



St Joseph's Catholic Primary School Pupil Premium Strategy

School's 2016-2017 Allocation =£89,600

Year Groups	Main Barriers to Educational Achievement	Intervention and Rationale	Cost	How the impact will be measured	Evaluation
Reception 5 pupils	EAL Communication and Language Skills	<ul style="list-style-type: none"> Number Recognition and Counting Skills EAL support teacher to train and guide staff EAL support to run interventions Talk Boost 	£300 £5,000 £1,000 = £6,300	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> Talk boost successful – accelerated progress in specific areas EAL – continue using strategies to support EAL (End of Key stage 77% vs 81%) Gap between disadvantaged and non-disadvantaged closing (End of Key Stage Data 75% vs 79%)
Year 1 11 pupils	SEND EAL Communication and Language	<ul style="list-style-type: none"> Daily 1:2:1 RW Inc Phonics for targeted pupils Daily RW Inc Phonic lessons for all EAL support teacher to train and guide staff EAL support to run interventions First Class@ Numbers to close the gap and support basic numeracy skills Talk Boost 	£400 £2,000 £5,000 £500 £1,000 =£8,900	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> Talk boost successful Phonics screening = 85% disadvantaged vs 85% non-disadvantaged Learning Village (EAL) support both disadvantaged and non-disadvantaged – parent feedback (verbal) was very positive
Year 2 5 pupils	SEND EAL	<ul style="list-style-type: none"> Daily 1:2:1 RW Inc Phonics for targeted pupils for those that did not pass the Year 1 screening check Focused HLTA support First Class@ Numbers to close the gap and support basic numeracy skills EAL support teacher to train and guide staff EAL support to run interventions 	£400 £1,000 £500 £5,000 = £6,900	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> End of Key stage data positive for children working at the expected level = Reading 86% vs 72%, Writing 100%vs 62% & Maths 100% vs 75% HLTA support successful – interventions and in class support
Year 3 6 pupils	SEND EAL	<ul style="list-style-type: none"> 1-2-1 Daily reading for targeted individuals Alphabet Reading Challenge lunch time club First Class @ Writing EAL support teacher to train and guide staff EAL support to run interventions 	£200 £300 £900 £5,000 = £6,400	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> First class at writing – successful – children engaged and motivated to learn TA supporting children Alphabet Challenge – engagement for learning and more able including disadvantaged more able
Year 4 12 pupils	SEND Boys and Writing EAL	<ul style="list-style-type: none"> More Able maths group 1-2-1 Daily reading for targeted individuals Alphabet Reading Challenge lunch time club EAL support teacher to train and guide staff EAL support to run interventions First Class @ Writing 	£500 £200 £300 £5,000 £900 £6,900	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> First class at writing – successful – children engaged and motivated to learn Alphabet Challenge – engagement for learning and more able including disadvantaged more able More Able maths – evidence not support accelerated progress
Year 5 12 pupils	SEND Boys and Writing Emotional Needs	<ul style="list-style-type: none"> Learning Mentor weekly sessions to support individuals and groups identified with specific needs Targeted TA support within English Lessons Alphabet Reading Challenge lunch time club More Able maths group 	£5,000 £2,000 £300 £500 = £7,300	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> Learning Mentor – Emotional Wellbeing (parental views – verbal) Targeted – Quality First Teaching + booster to target the gap Alphabet Challenge – engagement for learning and more able including disadvantaged more able
Year 6 11 pupils	SEND Financial Emotional Needs	<ul style="list-style-type: none"> Third Space Learning – maths support Literacy Links – three mornings a week booster Additional teacher to close gaps in reading, writing and maths including SPAG so each year 6 class has a maximum of 22 children in each class School provides financial support with trips e.g. Isle of Wight so disadvantaged children have the same learning opportunities as all. Learning Mentor weekly sessions to support individuals and groups identified with specific needs 	£13,000 £2000 £30,000 £1,100 £5000 = £51,100	Pupil Progress Meetings ½ termly IEP Reviews termly Lesson Observation Book looks Learning Walk	<ul style="list-style-type: none"> Third Space Learning – not successful – not to continue Learning Mentor – Emotional Wellbeing (parental views – verbal) TA/HLTA to focus on PP children Additional Teacher – success but not cost effective School Trip Support – engaged, attendance, emotional wellbeing End of Key Stage data suggest reevaluate targeted support for disadvantaged in year 6 to close the gap

Total=£93,800