

1. Summary information			
Total number of pupils	329	Number of pupils eligible for pupil premium funding	63 (62)
Number of pupil premium children in each year group: Yr 5 = 16 (15) Yr 6 =14 Yr 7 =19 Yr 8 =14			
Total pupil premium budget:	£67550	Amount per pupil: Years 5 & 6 =£1,320 Years 7 & 8 = £935 Armed forces =£300 CLA=£1,900	
Date of external pupil premium review:	Dates of internal reviews: 19/10/18, 12/12/18, 20/4/2019, 29/07/2019, and 23/06/2019 Green =School above the national attainment figures for other pupils (not disadvantaged). Red = Below		

2. Key indicators summer 2018			
<u>End of Key Stage 2 (Year 6) 2017 attainment figures and progress KS1 to KS2 and attendance data</u>	Pupils eligible for PP 18 pupils	National averages for pupils not eligible for PP (2018 national av)	Attainment/ progress gaps
% reaching expected standard in reading, writing and maths % reaching a high score/working at greater depth in reading, writing and maths	56% 6%	70% 12%	-14% -6%
% reaching expected standard in reading % reaching a high score/working at greater depth in reading Progress scores	72% 17% +2.05	80% 33%	-8% -16%
% reaching expected standard in writing % reaching a high score/working at greater depth in writing Progress scores	78% 11% +2.22	83 % 24% +0.17	-5% -13%
% reaching expected standard in maths % reaching a high score/working at greater depth in maths Progress scores	72% 6% -0.67	81% 28 %	-9% -22%
% reaching expected standard in grammar, punctuation & spelling % reaching a high score/working at greater depth in grammar, punctuation & spelling	61% 11%	82% 39 %	-21% -28%

<u>Attendance % for all PP children in the school</u>	95% (June 2019)	96.14% (2017)	-1.14%
<u>Persistently absent % (All PP children with an attendance rate of 90% or below)</u>	7.6%	6.2% (2017)	-1.4%

3. Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019	
A.	Some pupil premium children experience emotional problems
B.	Poor literacy and numeracy skills of some pupils when they arrive at this school
C.	Low confidence in their academic ability and low aspirations of some pupil premium children.
D.	The need to further increase the percentage of outstanding teaching and ensure it impacts on the progress and attainment of all pupil premium children especially those working at greater depth.

4. Outcomes and success criteria for summer 2019																					
A.	End of Year 5 % of pupil premium children to achieve expected standard: Reading 88%, Writing 75%, Maths 82%, Combined RWM 70%. The combined RWM target for pupils not eligible for pupil funding is 78%.																				
B.	End of KS2 (Year 6) % of pupil premium children to achieve expected standard: Reading 85%, Writing 62%, Maths 64%, Combined RWM = 83% The combined RWM target for pupils not eligible for pupil premium funding is 84%.The gap between our disadvantaged pupils and others nationally will continue to close significantly.																				
C.	End of Year 7 % of pupil premium to achieve expected standard: Reading 95%, Writing 95%, Maths 95%, Combined RWM = 94% The combined RWM target for pupils not eligible for pupil premium funding is 97%.																				
D.	End of Year 8 % of pupil premium to achieve expected standard: Reading 71%, Writing 64%, Maths 86%, Combined RWM = 64% The combined RWM target for pupils not eligible for pupil premium funding is 93%.																				
E.	<table border="1"> <thead> <tr> <th>GDS pupils</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>31% (5/16)</td> <td>19% (3/16)</td> <td>25% (4/16)</td> </tr> <tr> <td>Y6</td> <td>15% (2/14)</td> <td>8% (1/16)</td> <td>7% (1/16)</td> </tr> <tr> <td>Y7</td> <td>16% (3/19)</td> <td>11% (2/19)</td> <td>5% (1/19)</td> </tr> <tr> <td>Y8</td> <td>7% ( 1/14)</td> <td>21% (3/14)</td> <td>14% (2/14)</td> </tr> </tbody> </table> <p>To ensure all of our most able pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth.</p>	GDS pupils	Reading	Writing	Maths	Y5	31% (5/16)	19% (3/16)	25% (4/16)	Y6	15% (2/14)	8% (1/16)	7% (1/16)	Y7	16% (3/19)	11% (2/19)	5% (1/19)	Y8	7% ( 1/14)	21% (3/14)	14% (2/14)
GDS pupils	Reading	Writing	Maths																		
Y5	31% (5/16)	19% (3/16)	25% (4/16)																		
Y6	15% (2/14)	8% (1/16)	7% (1/16)																		
Y7	16% (3/19)	11% (2/19)	5% (1/19)																		
Y8	7% ( 1/14)	21% (3/14)	14% (2/14)																		

