



St. Joseph's Catholic Primary School

Pupil premium strategy statement:

At St Joseph's we are committed to ensuring the needs of each individual child's needs are met enabling them to reach their potential academically and socially. Staff have high expectations of all children. In order to support children to progress, we look at potential barriers to learning and how these can be address so no child is left behind. Pupil premium children have a high profile within the school and all staff are accountable for their progress. The progress is monitored continually by the class teacher and tracked and analysed through a range of means: this enables staff to develop action plans.

| 1. Summary information | | | | | |
|-------------------------------|--|---|--|---|-----------|
| School | St Joseph's Catholic Primary School, Guildford | | | | |
| Academic Year | 2017/18 | Total PP budget | £55,520 | Date of most recent PP Review | Sept 2017 |
| Total number of pupils | 630 | Number of pupils eligible for PP | Total: 39 ch (6%) PP & SEN 13 ch PP, SEN & EAL 5 ch PP & EAL 5 ch Social, emotional or family difficulties 10 ch | Date for next internal review of this strategy | July 2017 |

| 2. Attainment for end of Key Stage 2 2016 | | |
|---|------------------------|----------------------------|
| | Pupil Premium children | Non Pupil Premium children |
| Proportion of Y6 pupils | 10% (9 children) | 90% (81 children) |
| % achieving the expected standard or above in reading | 66.6% | 91.3% |

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| % achieving the expected standard or above in writing | 70% | 81% |
| % achieving the expected standard or above in maths | 88.8% | 92.5% |
| % achieving the expected standard in SPAG | 88.8% | 96.2% |
| % achieving the expected standard or above in reading, writing and maths | 67% | 75% |

| Progress for end of Key Stage 2 2016 (in school data) | | |
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| | Pupil Premium children | Cohort |
| Proportion of Y6 pupils | | |
| Progress measure in reading | 63 | 70 |
| Progress measure in maths | 64 | 63 |

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Proportion of individual SEN needs EYFS, Y1, 2, 3, 4 and 5 affecting % of children attaining year end expectations. | |
| B. | Low language skills and experience are impeding development in maths, writing and reading skills in Y1,2 and 3. (Due to a mix of EAL and SEN) | |
| C. | Individual social and emotional difficulties due to SEN or family circumstances in EYFS, Y2, 3, 4, 5 and 6. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance for some PP families. | |
| E. | Family circumstances having an impact on the child's emotional wellbeing in school. | |
| F. | Financial difficulties for families. | |
| 2. Desired outcomes | | |
| | <i>Desired outcomes</i> | <i>Success criteria</i> |
| A. | Individual needs are met through quality first teaching and interventions in order that they can make improved progress in reading, writing and maths. | PP children have accelerated progress in their individual areas of need. Children have good access to whole class teaching. |
| B. | Children supported with language skills through intervention groups addressing vocabulary, grammar and comprehension. Supported learning through school focus on grammar and vocabulary. | Targeted PP children increase their understanding and use of vocabulary and structure of language leading to increased progress in reading, maths and |

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| | | comprehension. School staff and parents supported by school speech therapist. |
| C. | Children understand social expectation, enabling them to develop friendships and have social acceptance. Children to understand their emotions and be able to express and manage them in appropriate ways. | Fewer behaviour incidents and friendship difficulties. Children able to focus on learning in a calm and productive environment. |
| D. | The attendance of PP children improves. | Reduced number of persistent absentees among PP children. Attendance for these children will be in line with national at 96%. |
| E. | Families supported through the home school link worker, or signposted to the appropriate organisations. Families engaging with staff. Children supported by the school pastoral support team and senior leadership. | PP children to have access to a trusted adult and be able to express their anxieties and other emotions. Increased concentration levels and ability to cope with the demands of school. |
| F. | Children are able to have an enriched curriculum. | Children have additional high interest reading material. Children attend all year group trips, feeling socially included. Children widen their learning opportunities in line with peers. Children attend after school clubs. |

