

# **St Joseph's Catholic Primary School**

## **Pupil Premium Report 2018/19**

**(Includes Impact report for 2018/19 and Strategy for 2019/20)**



### **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. The School's Minister at the time stated the reason for the 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.*

### **Update on Pupil Premium: DfE Report June 2019**

The DfE published an update on the guidance given to schools in regard to the Pupil Premium grant in June 2019. Key points of the report which may impact any amendments made to our whole school Pupil Premium policy statement are as follows:

- Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.
- The EEF guidance that schools adopt a tiered approach to PP balancing spending across
  - Training and development to improve quality of teaching
  - Targeted support for disadvantaged pupils through evidence based interventions
  - Whole school strategies to improve attendance, behaviour and readiness to learn
- Encouragement that schools review PP over a 3 yearly period which will allow leaders to take a longer view of the support the grant provides, will align the

plan with the wider school improvement strategy and give greater certainty when planning expenditure, recruitment, teaching and staff development.

- OFSTED do not require specific data, specific spending or a specific document relating to PP other than the PP strategy. (*Does this need to be looked at again? Sept 2019*)

### Overview of the school

#### Number of pupils and Pupil premium grant received for the financial year 2018-19

Total number of pupils on role	223
Total number eligible for pupil premium	43 (based on 2017-18 numbers)
Total number of Looked after children	2 (based on 2017-18 numbers)
Amount of pupil premium received per pupil	£1320 for disadvantaged children  £1900 for former looked after children  £1300 for service children
Total number of service children	0
Total amount of PPG received	£61,360
<b>THIS AMOUNT IS BASED ON THE PUPILS IN 2017/18</b>	

## Pupil Premium Numbers

	<b>2017-18</b>	<b>2018-19</b>
<b>Reception</b>	4	5
<b>Year 1</b>	7	3
<b>Year 2</b>	3	7
<b>Year 3</b>	5	3
<b>Year 4</b>	3	5
<b>Year 5</b>	15	3
<b>Year 6</b>	8	16

The 5 children in reception recorded in the above list are currently on free school meals (FSM) register, however in April 2020 they will transfer to the PP register.

I have included them in data assessments in this report.

<b>Attendance</b>	<b>Whole Cohort 2017 - 18</b>	<b>Pupil Premium 2017 - 18</b>	<b>Whole Cohort 2018 - 19</b>	<b>Pupil Premium 2018 - 19</b>
Reception	94.8%	94.7%	95.9%	TO ADD
Year 1	95.3%	95.3%	95.6%	95.4%
Year 2	95.3%	90.6%	94.8%	95.6%
Year 3	95.4%	95.7%	95.7%	92.2%
Year 4	94.9%	96.6%	95.4%	95.1%
Year 5	94.5%	94.4%	96.4%	97.4%
Year 6	95.6%	95.9%	95.6%	89.5%
Whole School	<b>95.1%</b>	<b>94.7%</b>	<b>95.6%</b>	<b>95.2%</b>

The figure for reception attendance 2018-19 is the attendance of children on the FSM register.

## Objectives in spending Pupil Premium 2018-19

- Ensure that the attainment and progress of children in receipt of the PP grant is commensurate with children not in receipt of PP grant.
- Ensure that children in receipt of PP make good progress in reception, year 2 and year 6.
- To ensure that all children receive high quality teaching and teachers and support assistants are confident and skilled to deliver it.
- Ensure that all children are given opportunities to participate in residential trips and extra - curricular activities.
- To employ a Family Support Worker/ELSA who provides home school, SEMH and attendance support.
- To enable targeted individual and group interventions to take place.

## **Summary of spending and actions taken**

- Termly Pupil Progress meetings have identified children and classes in need of support. Interventions were then put in place to meet this need. Pupil progress meetings, learning walks, observations and work scrutiny have ensured that groupings are effective and support is targeted to gain maximum impact.
- In September Year 6 and year 2 were identified as needing support with both attainment and progress in maths and reading. Focused interventions led by class TAs, an intervention teacher, the head teacher and SENDCO were put in place to meet this need.
- A low baseline in reception identified a need for a high level of adult support and teaching assistants were redeployed to ensure progress was good.
- Support assistants have been used effectively to meet the needs of learners and throughout the year their roles have been altered to meet these needs. The specific skills of support assistants have been taken into consideration to ensure that maximum impact is gained.
- Vulnerable children and families in need of SEMH support have been identified and the Family Support Worker/ELSA and Forest School leader have worked with them.
- Professional development in High Quality Teaching has equipped teachers and support assistants to identify barriers to learning, assess and set up interventions to meet the needs of all learners in their class.
- Poor school attendance has been identified by regular meetings between the head teacher, school attendance officer and family support worker and steps have been taken to improve attendance.

