

St Joseph's Primary School  
*a Catholic Voluntary Academy*



## Pupil Premium Statement

2017-18

### **Pupil Premium:**

Pupil Premium is an allocation of additional funding received by the school each academic year. The amount is determined by the number of disadvantaged pupils in the school (students receiving Free School Meals (FSM) currently or at any point in the last six years or looked after children – who are looked after continuously by the Local Authority, for a period of over six months.) The government provides this funding to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

### **Our purpose and beliefs :**

*“We are a Catholic school family whose purpose is to educate, guide and nurture every child empowering them to reach their full potential.”*

As such we hold a strong belief that all children should succeed, regardless of background. We realise that the funding will not in itself improve attainment gaps, rather a system of first quality teaching, interventions opportunities and experiences.

The Pupil Premium is used at St Joseph's Primary, a Catholic Voluntary Academy to provide a range of activities, staff and staff time that ensures direct support for students who are entitled to free school meals so that they thrive and succeed. The funding is discussed as part of the annual budget-setting process and the priorities are determined by the individual and group needs of students entitled to Free School Meals. During the academic year 2017-18 the school should receive £35,900 in pupil premium funding. (20 PP children and 5 LAC)

### **Proposed Expenditure for 2017-2018**

The amount allocated for 2017-2018 is £ 35,900 and has been agreed by the Governing body as part of the annual budget setting process. The priorities have been determined by the individual and group needs of the PP children at St. Josephs.

#### **Main barriers to educational achievement faced by eligible pupils**

- The number of children with SEN
- Social and emotional needs – particularly of the children in Y4
- Lack of enrichment opportunities.
- Reading comprehension and fluency
- Procedural maths understanding and problem solving skills

#### **Actions to overcome barriers :**

- The appointment of an SLE SENCO
- SENCO specialist TA to support
- Sensory Circuit
- Parent meetings to focus on the curriculum – with a focus on reading and strategies that parents can use to help their children.
- Highlighting children’s literature throughout school.
- Access to extra-curricular activities – such as visits, residential stays, music lessons, theatre productions and sporting events and activities.

#### **Spending and reasons**

<b><u>Area of spend</u></b>	<b><u>Intended Outcomes – why these approaches taken</u></b>	<b><u>Actions</u></b>
Quality First Teaching	SENCO to be a source of support – to advise all teachers on strategies to use in class to support their PP children.	
Dedicated interventions – First Class at Number and Success at Arithmetic 1-1 Reading Support 1-2 Phonics Interventions	<ul style="list-style-type: none"><li>• Improved learning outcomes, in reading and math’s.</li><li>• Increased confidence for pupils in all areas.</li><li>• Consolidation of learning completed in class.</li><li>• Same day interventions to ensure the majority of children can access their learning.</li></ul>	Regular analysis of data Termly Pupil Progress Meetings.

<p>TA support in classes and for focused interventions.</p>	<ul style="list-style-type: none"> <li>• 1:1 or small group interventions – planned to cater for individual needs.</li> <li>• Support within classes to improve the understanding of learning in reading, writing and math's.</li> <li>• Same day interventions – used for children who may have not understood a concept and also for children to access greater depth.</li> </ul>	<p>Regular meeting with SLT and Class teachers to identify PP children and the progress they are making.  Teacher and SENCO review – careful planning of interventions.  TA timetables carefully planned – making effective use of time and planning for SEN provision and same day interventions.  Teachers report to HT/DHT about PP children during Pupil Progress meetings.</p>
<p>TA to support children with social and emotional needs.  A child with complex needs to benefit from group nurture sessions, throughout the week.  Children to also benefit from Sensory Circuit – to get them ready for the day ahead.</p>	<ul style="list-style-type: none"> <li>• Children settled and ready to learn.</li> <li>• Positive impact on behavior.</li> <li>• Children are ready to learn.</li> </ul>	<p>SENCO to regularly meet with TA to discuss progress.  Purchase of necessary equipment / resources for nurture sessions and sensory circuit.</p>
<p>Additional Support Lunchtime support and also support with interventions.</p>	<ul style="list-style-type: none"> <li>• Children have positive lunchtime experiences.</li> <li>• Are ready for the afternoon learning.</li> <li>• Children are monitored to ascertain that they are eating their lunch.</li> <li>• Children are encouraged to play and form relationships with their peers.</li> <li>• Children grow in confidence.</li> </ul>	<p>KS2 peers to encourage “positive play” Y5 training as play leaders.  Purchase of necessary equipment.</p>
<p>Weekly Booster Sessions – February – May for the Y6 children</p>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and math's.</li> <li>• A greater proportion to achieve GD</li> <li>• Pupils grow in confidence.</li> </ul>	<p>HT meets regularly with the teacher to discuss groupings and focus.  Regular analysis of data, to highlight children who are causing a concern.</p>

Intervention Software – such as RM math’s and Lexia	<ul style="list-style-type: none"> <li>• Improved learning outcomes.</li> <li>• Transfer of skills into class.</li> <li>• Increase in confidence and self-esteem.</li> </ul>	Teacher to discuss such interventions with SENCO and class TA. Progress to be regularly monitored.
Extra-curricular Enrichment - Employment of a specialist music teacher. After school cookery club. Visiting Theatre Companies. Chess Club/ Language Club/Drama Club and Sporting Opportunities	<ul style="list-style-type: none"> <li>• Social skills are greatly boosted through the participation in such clubs.</li> <li>• Children enjoy being at school and become well rounded pupils – when participating in activities of their choice.</li> </ul>	An analysis of children who have participated in clubs. Staff to discuss with parents the interests and preferences of their children, during parental meetings. Office Manager to arrange the funding for the appropriate clubs and activities.
Financial Assistance with school residential visits.	<ul style="list-style-type: none"> <li>• All pupils are able to participate fully in school trips and residential visits.</li> <li>• Social skills, perseverance, determination and team working skills are developed through activities.</li> </ul>	Initial letter to inform parents about the available funding. Office manager to discuss with HT requests for funding.
Breakfast Club	<ul style="list-style-type: none"> <li>• To promote good attendance and punctuality.</li> <li>• Pupils are ready for the day ahead and ready to learn.</li> </ul>	Write to parents of PP children – so that they are aware that the Breakfast Club is available to them at no cost (usually £3:00 a session.)
Proposed Total Spend		<u>£35,900</u>

### Measuring of impact

- A wide range of data is used - achievement data, pupils' work, observations, learning walks.
- Assessment Data (PITA) is collected half termly. Teachers confidently assess the progress of children during pupil progress meetings. Decisions are made as to suitability of interventions.
- The SLT is responsible for monitoring the progress of all vulnerable groups, including Pupil Premium.
- A designated school governor, Ms Kimberly Hutchinson monitors the progress and impact of Pupil Premium. It is also a regular agenda item during governor meetings

### Date of next review

May 2018