5. Planned expenditure 2018-2019					
					i. Total budgeted cost =£15000
Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
1. To ensure all staff have high expectations about the progress and attainment of pupil premium children, so that they stretch and challenge them appropriately.	<ul style="list-style-type: none"> <li>Subject leaders to ensure appropriate challenge is being set in their department</li> <li>Regular data tracking and monitoring of pupil premium pupil's interventions are timely and appropriate</li> <li>PP lead and selected subject leaders depending on the content to attend LA meetings</li> <li>Pupils identified in December data drop and interventions applied</li> </ul>	<ul style="list-style-type: none"> <li>Need to close the gap between national average PP and St Joseph's PP pupils</li> <li>Appointment of HLTA 2 days weekly to oversee PP pupil</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data</li> </ul>	SLT	Spring. Focussed learning walk found pupils on task and engaged. 85% pupils responding to feedback effectively.
2. To ensure all staff monitor PP pupils to enable them to achieve expected progress.	<ul style="list-style-type: none"> <li>All staff to be made aware of PP pupils</li> <li>Staff to fill in PP concern sheets</li> <li>PP profiles will highlight what pupils find helpful and what they perceive to be barriers to learning</li> <li>Subjects leaders to closely monitor PP progress and implement intervention plans where necessary</li> <li>November 2018. Concerns sheets have been filled in across all subjects. Actions to take place to address concerns raised with identified PP pupils</li> <li>January 2019. All staff given 3-4 PP pupils to mentor</li> <li>January 2019. PP profiles completed for all in KS2 AND KS3. Barriers for learning to be identified and addressed</li> <li>January 2019. PP pupils awareness board put up in the staffroom to highlight pupils needing extra support in maths and English</li> </ul>	<ul style="list-style-type: none"> <li>Not all PP pupils made at least expected progress</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be able to identify PP pupils</li> <li>All PP pupils will be monitored closely using PP tracking sheet</li> <li>Any concerns can be quickly addressed</li> <li>Quick interventions to raise attainment</li> </ul>	SLT	

**READING**

Target July 2019	% EXS	% GDS
Y5(16)	88(14)	31(5)
Y6(14)	85(11)	15(2)
Y7(19)	95(18)	16(3)
Y8(14)	71(10)	7(1)

- Y5. 5X 1 hr HLTA support for identified pupils
- Y6. 2 sets of targeted GDS pupils
- Y6. 2 parallel targeted EXS groups (maximum 16 pupils)
- Y6.1 lower ability group with TA support
- KS3. Homework club twice a week both after school and during lunchtime- teacher lead
- Guided reading and phonics group mornings/form times and assemblies
- 5X1 hour teaching assistant for target group
- 2x 15 minutes teacher for reading in assembly time for KS2
- 3X 20 minutes reading TA led for 4 Y6 pupils

- To reduce class size and ensure pupils achieve their target by increasing the ratio of teacher to pupil
- Homework club worked well last year
- Some pupils not completing all classwork or homework has been identified as a problem in KS3

- Data drop evaluated every half term
- Learning walks
- Work scrutiny
- Tracking and reading progress

KC, all English staff

October 2018  
 % of PP children on track to achieve expected standard:

Year 5: 71 % (10/14)  
 Year 6: 84 % (7/11)  
 Year 7: 100 % (18/18)  
 Year 8: 100 % (10/10)

December 2018

Year 5: 100 % (14/14)  
 Year 6: 84 % (7/11)  
 Year 7: 100 % (18/18)  
 Year 8: 100 % (10/10)

February 2019

Year 5: 100 % (13/13)  
 Year 6: 73 % (8/11)  
 Year 7: 100 % (18/18)  
 Year 8: 100 % (10/10)

April 2019:  
 Year 5: 100% (13/13)  
 Year 6: 82 % (9/11)  
 Year 7: 100 % (18/18)  
 Year 8: 100 % (10/10)

WRITING

Target July 2019	% EXS	% GDS
Y5(16)	75(12)	19(3)
Y6(14)	62(8)	8(1)
Y7(19)	95(18)	11(2)
Y8(14)	64(9)	21(3)

