

Pupil premium strategy statement

1. Summary information					
School	St Joseph's Catholic Primary School Redhill				
Academic Year	2018/2019	Total PP budget	£47067		
Total number of pupils	424	Number of pupils eligible for PP	27	Date for next internal review of this strategy	May 2018

2. Current attainment KS2 (2017 5 pupils)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (all pupils)</i>
% achieving age related expectations and above in reading	60	76
% achieving age related expectations and above in writing	20	55
% achieving age related expectations and above in maths	40	69
KS1 (5 pupils)		
% achieving age related expectations and above in reading,	40	67
% achieving age related expectations and above in writing	20	60
% achieving age related expectations and above in maths	40	72

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Low numbers of pupils who are eligible for PPF. Growing number of pupils eligible for PP+ because of looked after status
B.	Speech and language and other complex SEND needs not always appropriately supported by SALT or Education Psychologists
C.	Social, emotional and attachment needs are rising
D.	More work needed to ensure wave 1 and quality first teaching is inclusive and addressing range of needs
E.	Use of bespoke interventions to ensure barriers are targeted in an effective and time bound way.
External barriers (issues which also require action outside school)	

A.	Low income families which can impact on confidence and low aspiration
B.	One parent families and dived parenting
C.	No afterschool club or breakfast club provision to support working families and back to work initiatives
D.	Attachment and emotional needs
E.	Families in need of early help intervention

4. 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 across EYFS, KS1 and KS2	All pupils make expected progress and are supported with language development through 'oracy', speech and language and social skills groups. (% of children achieving a Good Level of Development to increase) ELSA and ELKLAN trained staff to support pupils'
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP in reading writing and maths	Pupils eligible for PP make as much progress as 'others'. Opportunities are provided for extending pupils in lessons and providing high quality extended texts for children to read in class and independently. (improved % of children working at and at a higher standard)
C.	Increased participation in extracurricular clubs and music lessons and school provision for wrap around care.	All children have access to an after-school club (analysis of clubs to show increased % of PP children attending a club) Subsidised places for PP eligible pupils to support families and attendance.
D.	Increased PP family engagement with learning	Increase the % of parents attending: Curriculum information meetings, progress meetings and workshops. Parents to be more aware of the partnership that needs to be in place to bring about academic success.
E.	Higher aspirations	Create opportunities for all children and those in receipt of pupil premium to access information about higher education, skills and jobs. Children to be supported at careers days, visits to universities and places of work.

5. Planned expenditure	
Academic year	2018 - 2019
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	Review
1.To further develop assessment procedures to ensure accurate tracking of pupils eligible for PP and overlaps with SEND or CLA	'Assessment Journey' approach to ensure all curriculum areas are assessed. Information used to track progress and attainment of all groups. Particular emphasis on children eligible for PP grant.	To place greater emphasis on our broad and balanced curriculum. To ensure all children receive a rounded and rich curriculum with opportunities to develop their skills and knowledge	Introduction of 'Assessment Journey' September 2017 Forest School , staffing capacity increased School music and instrumental opportunities Trips and opportunities to visit universities (Royal Opera House and Goldsmiths)	DHT Forest School Leads Maths and English Leads	
2. To provide teachers with opportunities to self-evaluate their subject knowledge and teaching skills in order to secure highly effective teaching.	Teaching and learning teams created to support and strengthen different areas of teaching and pedagogy	To ensure questioning, differentiation, challenge for more able, feedback and independent learning. We feel this will benefit all pupils and enable children in receipt of PP grant to deepen their understanding and work at greater depth across the curriculum.	Teaching and learning teams set up from September 2017 Peer support Staff meeting focus on: questioning, differentiation, challenge for more able, feedback and independent learning. CPD for staff to include – collaborative creative classrooms (Octavo partnership) and LA maths project to develop mathematical attainment and progress.	DHT Staff phase leads	
3. Further develop the application of mathematical skills across the curriculum.	Maths lead to work with science and computing lead to establish opportunities for mathematical development in a cross curricular approach	To ensure that maths is linked to real life situations and can be applied in various situations and across all subjects.	Maths week Maths challenges and opportunities to develop thinking Participation in TRG (teacher research group) – maths hub Participate in local teaching school and work with maths SLE (Paradigm teaching school)	Maths lead	
Total budgeted cost					£75,000

