on the school website)**

1. To ensure that children on the PP register who are likely to fall behind are identified earlier and interventions are put in place to make sure their progress is commensurate with their peers.
2. To ensure that children on the pupil premium register make good progress in KS2.
3. To ensure that all children are given the opportunity to go on school residential trips.
4. To employ a family support worker who provides home school liaison.
5. To enable targeted 1:1 interventions and booster groups to run.

Summary of spending and actions taken

Termly Pupil Progress meetings have identified children and particular classes in need of support. Interventions and support were then put in place to ensure that the gap identified between themselves and their peers is narrowed.

At Upper key stage 2 the gaps in ARE and slow progress in reading, writing and maths were addressed by small group interventions led by an intervention teacher. The focus of these interventions was maths, reading comprehension and grammar. Maths club further supported fluency skills in maths for less able pupils.

In the summer term the attainment and progress in year 5 was the focus for support after assessment results in reading, grammar and maths for year 5 pupils were analysed and vulnerable learners identified.

Individual teachers have run small group interventions specifically aimed at narrowing the attainment and progress gap for vulnerable pupils. Pupil progress meetings throughout the year have ensured that the grouping are effective and are targeting the pupils who need the support. Specific members of the support staff have been given different roles, and directed to work with different classes/individuals throughout the year to ensure gaps are filled and our most vulnerable pupils are well supported.

We have targeted individual pupils and groups at risk of not reaching ARE in KS1 and lower KS2 and introduced interventions to improve outcomes.

We have also identified vulnerable pupils and families needing social, emotional and mental health support and ensured that their needs have been met through the school based interventions that target these area

Focus of Pupil Premium Spend in 2017-18

Item/project	Cost	Objective	Impact
Family Support Worker	£16,884	To meet the social, emotional and mental health needs of pupils and families. To improve home school links for vulnerable children.	Parents and carers who have previously shown reluctance to be involved in school are working alongside school staff. The changing needs of Vulnerable families and children are monitored closely. Teaching staff are supported in dealing with the emotional needs of their pupils.
Intervention Teacher	£24,675	To bridge the attainment and progress gap of our vulnerable learners.	The good progress and attainment of the pupils taking KS2 SATs is due to effective small group and individual support throughout the year in reading, writing and maths. Class teachers have been able to plan for teaching in smaller groups for vulnerable pupils and this has had an impact on progress and attainment. The effective team

			work between the year 6 teacher and the intervention teacher has had impact on progress and results.
SENCo	£20,481	To ensure that vulnerable learners and groups of learner make expected progress. To plan and monitor effective provision and intervention for vulnerable learners.	<p>Pupils in receipt of PP funding and are on the SEND register have made expected/accelerated progress in reading and maths.</p> <p>Individuals and groups are effectively identified and their attainment and progress is carefully monitored.</p> <p>The effectiveness of interventions is well monitored to check for impact and adjusted or stopped if impact is not good.</p> <p>TAs are identified to deliver particular interventions due to their individual skill and prior impact.</p> <p>Parents are well informed as to how they can support their child in their</p>

			learning.
THE FOLLOWING IS A BREAKDOWN OF MONEY SPENT SINCE SEPT 17			
Counselling Service	£765	To enable vulnerable learners to manage their emotions effectively.	We will not be continuing with this service as the emotional support provided our FSW and ELSA is meeting this need
Guitar lessons	£125	To enable all pupils to access extra-curricular activities.	Pupils who would not have had an opportunity to learn to play a musical instrument have done so. This has raised confidence and self-esteem.
School Uniform	£71	To ensure that all pupils have access to appropriate school uniform.	Pupils who would otherwise feel self-conscious and uncomfortable, due to ill-fitting, worn uniforms are able to be dressed appropriately and the same as their peers.

Outcomes

Assessment Results of Pupils eligible for Pupil Premium 2017-18

Year 1 Phonics Test

	PP children	Non PP children
Achieved expected level	42.8% (3/7)	56.6% (17/30)

This class had a change of teacher part way through the year. The teacher leaving used a style of teaching phonics which was challenging for the next teacher to follow resulting in a significant dip in the overall attainment for phonics. This will be addressed next year by additional support for this teacher and regular monitoring throughout the year.