- Y5. 5X 1 hr HLTA for identified pupils
- Y6. 2 sets of targeted GDS pupils in Y6
- Y6. 2 parallel targeted EXS groups (maximum 16 pupils)
- Y6. 1 lower ability group with TA support
- KC to deliver SPAG interventions for Y6 during assembly time
- KS3. Teaching and learning support group X 1 with teacher
- KS3. Homework club twice a week both after school and during lunchtime- teacher lead
- Parents to receive curriculum overview and study support information for KS2 and KS3 each half term

- To reduce class size and ensure pupils achieve their target by increasing the ratio of teacher to pupil
- Homework club worked well last year
- Some pupils not completing all classwork or homework has been identified as a problem in KS3

- Data drop evaluated every half term
- Learning walks
- Work scrutiny
- Tracking and reading progress

KC,  
All  
English  
staff

October 2018  
% of PP children on track to achieve expected standard:

Year 5: 87% (8/12)  
Year 6: 100% (8/8)  
Year 7: 100% (18/18)  
Year 8: 100% (9/9)

December 2018

Year 5: 108% (13/12)  
Year 6: 100% (8/8)  
Year 7: 94% (17/18)  
Year 8: 100% (9/9)

February 2019:

Year 5: 108% (13/12)  
Year 6: 100% (8/8)  
Year 7: 94% (17/18)  
Year 8: 100% (9/9)

April 2019:

Year 5: 108% (13/12)  
Year 6: 100% (8/8)  
Year 7: 94% (17/18)  
Year 8: 100% (9/9)

MATHS

Targets July 2019	% EXS	% GD S
Y5 (16)	82(13)	25(4)
Y6(14)	64(9)	7(1)
Y7(19)	95(18)	5(1)
Y8(14)	86(12)	14(2)

- Y6s put into 5 classes
- Y5s put into 4 classes
- 4x 1 hr Y7 maths classes
- 4x 1 hr Y8 maths classes
- 4X TAs assigned to Y7
- 4X TAs assigned to Y8
- X table club led by Y8 pupils to increase the fluency of numbers for KS2 pupils
- X table book given to all KS2 pupils
- Raising the profile of maths- Maths Eyes weekly in registers
- H.Beattie- experienced maths teacher to work Wednesdays lessons 3,4 and 5 with 3 small groups of 5 pupils
- TA in two lessons to support PP pupils in set three
- SATs revision sessions added,1x Tuesday morning 1x Wednesday after school
- Y6 interventions stopped and Y5 interventions identified and implemented
- Mr Marc Reid brought in for a session a week with 7 Y5 pupils for extra maths booster classes

- Smaller class sizes to reduce ratio of pupils to teacher
- Weaknesses identified quickly and acted upon by early intervention

- Pupils will be given baseline in Y5 and adjusted
- Y6 use end of year assessment classes based on data
- Stem week introduced in October

LD  
KC  
FC  
All maths staff  
Form teachers

October 2018  
% of PP children on track to achieve expected standard:

Year 5: 85 % (11/13)  
Year 6: 67 % (6/9)  
Year 7: 94 % (17/18)  
Year 8: 100 % (12/12)

December 2018:

Year 5: 92% (12/13)  
Year 6: 89 % (8/9)  
Year 7: 94 % (17/18)  
Year 8: 83 % (10/12)

February 2019:

Year 5: 100 % (13/13)  
Year 6: 89 % (8/9)  
Year 7: 100 % (18/18)  
Year 8: 83 % (10/12)

April 2019:

Year 5: 100 % (13/13)  
Year 6: 89 % (8/9)  
Year 7: 100 % (18/18)  
Year 8: 83 % (10/12)

