



Pupil premium strategy statement St Joseph's Catholic Primary School

1. Summary information					
School	St Joseph's Catholic Primary School – NW4 4TY				
Academic Year	2017/2018	Total PP budget	£91,660	Date of most recent PP Review	December 2018
Total number of pupils	570	Number of pupils eligible for PP	80 pupils (5EYPP)	Date for next internal review of this strategy	March 2018

2. Attainment at the end of Key Stage 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	38%	61%
% achieving in reading	62%	71%
% achieving in writing	38%	76%
% achieving in maths	46%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Attainment gap between PP and non PP in KS2
D.	Behaviour issues for a small group of Year 5 and 6 pupils 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*)

E. Improved attendance for PP children (95%) to be in line with non-pupil premium (97%)

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 class.	Pupils eligible for PP in Reception class make rapid 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 high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Approved attainment for Yr6 PP students, including those who are classed as higher attaining.	% of PP children receiving ARE in KS2 is in line with % of non PP children receiving ARE in KS2. Reduction in the gap between PP and non PP attainment.
D.	Behavioural issues of Year 5 and 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Approved attendance for PP children.	PP Pupils outcomes and progress increases as children are in school learning more.

5. Planned expenditure					
Academic year	2017/2018				
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. Improved oral language skills in Reception B. Improved progress for high attaining pupils	Staff training on high quality feedback. Staff training on developing oracy for the high attaining pupils	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	EYFS leader	March 2018
B+C. Gaps narrowing in all subjects term by term across the year	Staff CPD: <ul style="list-style-type: none"> Relationships T&L Targeted approaches for key groups i.e. check on PP students first, question, mark work first, feedback first 	Ensuring that PP are high profile as a group and ensuring staff understand the factors that impact negatively on engagement, behaviour and progress.	<ul style="list-style-type: none"> Action plans submitted following each data collection Target students observed and a focus of learning walks and observations – actions evidenced Feedback to staff 	ZF	Following each data drop and round of observations. Targeted training for individuals in term 2. Training for new staff as part of induction.
B+C. Gaps narrowing in all subjects term by term across the year	Line Management with ZF focusing on PP	Phase Leaders must prepare for and focus on this one area for all year groups therefore progress across all year groups can be addressed without solely focusing on year 6.	Phase leaders to oversee implementation of PP strategy and action plans across all year groups and regularly report on progress with evidence.	ZF	March 2018
B+ C. Gaps narrowing in all subjects term by term across the year	CPD group for T&L/PP	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	CPD group given time to plan and launch strategy. Report back on work and progress to ZF and JL Adjustment of phase marking and feedback policies to reflect best practise	JL and ZF	March 2018

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?
B+C. Gaps narrowing in all subjects term by term across the year	PP students not on track to meet target grades will attend a meeting for feedback on skills/knowledge gaps	Feedback and one-to-one interviews both have impact according to EEF research. Taking time with the individual will also build a positive relationship.	Book looks and tracking progression	GS	March 2018
B+C. Gaps narrowing in all subjects term by term across the year	Year 6 – Intervention with core subjects before school. Dedicated AM intervention tutors.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective (EEF).	Engage with parents and pupils before intervention begins to address any concerns. Baseline testing and report on impact from designated tutors (subject specialists) Track attendance of targeted students at sessions Intervention map records all targeted students	Year 6 Teachers	February 2018 (After 2 half term morning sessions)
B. Levels of progress for writing year 6 outcomes are in line with those of reading and maths	<ul style="list-style-type: none"> Action plans for all PP students in lessons Round of observations every term with PP as focus AM & PM targeted interventions Additional P/T teacher to work with small allocated groups to boost progress (LHM) 	Support for the English lead in devising and implementing strategies to raise achievement with relatively new phase leader.	Learning walks, observations moderation Intervention impact reports Termly data for each PP student	GS/LM	At each Phase meeting (weekly) Termly

E. Decreased absence rates	Raise profile of importance of attendance through assemblies Increased monitoring of PP absence through tutor attendance reports Same day calls/texts from attendance officer for PP absence Meeting with progress team once absence goes above 5% without sound medical evidence	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing absence as a key step.	ZF monitors PP attendance weekly Weekly meeting with ME checks on consistency of same day calls. Personalised support and assertive mentor assigned to each PA pupil eligible for PP with falling attendance. Letters about attendance to parents / guardians. Meetings with attendance officer for concerns	ZF	Weekly/Termly
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?
C. To engage PP students, including those who are higher attaining, in academic and enrichment opportunities	<ul style="list-style-type: none"> Provision of a varied programme of careers guidance and enrichment including trips and visits. 	Low student engagement with school by some students. Pupils benefit from listening to outside voices.	Aspiration Assemblies Opportunities targeted towards PP students Pupil Voice	ZF	Termly Following big events – pupil voice Data entry points
D. Problem behaviour in Year 5/6 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.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the Y5/6 group.	Year 5/6 teachers	March 2018
Total budgeted cost					£91,660

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
ii. Targeted support				
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