Year 2 SATs results 2018

Achieving National standard

	PP Pupils	Non PP pupils	
Reading	50% (1/2)	80% (24/30)	
Writing	50%(1/2)	83.3% (25/30)	
Maths	50% (1/2)	86.7% (26/30)	

One of the children receiving PP funding is also on the SEND register. He has significant learning need with his primary need as speech and language. He has also has an on- going medical need which has only recently been diagnosed and treated. He made expected progress in all 3 areas.

Year 6 SATs Results 2018

Achieving National standard

	PP Pupils	Non PP pupils	
Reading	62% (5/8)	100% (22 /22)	
Writing	50% (4/8)	95.4% (21/22)	
Maths	75% (6/8)	95.4% (21 /22)	
SPAG	50% (4/8)	/22	
RWM Combined	37.5% (3/8)	95.4% (21/22)	

One of the children receiving PP funding has an EHCP for complex behavioural and learning needs. He did not take the SATs. He came to our school in January 2018 after a managed transfer from a pupil referral unit. He was on a reduced timetable until the end of term. 2 of the children are on the SEND register and at the beginning of year 6 it was unlikely that they would sit the SATS but due to targeted intervention and self- esteem support they were able to. One of these children reached expected level in reading and maths and one was very close to it. One child who didn't achieve reading missed it by a very narrow margin, he was a learner with EAL and found vocabulary challenging. Writing and SPAG need to be a focus for children receiving PP next year. Grammar was assessed with all year 5 children in May 2018 to identify gaps and interventions were started in the summer term.

Progress of pupils eligible for Pupil Premium

	2016-17 PP Children eligible for PP	2016-17 Children not eligible for PP	2017-18 PP Children eligible for PP	2017-18 Children not eligible for PP
Average points progress by pupils in reading	3.0	3.3	3.2	3
Average points progress by pupils in writing	3.0	3.3	2.8	2.9
Average points progress by pupils in maths	3.1	3.1	2.7	2.9

Year by Year performance of pupils eligible for Pupil Premium 2017-18

Pupils making expected (3 points) progress 2017-18

	Reading	Writing	Maths
Foundation	66.6% (2/3)	66.6% (2/3)	100% (3/3)
Year 1	14.2% (1/7)	0% (0/7)	14.2% (1/7)
Year 2	100% (2/2)	100% (2/2)	100% (2/2)
Year 3	80% (4/5)	20% (1/5)	40% (2/5)
Year 4	100% (3/3)	100% (3/3)	100% (3/3)
Year 5	78.6% 11/14	78.6% (11/14)	35.7% (5/14)
Year 6	87.5% 7/8	37.5% (3/8)	62.5% (5/8)

Pupils eligible for PP working at age related expectations or above 2017-18

	Reading	Writing	Maths
Foundation	66.6% 2/3	66.6% (2/3)	66.6% (2/3)
Year 1	14.2% (1/7)	0% (0/7)	0% (0/7)
Year 2	50% (1/2)	50% (1/2)	50% (1/2)
Year 3	80% (4/5)	40% (2/5)	60% (3/5)
Year 4	100% (3/3)	66.6% (2/3)	66.6% (2/3)
Year 5	78.6% (11/14)	7/14 (50%)	14.2% (2/14)
Year 6	62.5% (5/8)	50% (4/8)	75% (6/8)

Pupil Premium Funding Plan for 2018-19

Overview of next steps in spending the PP budget

Item /Project	Cost	Objective
Family support worker	£16,884	To continue meeting the social, emotional and mental health needs of

		<p>our pupils.</p> <p>To provide strong home school links for our most vulnerable families.</p> <p>To use the BVPS tool to identify our most vulnerable children and put in support to meet their needs.</p>
<p>Intervention Teacher</p> <p>SENCO</p> <p>ELSA</p>	£47,576	<p>Implement interventions and provision in reading, writing and maths to bridge the gaps in attainment and progress.</p> <p>To ensure identified pupils and groups make accelerated progress.</p> <p>Support identified pupils, groups and year groups where attainment is low and progress poor.</p> <p>Support identified higher attaining pupils and groups to achieve greater depth in reading, writing and maths.</p> <p>To run homework clubs from year 2 upwards with the focus on reading and maths (times tables) for pupils needing extra support.</p>
Extra-curricular lessons	£2,332	To enable all pupils to benefit from a variety of extra-curricular

		activities.

The way we report on Pupil Premium was reviewed in July 2018 by Mel Moyse (PP lead/SENCo and assistant head) Helen Scott (Vice chair of governors) and Siana Frampton (School business manager).