<p><u>HIGH ATTAINING PP CHILDREN</u> % of PP to achieve at greater depth July 2019</p> <p><u>Year 5 (out of 16 pupils)</u></p> <p>Reading 31 % (5) Writing 19 % (3) Maths 25 % (4)</p> <p><u>Year 6 (out of 14 pupils)</u></p> <p>Reading 15 % (2) Writing 8 % (1) Maths 7 % (1)</p> <p><u>Year 7 (out of 19 pupils)</u></p> <p>Reading 16 % (3) Writing 11 % (2) Maths 5 % (1)</p> <p><u>Year 8 (14 pupils)</u></p> <p>Reading 7 % (1) Writing 21 % (3) Maths 14 % (2)</p>	<ul style="list-style-type: none"> <li>Identify the pupil premium children targeted for GDS</li> <li>Focussed work scrutiny/learning walk to check the more able are being challenged</li> <li>All subjects to provide enrichment activities e.g. arts week, STEM week</li> <li>Targeted CPD as appropriate</li> <li>2 PP pupils attended a maths challenge event</li> </ul>	<ul style="list-style-type: none"> <li>To stretch and challenge most able pupils</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Work scrutiny</li> <li>Lesson observations</li> <li>Termly data analysis</li> <li>Subject action plans</li> </ul>	<p>PR/SLT</p> <p><u>October 2018:</u> % of PP children on track to achieve greater depth:</p> <p><u>Reading</u> Year 5: 40 % (2/5) Year 6: 50 % (1/2) Year 7: 100 % (3/3) Year 8: 100 % (1/1)</p> <p><u>Writing:</u> Year 5: 67% (2/3) Year 6: 100 % (1/1) Year 7: 100 % (2/2) Year 8: 100 % (3/3)</p> <p><u>Maths:</u> Year 5: 50% (2/4) Year 6: 100 % (1/1) Year 7: 100 % (1/1) Year 8: 50 % (1/2)</p> <p><u>December 2018:</u> <u>Reading:</u> Year 5: 60 % (4/5) Year 6: 50 % (1/2) Year 7: 100 % (3/3) Year 8: 100 % (1/1)</p> <p><u>Writing:</u> Year 5: 100 % (3/3) Year 6: 100 % (1/1) Year 7: 100 % (2/2) Year 8: 100 % (3/3)</p> <p><u>Maths:</u> Year 5: 75 % (3/4) Year 6: 100 % (1/1) Year 7: 100 % (1/1) Year 8: 50 % (1/2)</p> <p><u>February 2019:</u></p>
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Reading:

Year 5: 80 % (4/5)  
Year 6: 50 % (1/2)  
Year 7: 100 % (3/3)  
Year 8: 100 % (1/1)

Writing:

Year 5: 100 % (3/3)  
Year 6: 100 % (1/1)  
Year 7: 100 % (2/2)  
Year 8: 100 % (3/3)

Maths:

Year 5: 75 % (3/4)  
Year 6: 100 % (1/1)  
Year 7: 100 % (1/1)  
Year 8: 50 % (1/2)

April 2019:

Reading:

Year 5: 80 % (4/5)  
Year 6: 100 % (2/2)  
Year 7: 100 % (3/3)  
Year 8: 100 % (1/1)

Writing:

Year 5: 100 % (3/3)  
Year 6: 100 % (1/1)  
Year 7: 100 % (2/2)  
Year 8: 100 % (3/3)

Maths:

Year 5: 100% (4/4)  
Year 6: 100% (1/1)  
Year 7: 100% (1/1)  
Year 8: 80% (1/2)



iii. Total budgeted cost =£2550					
Desired outcomes & success criteria	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact so far
<p><u>ATTENDANCE</u> To increase the attendance for PP pupils from 94.4% to 96% by July 2019</p>	<ul style="list-style-type: none"> <li>• HLTA and PR to carry out monitor weekly percentage checks to highlight any pupil who falls below the school attendance average</li> <li>• Reward system for the class with the highest attendance percentage of the week</li> <li>• To give out certificates for good attendance</li> <li>• Rewards will be given out weekly for good attendance</li> <li>• Poor attendance letters sent out for 95% and under</li> <li>• Referral to EWO for 1 student who was a persistent absentee and low attendance percentage</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium attendance was 94.7% last year which needs to improve</li> <li>• To establish closer relationship of pupil and staff in a nurturing environment</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA will carry out weekly attendance percentage checks</li> </ul>	PR ESV	<p>December 2018 PP attendance at 95.85%</p> <p>January 2019 PP attendance at 95.24%</p> <p>February 2019 PP attendance at 94.76%</p> <p>April 2019 PP attendance at 95.15%</p> <p>May 2019 PP attendance at 94.97%</p> <p>June 2019 PP attendance at 95%</p> <p>Referral for very low attending pupil resulted in student only being absent for two days since the intervention from the EWO</p>
<p><u>ENGAGING PARENTS</u> To further improve home-school partnership through curriculum nights</p>	<ul style="list-style-type: none"> <li>• Y5 instrumental evening to encourage pupils to take up an instrument</li> <li>• 2 X KS2 SATs evening. Parents are informed of how best to support their child in SATs</li> <li>• EWO support through home school partnership to discuss barriers to come into school</li> <li>• E-safety evening to take place in the Autumn term</li> <li>• Pupil premium profiles will created</li> <li>• PP profile meetings with pupil and</li> </ul>	<ul style="list-style-type: none"> <li>• To increase opportunity for parents to communicate with school</li> <li>• Parent survey indicates frequent information from school is preferable</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of parents evenings</li> <li>• Parental feedback after first meeting</li> </ul>	GS PR	