## Focus of Pupil Premium Spend 2018/19

Item/Project	Cost	Objective	Impact
Family Support Worker	£17,868	<p>To meet the social, emotional and mental health needs of pupils and their families.</p> <p>To improve home school links for vulnerable children.</p> <p>To improve attendance for vulnerable children.</p>	<ul style="list-style-type: none"> <li>• Vulnerable children and families are effectively supported and their needs monitored.</li> <li>• Vulnerable families are now working in partnership with school staff.</li> <li>• Effective transition for vulnerable children in year 6 and close links have been established between our FSW and the FSWs at our secondary schools.</li> <li>• The training the FSW has received in domestic violence, sexual abuse has been shared with teaching staff who are now more skilled at meeting the needs of vulnerable children in their class.</li> <li>• Emotion coaching has been introduced as an approach to meet the social and emotional needs of all children; this has had a significant impact for vulnerable children.</li> <li>• FSW has worked closely with families where attendance was poor. This has had a positive impact with specific families.</li> </ul>
Teaching	£34,252	<p>To improve the quality of teaching.</p> <p>To bridge the attainment and progress gap of our vulnerable learners.</p>	<ul style="list-style-type: none"> <li>• Good levels of attainment and progress in year 2 and year 6 SATs due to targeted interventions (group and individual) throughout the year in reading, writing and maths.</li> <li>• Professional development and training for all teachers this year in recognizing, assessing and supporting learning barriers in the classroom.</li> <li>• Learning Support Assistants have allowed class teachers to plan for</li> </ul>

			<p>group and individual interventions in their classrooms to meet the needs of vulnerable learners.</p> <ul style="list-style-type: none"> <li>• The SENDCO and Head Teacher targeted children in year 6 who needed support in maths and reading.</li> <li>• The forest school leader has liaised with class teachers to support the needs of vulnerable learners through targeted intervention work at Forest School Rangers.</li> </ul>
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## **Outcomes**

### **Assessment Results of Pupils eligible for Pupil Premium 2018-9**

#### **Year 1 Phonics Test**

	PP children (3)	Non PP children (18)	Whole class
Achieved expected level	33% (1/3)	82% (14/17)	75% (15/20)

There was an improvement in phonics levels this year however one of the children in receipt of the PP grant, whilst making excellent progress from the starting point in year 1, failed to reach the expected standard. Class teacher inexperience in recognising the precise intervention approach for those children who have made great progress yet are not quite there was instrumental in this outcome. This will be closely monitored this year. One child with complex SEND who is also on the PP register did not sit the test and another child with ASD, not on PP register, was, over time, unreliable in reaching the required standard and did not do so during the week of testing.

#### **Year 2 SATs results 2018**

30 children in the class

7 in receipt of PP

23 not in receipt of PP

#### **Achieving National standard**

	PP Pupils	Non PP pupils	Whole class
Reading	71% (5/7)	83% (19/23)	80% (24/30)
Writing	71% (5/7)	83% (19/23)	80% (24/30)
Maths	100% (7/7)	78% (18/23)	83% (25/30)

These vulnerable pupils have made very good progress and learning gaps have been significantly filled as last year's data shows below.

2017/18	Reading	Writing	Maths
Year 1	14.2% (1/7)	0% (0/7)	0% (0/7)

### **Year 6 SATs Results 2019**

59 children in the year group

16 children receiving PP

43 children not receiving PP

### **Achieving National standard**

	PP Pupils	Non PP pupils	Whole class
Reading	100% (16/16)	70% (30/43)	78% (46/59)
Writing	94% (15/16)	79% (34/43)	83% (49/59)
Maths	94%(15/16)	81% (35/43)	85% (50/59)

The achievement of children in receipt of the PP grant was higher than whole class and non PP groups in all areas.

### **Progress of pupils eligible for Pupil Premium**

	2017-18 PP Children eligible for PP	2017-18 Children not eligible for PP	2018-19 Children eligible for PP	2018-19 Children not eligible for PP
Average points progress by pupils in reading	3.2	3	3.6	3.5
Average points progress by pupils in writing	2.8	2.9	3.3	3.3
Average points progress by pupils in maths	2.7	2.9	3.9	3.6

2018-19 children in receipt of the PP grant have made equivalent or better progress than children not in receipt of the grant.