3. 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? |
|---|---|---|---|--|---|
| A Individual needs are met through quality first teaching and interventions in order that they can make improved progress in reading, writing and maths. | 1:1 and group targeted interventions. Working with Surrey specialist teachers and EP. Targeted class support. Quality first teaching refresher. Whole school CPD on teaching writing. | Children who have difficulties with the acquisition of reading, writing and maths skills need 1:1 or group support to sustain progress. Children also benefit from in class support to ensure these skills are transferred from their intervention and to address misconceptions quickly. Children need quality first teaching delivered by the teacher to maximise their learning. Ensuring learning of grammar and writing is taught in a multi-sensory way through inspiring lessons maximises learning. | SENCO working with teachers to identify needs. SENCO supporting teaching assistants with delivering interventions and class support. Measuring progress through school assessment. Teacher and SENCO progress meetings. TA observations. SENCO to deliver TA training and staff meetings on interventions and QFT. Drop in visits to talk to children and look at books. INSET training and staff meetings from English lead. | Jennie Trimmer Lauren Bingham | Termly |

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| <p>B Children supported with language skills through intervention groups addressing vocabulary, grammar and comprehension. Supported learning through school focus on grammar and vocabulary.</p> | <p>1:1 and group targeted interventions.</p> <p>Working with school speech therapist.</p> <p>Quality first teaching refresher.</p> <p>Whole school CPD on teaching writing. Word of the week in each class.</p> <p>School staff and parents supported by school speech therapist.</p> | <p>If children do not understand the vocabulary being used within lessons, then they are at a disadvantage to peers in accessing the learning. For example, maths vocabulary.</p> <p>When children understand what is needed grammatically to make a sentence they can then use this to develop their writing.</p> | <p>Training delivered to TAs by the SENCO.</p> <p>Speech therapist working with TAs on intervention programmes and support.</p> <p>INSET training and staff meetings from English lead.</p> | <p>Jennie Trimmer</p> <p>Lauren Bingham</p> <p>Karen Cooper</p> | <p>Termly</p> |
| <p>C & E Children develop friendships and have social acceptance. Children can express and manage emotions appropriately. Families are supported through HSLW or signposted to the organisations. Children supported by the pastoral team and SLT.</p> | <p>Pastoral team working with children 1:1 and in groups. HSLW supporting vulnerable families. SENCO and pastoral team supporting staff with strategies.</p> <p>Circle times. Embedded school ethos. Feeling chart and worry box in each class.</p> <p>SLT contact for targeted children.</p> | <p>If children understand their feelings and are taught how to manage them they will have fewer behaviour incidents and friendship difficulties. Children are then able to focus on learning in a calm and productive way.</p> <p>If children have access to a trusted adult in school to express their anxieties and other emotions, they are more likely to be able to concentrate and cope with the demands of school.</p> <p>Parents being supported impacts on the child</p> | <p>Social behaviour checklists completed on entry and exit of pastoral intervention. Pastoral adult's half termly meetings with SENCO and regular updates as appropriate. Supervision meetings with EP service. Support from Surrey specialist service.</p> | <p>Jennie Trimmer Diane Bates</p> | <p>Half termly</p> |
| <p>D The attendance of PP children improves.</p> | <p>Topics that interest all children.</p> <p>Children supported so they feel successful.</p> | <p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school.</p> | <p>Class teachers to let SLT know of any patterns of absence.</p> <p>HT monitoring of absence data.</p> <p>SENCO termly monitoring of attendance.</p> | <p>Michael Calnan</p> <p>Jennie Trimmer</p> | <p>January 2018</p> |