	parents				
<p><u>RAISE ASPIRATIONS</u></p> <p>Removal of financial barriers to learning to raise pupils aspirations enabling them to be happier learners</p>	<ul style="list-style-type: none"> <li>• Music tuition and orchestra payment</li> <li>• Inclusion support manager to organise required sessions with pupils needing ELSA support</li> <li>• Attendance at breakfast club and homework club</li> <li>• Pupil premium children given the opportunity to take music lessons and participate in the orchestra and other school ensembles</li> <li>• Making sure pupil premium pupils have a complete school uniform</li> <li>• PP children given the opportunity to take part in music lessons, drum groups, choir and the orchestra</li> <li>• April 2019 PP children took part in the Partnership Music Festival</li> <li>• June 2019 PP children will take part in St Joseph's 'Arts Week'</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that there is equal opportunities for all pupils</li> <li>• To raise their self-esteem and broaden their education</li> <li>• Increase engagement in extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• By monitoring attendance of music lessons, ensembles and progression through graded exams</li> <li>• Monitoring attendance in breakfast and homework club.</li> </ul>	PR ESV	<p>PP children given the opportunity to take part in music lessons, drum groups, choir and the orchestra</p> <p>25% of PP pupils are taking in a musical ensemble or receiving instrumental lessons</p> <p>All PP children will take part in St Joseph's 'Arts Week'</p>

<p><u>PASTORAL</u></p> <ul style="list-style-type: none"> <li>● Increase of attendance of pupil premium children</li> <li>● To raise self-esteem and ensure pupils are well prepared for the day</li> </ul>	<ul style="list-style-type: none"> <li>● Designated teachers and teaching assistants to oversee pupil premium children are prepared for the school day</li> <li>● HLTA to oversee PP pupils in morning registration to check they are ready for the school day with the correct equipment and uniform in KS2 and Ks3</li> <li>● 2x 1 hr ELSA support</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure pupils have equipment and are not sanctioned for their lack of organisation</li> <li>● Strike system has shown some lack of organisation with some pupil premium children</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of the strike system</li> </ul>	<p>PR VL</p>	<p>No reported issues of pupils not being prepared with equipment for the school day</p> <p>Nurture group implemented</p>
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6. Review of expenditure for previous academic year 2016-2017

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total budgeted cost = £67550

<p>Improve teaching and learning</p>	<ul style="list-style-type: none"> <li>● Whole school work scrutiny</li> <li>● Learning walks</li> <li>● Inset of teaching and learning strategies</li> <li>● Continuation of challenge tasks</li> <li>● Teaching and learning group for pupils and staff</li> <li>● Individualised CPD for staff</li> </ul>	<ul style="list-style-type: none"> <li>● Work scrutiny and learning walk feedback</li> <li>● Feedback</li> <li>● Inset delivered to staff</li> <li>● Teaching and learning groups take place</li> <li>● Staff attend CPD courses</li> </ul>	
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ii. Targeted support for pupil premium children.

Removal of financial barriers to allow PP pupils to access enrichment activities	<ul style="list-style-type: none"> <li>Subsidised activities including residential visits as well as musical and sporting activities</li> <li>Subsidised trips for identified PP pupils</li> <li>PP pupils identified to receive instrumental lessons</li> </ul>	<ul style="list-style-type: none"> <li>Increased social benefits among their peer groups</li> <li>Improvement of self-confidence and emotional development</li> </ul>	
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iii. Other approaches to improve the attainment and progress of pupil premium children.

Desired outcome	Actions	Impact:	
The creation of pupil premium profiles	<ul style="list-style-type: none"> <li>The profiles were created to give staff information about the child. The profiles also included information what they perceived to be their own barriers to learning</li> <li>Parents will be invited to interviews to enhance the home school partnership</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback showed that the profiles helped teachers to have a better understanding of the individual pupils and how they could further help in them in lessons</li> </ul>	<ul style="list-style-type: none"> <li>To do termly updates which include information of any changes in circumstance with the child</li> <li>Parent and pupil interviews took place in January 2019 giving a better insight to barriers learning and the pupil as a whole</li> </ul>

7. Additional detail