### **Year by Year progress of pupils eligible for Pupil Premium 2018-19**

### **Expected progress is 3 points**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Foundation</b>	<b>4.6</b>	<b>4.2</b>	<b>4.6</b>
<b>Year 1</b>	<b>2.5</b>	<b>3</b>	<b>2.5</b>
<b>Year 2</b>	<b>3.6</b>	<b>4.4</b>	<b>4.4</b>
<b>Year 3</b>	<b>2.7</b>	<b>1.7</b>	<b>2</b>
<b>Year 4</b>	<b>2.2</b>	<b>0.8</b>	<b>2.2</b>
<b>Year 5</b>	<b>2.7</b>	<b>3</b>	<b>3</b>
<b>Year 6</b>	<b>4.2</b>	<b>4</b>	<b>4.6</b>

#### **Year 3**

Poor progress in both writing and maths. One child is on the SEND register with needs in speech language and communication and also moderate learning difficulty. This child and family receive support from our FSW, forest school leader and the child had literacy and numeracy interventions in class. A change in teacher in the summer term made meeting this child's needs challenging. This child made good progress last year however progress will be closely monitored next year and in depth assessments will be done by the SENDCO in September. Another child in this group had very poor attendance for the majority of the year; support has been given to the family and an individual drop off plan put in place which is proving to be very successful.

#### **Year 4**

One child in this group has SEMH challenges and is supported by our ELSA and has Forest School Rangers; there is also moderate learning delay with literacy. Working significantly below in reading and writing and below in maths. Negative progress in both areas of literacy are due to unmoderated inflated assessment levels last year and also struggling to complete the quizzes on accelerated reader. Reading a different set of books has prevented a loss of self-esteem for the child. Progress and attainment will be closely monitored next year.

One child has moderate learning delay and struggles with independence and self-motivation. Good progress has been made in maths this year by using concrete materials. The negative progress in literacy are again due to unmoderated inflated assessment levels last year and also struggling to complete the quizzes on accelerated reader. Reading a different set of books has maintained interest in reading and there has been a recent improvement in the quizzes. Progress and attainment will be closely monitored next year.



The recent DfE guidance (June 2019) details the evidence from the EEF (Education Endowment Fund) on how schools can best help disadvantaged pupils make progress. The evidence from the EEF suggests that a tired approach to PP that balances spending across:

- Supporting training and continuous development to improve the quality of all teaching
- Targeting support for disadvantaged pupils through evidence based interventions
- Supporting whole school strategies to improve attendance, behaviour and readiness to learn

This guidance has informed our PP strategy for 2019/20.

The DfE guidance has been added to our school website and will be referred to when making decisions in 2019/20 regarding PP.

**As a result of the recent guidance PP (June 2019); we need to revisit, and possibly update, our PP policy statement on the website.**

### **Pupil Premium Strategy for 2019 – 20**

<b>Item/Project</b>	<b>Cost</b>	<b>Objective</b>
Family Support Worker	£18,648	<ul style="list-style-type: none"> <li>• To continue meeting the social, emotional and mental health needs of our pupils.</li> <li>• To ensure that the attendance of all pupils is good and to support the families when needed.</li> <li>• To share all training in meeting social, emotional and mental health needs with all staff.</li> <li>• To provide strong home school links for all our families.</li> <li>• To use school data systems to identify our most vulnerable children and put in support to meet their needs.</li> <li>• To use emotion coaching with all children as an approach to manage challenges with behavior and SEMH.</li> </ul>
Teaching	£38,412	<ul style="list-style-type: none"> <li>• To bridge the attainment and progress gap of our vulnerable learners through targeted interventions.</li> <li>• To use interventions which have evidence based impact.</li> </ul>

		<ul style="list-style-type: none"> <li>• To monitor interventions closely for impact and to stop if impact is poor.</li> <li>• For teachers to identify learning barriers for all pupils and to put in place interventions and provision to remove these barriers.</li> <li>• For all staff to deliver High Quality Teaching to all children in their classrooms.</li> <li>• For all teaching staff to feel confident in delivering the wider curriculum.</li> <li>• To build on the previous training in High Quality teaching and support teachers, through training and professional development, to ensure they are meeting the needs of all learners in their classrooms.</li> <li>• For teaching staff to identify children with poor vocabulary and oracy skills and address this through targeted work.</li> <li>• To provide breakfast, snacks and extra lunch for any pupils who need it to ensure that all children are ready to learn.</li> </ul>
<b>Total Funding</b>	<b>£57,060</b>	<b>THIS MONEY WILL COME INTO SCHOOL IN APRIL 2020</b>

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)

This report was written in July 2019; the guidance from the DfE (June 2019) was read prior to writing and the objectives in the Pupil Premium Strategy for 2019/20 were written following this guidance.