ii. Targeted support

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
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Improve oral language skills for pupils eligible for PP across EYFS, KS1 and KS2	<p>Additional support with reading through Lexia programme and daily reading sessions Morning Lexia reading clubs to support children with fluency and improving their reading age.</p> <p>Phonic training for all staff to be able to deliver differentiated sessions across EYFS and KS1 (Ruth Miskin Read, Write INC)</p> <p>Boostering for Y5 in summer term 2018 and Y6 2018 - 2019</p>	Provide pupils opportunities to improve their reading skills and further their vocabulary choices in order to impact positively on reading outcomes	<p>Purchase of licences and resources</p> <p>Training for reading TAs</p> <p>Ongoing evaluation of Y6 progress data to ensure that additional boosting will have an impact on improving outcomes</p> <p>Phonics training and organisation</p>	<p>SENCO</p> <p>SENCO</p> <p>DHT/ Y6 staff</p> <p>Phonics lead</p>	
Higher rates of progress across KS1 and 2 for high attaining pupils eligible for PP particularly in reading and maths	<p>Reading resources in KS1 to ensure children have access to extended texts</p> <p>Encourage and model reading for pleasure through improved reading corner/areas in classrooms.</p> <p>Children to listen to their teachers read to them regularly</p>	<p>Continue to develop children's experiences of reading – wider vocabulary and extended texts.</p> <p>Use of maths mastery challenge materials to ensure challenge and stretch</p> <p>Learning walks to identify inclusive proactive and challenge activities for more able</p>	<p>Guided reading planning and reading planning to be monitored by English lead</p> <p>Additional resources – via book fairs and on line resources (Oxford Owls)</p> <p>Participation in teacher research (maths hub TRG)</p> <p>More able maths boosters in Y5 and Y6</p>	<p>English leads</p> <p>All teaching staff</p> <p>Maths lead</p>	September 2018
Total budgeted cost					£4200
iii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Maintain high levels of attendance for all pupil groups particularly for pupils eligible for PP.	<p>Quality first teaching to ensure engagement and pupils love of school and learning</p> <p>Involvement of the school's Attendance Welfare Officer (AWO)</p>	The school's continued drive and ambition to improve standards and ensure all children are engaged with learning. The school's leadership and governors monitor teaching and learning to ensure 100% of teaching is good or better.	<p>Emphasis on quality first teaching.</p> <p>Close working relationship with AWO to ensure all families are supported with good attendance habits.</p>	<p>HT and governors</p> <p>All staff</p>	

Develop in house opportunities and skills to support emotional needs	SENCO to deliver training for TAs with Lego and drawing and talking	Ongoing emotional and attachment issues for a growing group of children.	Reduce the need for external agencies and be able to manage needs of children in house	SENCO HT	
Total budgeted cost					£2.500

6. Review of expenditure					
Previous Academic Year			2016/2017		
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost	
Improve oral language skills for pupils eligible for PP across EYFS, KS1 and KS2	ELSA interventions and speech and language interventions established across the school	<p>The school's assessment and tracking enabled all pupils to be monitored.</p> <p>Provision mapping and targeted support improved.</p> <p>Funding was used to train Inclusion lead and TAs to deliver specific interventions. This included training an additional ELKLAN TA to support with Oracy skills.</p> <p>Reading standards at KS2 improved. Standards in reading and writing improved in KS1</p>	<p>Ensure that children are currently in receipt of free school meals are tracked separately from children who received free school meals historically.</p> <p>Continue to improve language skills especially vocabulary to ensure all children can access texts and problem solving in maths.</p>	£27.792	
Maths mastery approach with the use of the white rose hub schemes of work.	Use of schemes of work to support maths content coverage and to support mastery approach	<p>Progress measures within national ranges</p> <p>Discrete problem solving books introduced which helped to monitor provision for using and applying.</p>	<p>Increase proportions of pupils in KS1 and KS2 to achieve greater depth</p> <p>Move back to inclusion of problem solving work within the context of daily maths books.</p>	£9000	
Support for pupils who are eligible for PPG with clubs, trips and residential trips.	Ensure all children have access to enrichment activities and extracurricular activities.	<p>All children participate in enrichment and extracurricular activities.</p> <p>More meetings with parents to discuss the importance of participation; reasonable adjustments made alongside parents leading to improved buy in and partnership working (Home school)</p>	Introduce a more structured approach to supporting and subsidising families in need of financial support.	£8600	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Boostering and 1 -1 support for pupils in Y6 and KS1	All pupils just below age related expectations in English and maths to access some additional boosting	Attainment and progress below national for PPG cohorts (5 children in each cohort)	Continue with group boosting support rather than 1-1 Ensure more targeted and timely. Use of diagnostic tools to understand barriers better and ensure interventions are more bespoke Achieve better buy in for before and after school sessions by approaching parents directly rather than sending out invitation letters.	£12.000
Intervention programmes and use of school counsellor and play therapist	Children identified for specific intervention and support with emotional needs	Children were provided with the opportunity to attend provision in school Interventions have helped to improve mental wellbeing of some pupils and parents/families have seen an impact at home; there is also evidence to show progress following better attention and attendance during learning.	Continue to support emotional and mental health needs through in house interventions such as Lego, drawing and talking, ,ELSA and other resources Investment in baseline SEMH assessment tool to better capture progress in this area. Working with consultant to sharpen provision mapping and support identification.	£5.000
Better understanding of barriers to effective learning facing PP children including LAC and Previously LAC	Resources and support to better understand attachment issues and tracking individual needs	Class on a page introduced to ensure staff familiarity of groups and overlap to further explore barriers to learning and progress. Access to training from two Virtual Schools linked to pupil need Training for staff on attachment.	Extend learning about best practice for attachment awareness to other pupils - helping engagement in lessons and parental support with children being ready to learn	£2.000

7. Additional detail

This year's outcomes for pupils (2017) in KS1 and 2 are below national expectations. The number of pupils in each cohort eligible for PPG are very low in number .The school has carefully analysed the results to draw out strengths and areas for improvement. The schools' overarching priorities have been communicated to staff and to parents through newsletters and parent workshops and meetings. Communication to parents is an ongoing priority for the school