

Pupil premium strategy statement: St Joseph's RCVA Primary, Coundon

1. Summary information					
School	St Joseph's Coundon				
Academic Year	2017/18	Total PP budget Apr 17/18	£50,160.00	Date of most recent PP Review	Sep 2017
Total number of pupils	108	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Sep 2018
2. Current attainment					
7 children of a cohort of 13 attracted the PP	<i>Pupils eligible for the Premium at our school 2016</i>	<i>Pupils eligible for the premium nationally 2016</i>	<i>Pupils not eligible for the premium at our school</i>	<i>Pupils not eligible for the premium nationally 2016</i>	
% achieving expected standard or above in reading, writing and maths	14.3%	53%	50%	71%	
% making at least at least expected standard in reading	14.3%	64%	50%	78%	
% making at least expected standard in writing	28.6%	58%	83.3%	75%	
% making at least expected standard in maths	28.6%	37%	100%	59%	
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.	Oral language skills in on entry and in KS1 are lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.				
B.	Disengagement- reading/ homework not being reinforced at home. Resilience to maintain focus/ develop a capacity to work independently over time is limited.				
C.	Some PP children in Y6 (7 of a cohort of 13) SEND register pupils were working well below the key stage expectations. Work ethic, academic attainment, concentration of these children often very poor- prevents sustained and meaningful progress. Some significant behaviour issues from a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.				

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

- D.** Attendance rates for pupils eligible for PP was 82% (below the target for all children of 96%). School has improved this figure to 97% at Autumn term 2017. This reduces their school hours and causes them to fall behind on average. School are working hard to support all families with attendance.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception/ KS1 classes. Improve maths/ writing outcomes for PP children in KS1. Improve outcomes of phonics screening for PP children.	Pupils eligible for PP in Reception/ KS1 class are on track to make good progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress across KS2 for all pupils eligible for PP in all areas.	Pupils eligible for PP identified will make as much progress as 'other' pupils, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established with local schools.
C.	Behavioural issues of KS2 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Fewer incidences of exclusion.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance from 82% to 96% in the Autumn term in line with 'other' pupils. New attendance policy to address these issues.

5. Planned expenditure

Academic year

2017/18

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve oral language skills for pupils eligible for PP in Reception/ KS1 classes.</p> <p>Improve maths/ writing outcomes for PP children in KS1.</p> <p>Improve outcomes of phonics screening for PP children.</p>	<p>Staff training on high quality feedback. Drive to incorporate rich vocabulary and correct spoken English in EYFS/KS1/KS2.</p> <p>Staff to be trained to use a variety of Maths strategies and practical resources to support the teaching of early number/ KS1/2 maths. CPD and network opportunities.</p> <p>Staff to use a range of strategies and resources to support the teaching and acquisition of KS1 phonics. Support children in KS2 who are not confident with phonics.</p>	<p>Many of our children write as they speak, they also have very limited language skills on entry to school. We want to emphasise the difference between standard English and colloquial spoken English. We want children to communicate effectively in spoken and written English. We want children to be aware of and use a range of vocabulary.</p> <p>We want to provide additional support through targeted intervention for groups of pupils struggling to make ARE in all areas. We will use additional support programmes and additional time outside of lessons such as after school and lunchtimes. These sessions will be monitored.</p> <p>We want outcomes for the phonics screening to remain in line or better than national averages for the children who attract the premium. Children in KS2 to be screened for phonics acquisition and if issues, specific intervention.</p>	<p>CPD selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Use Staff meetings to deliver training.</p> <p>Subject leaders to cascade information and monitor progress.</p> <p>Observations/ Learning walks to monitor impact/ track ARE in groups.</p> <p>Utilise school to school support for all staff. Investment in resources/ CPD for the teaching of early number/reading in EYFS/KS1.</p> <p>Accelerated reader to support all children. Doodle Maths App for support specific learners.</p>	<p>Headteacher English/ Maths lead teacher</p>	<p>Jan 2018</p>
<p>Higher rates of progress across KS2 for all pupils eligible for PP in all areas.</p>	<p>CPD for KS2 staff to support with planning to reach expected standard. Planning overhaul in KS2- whole school approach. Specific intervention in lesson time and additional times in school day/ after school.</p>	<p>PP children are making less progress than other pupils in KS2. We want to ensure that PP pupils can achieve in line/ better attainment. We want to adopt resources and practices to provide challenge, catch-up and encouragement for these pupils. Small group intervention linked to class work and areas where pupils are struggling to be identified.</p>	<p>CPD selected using evidence of effectiveness.</p> <p>Observations of intervention/ records scrutiny.</p> <p>SLT monitor pupil progress meetings.</p> <p>PP funding to maintain staffing structure to support these interventions. Accelerated reader to support all children. Doodle Maths App for support specific learners</p>	<p>DHT/ HT</p>	<p>Jan 2018</p>

Total budgeted cost					£30,000
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?
Behavioural issues of KS2 pupils addressed.	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	Use Behaviour Support/ Crisis SLA to support children at risk of exclusion. Use BALE intervention and inclusion service to support children with these issues.. Equip a sensory space to support children with specific learning and behavioural issues. Specific restraint training for all staff. Support pupil with significant behavioural issues with specific placement at specialist unit.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Use of sensory space monitored. Regular meetings with provider of specialist support.	HT SENCo DHT	Jan 2018
Total budgeted cost					£15,000
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?	Staff lead	When will you review implementation?
D. Increased attendance rates	Admin/ HT to implement policy and contact parents daily when children not in attendance at school. Monitor with weekly attendance reports for those below the threshold. HT to monitor and letters to be sent to parents in line with policy. Escalation to the LA if required. Fines issued to parents taking holidays in term time. Subsidies at breakfast club if required.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Utilise latest LA policy on attendance and attend Governor training on how to improve attendance	Thorough briefing of Admin staff about existing absence issues. HT, DHT, Head, Secretary etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HT	Jan 2018

Total budgeted cost

£5,160.00