| F Children are able to have an enriched curriculum. | Additional resources supplied. Children attend all trips, feeling socially included. Widen learning opportunities in line with peers. Children attend after school clubs. | Children can feel socially excluded if they miss social additional opportunities such as attending residential and day trips and after school clubs with their peers. Children develop their learning through multi sensory outings and activities. | Office and teachers to prioritise PP children for after school trips. Funding to be made available for clubs, trips and swimming. Teachers to identify resources which would benefit PP children such as book club materials. | Jennie Trimmer Office staff | Ongoing |
|---|---|---|---|------------------------------------|------------------------------|
| Total budgeted cost | | | | | £15,000 |
| 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? |
| A Individual needs are met through quality first teaching and interventions in order that they can make improved progress in reading, writing and maths. | Maths interventions: pre teach, mental maths, consolidation maths, booster group Reading interventions: Booster Reading at Primary, comprehension, phonics, Toe by Toe, precision teaching, 1:1 reading Writing intervention: booster groups, spelling group | Last year the school maths interventions showed an increase in maths understanding and attainment in teacher assessments. EEF states that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional four months' progress. Toe by Toe is a recognised programme which increases reading age at an | Children's needs assessed termly. Teacher and SENCO meetings to discuss needs termly. Progress and attainment monitored and tracked termly. Intervention focuses on agreed targets and entry and exit data recorded on intervention record. PP children have individual provision maps which teachers keep updated and share with | Jennie Trimmer | Termly |
| B Children supported with language skills through intervention groups addressing vocabulary, grammar and comprehension. Supported learning through school focus on grammar and vocabulary. | Target reception EAL support on entry. Social skills groups, EAL vocabulary group, language group. Language, vocabulary and grammar work through reading, writing and maths interventions above. In class TA support with support with this. Word of the week in every class. Grammar multi-sensory focus in class | EEF research states that overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | School speech therapist works with SENCO and TA on appropriate support and intervention. Children's needs assessed termly and discussed at progress meetings. Intervention focuses on agreed targets and entry and exit data recorded on intervention record. | Jennie Trimmer Karen Cooper | Termly |

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| <p>C & E Children develop friendships and have social acceptance. Children can express and manage emotions appropriately. Families are supported through HSLW or signposted to the organisations. Children supported by the pastoral team and SLT.</p> | <p>ELSA 1:1 and group sessions, pastoral support, bereavement group, social skills group, anger management, anxiety and confidence.</p> <p>TAs and teachers in class and on the playground following strategies given by SENCO or ELSA.</p> <p>HSLW meetings with parents and agencies. Signposting parents to appropriate support. Working with vulnerable families. Making referrals to agencies.</p> | <p>Last year there was a shown improvement on children's behaviours in and around school and also their ability to access learning after receiving intervention.</p> <p>EEF research shows that behaviour interventions have an impact on academic progress as well as behaviour.</p> <p>Supporting the family in strategies at home or supporting with applications to other agencies reduces the anxieties around the child, improving their mental health and ability to focus.</p> | <p>Social and emotional questionnaires completed by class teacher before and after the intervention to measure impact.</p> <p>Support and supervision from Surrey EP service. HSLW has training and updating meetings through the confederation.</p> <p>Regular meetings between the SENCO and pastoral team.</p> <p>Children's behaviours monitored by teachers.</p> | <p>Jennie Trimmer and Diane Bates</p> | <p>Half termly</p> |
| <p>D The attendance of PP children improves.</p> | <p>School will work with the families to see if there is a reason for the low attendance that can be addressed. SENCO to see target children regularly. HT letter for those attendances below 90%. EWO will be involved with families whose attendance falls below 87%.</p> | <p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p> | <p>Attendance will be monitored half termly. A chart of which children receive awards will be tracked.</p> | <p>Michael Calnan Jennie Trimmer EWO</p> | <p>Termly or half termly for target children.</p> |
| <p>F Children are able to have an enriched curriculum.</p> | <p>Additional resources supplied. Children attend all trips, feeling socially included. Widen learning opportunities in line with peers. Children attend after school clubs.</p> | <p>Children can feel socially excluded if they miss social additional opportunities such as attending residential and day trips and after school clubs with their peers.</p> <p>Children develop their learning through multi-sensory outings and activities.</p> | <p>Office and teachers to prioritise PP children for after school trips.</p> <p>Funding to be made available for clubs, trips and swimming.</p> <p>Teachers to identify resources which would benefit PP children such as book club materials.</p> | <p>Jennie Trimmer Office staff</p> | <p>Ongoing</p> |
| Total budgeted cost | | | | | <p>£57,000</p> |
| Total costs | | | | | <p>£72,000</p> |

