



St. Joseph's Catholic Primary School

Pupil premium review of expenditure 2017/18

Attainment for end of Key Stage 2 2018		
	Pupil Premium children	Non Pupil Premium children
Proportion of Y6 pupils	14 children	76 children
% achieving the expected standard or above in reading	57%	93%
% achieving the expected standard or above in writing	57%	85%
% achieving the expected standard or above in maths	57%	84%
% achieving the expected standard in SPAG	57%	97%
% achieving the expected standard or above in reading, writing and maths	43%	81%

Progress for end of Key Stage 2 2018 (in school data)		
	Pupil Premium children	Cohort
Proportion of Y6 pupils	14 children	76 children
Progress measure in reading	-0.33	0.31
Progress measure in maths	-0.94	0.31
Progress measure in writing	-1.84	0.24

Attainment for end of Key Stage 1 2018		
	Pupil Premium children	Non Pupil Premium children
Proportion of Y2 pupils	3 children	87 children
% achieving the expected standard or above in reading	33%	77%
% achieving the expected standard or above in writing	33%	73%

% achieving the expected standard or above in maths	33%	67%
% achieving the expected standard or above in reading, writing and maths	33%	61%

Desired outcome	Approach	Estimated impact	Lessons learnt	Cost
<p>A</p> <p>Individual needs are met through quality first teaching and interventions in order that they can make improved progress in reading, writing and maths.</p>	<p>1:1 and group targeted interventions including: Pre-teach maths, mental maths, consolidation maths, booster groups BRP reading, comprehension, phonics, Toe by Toe, precision teaching, 1:1 reading Writing groups, spelling groups</p> <p>Working with Surrey specialist teachers and EP. Targeted class support. Quality first teaching refresher. Whole school CPD on teaching writing.</p>	<p><u>Phonics</u>: Y2 retake, 2 of 3 children passed. Y1 screening, 2 out of 2 children passed. Reception 6 out of 9 children achieved expected or above in reading. <u>Teacher assessment highlights</u>: KS1 reading, PP achieved accelerated progress overall and 75% on track and 60% exceeding. KS2 reading, PP 73% on track with 25% exceeding. KS2 maths, overall accelerated progress and 35% exceeding. All DP children without other additional needs achieved end of year expectations in writing.</p> <p>Interventions supported with these achievements. Progress was made by most children with some making accelerated progress.</p>	<p>Learning walks, observations, talking to children and book looks have shown that quality first teaching is happening in the classrooms and children feel supported in their learning. Inclusion lead and subject co-ordinators to continue to with staff CPD on quality first teaching to further develop this. Where interventions have not had the desired impact, different strategies will be tried. Continued CDP for TAs on supporting children and understanding different needs. Follow growth mindset strategies to further develop children's resilience. Work with Surrey specialist teachers to develop new interventions and class support. Buy in on-line interventions for spelling and reading.</p>	£40,365
<p>B</p> <p>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 including: 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.</p> <p>Working with school speech therapist. Quality first teaching refresher including: Grammar multi sensory focus in class Whole school CPD on teaching writing. Word of the week in each class. School staff and parents supported by school speech therapist.</p>	<p>The school speech therapist worked across the school supporting with children with speech and language needs. Some children made accelerated progress and only needed short interventions while others continued with the support all year. All support enabled children to access more of the curriculum. Relevant TAs and teachers were given advice and strategies to support targeted children in class and with language interventions. All children made progress with the language interventions. The increased vocabulary and grammar supported with progress in reading, writing and maths.</p> <p>Parents were also supported with how to help their child at home.</p>	<p>The speech therapist has now left and a new confederation therapist has joined (Sept). She will continue to support both staff and parents. TAs will continue to deliver interventions and attend training where appropriate (Surrey specialist teachers and / or speech therapist). There will continue to be CPD from subject co-ordinators and Inclusion Lead to further develop understanding of how to support at quality first level. Continued targeted support to improve vocabulary of PP children.</p>	£8,575
<p>C&E</p> <p>Children develop friendships and have social acceptance. Children can express and manage emotions appropriately. Families are</p>	<p>ELSA 1:1 and group sessions, pastoral support, bereavement group, social skills group, anger management, anxiety and confidence.</p>	<p>Children supported by the HSLW and Inclusion Lead were able to more fully concentrate on school work. They had opportunity to speak with trusted adults and know how to keep safe. They were able to express their emotions in appropriate ways.</p>	<p>Continue with this as it proves very valuable. Look at running parenting courses at the school as this continues to be an ongoing area of need. This would also build up a support network for our families.</p>	£15,100

supported through HSLW or signposted to the organisations. Children supported by the pastoral team and SLT.	TAs and teachers in class and on the playground following strategies given by SENCO or ELSA. HSLW meetings with parents and agencies. Signposting parents to appropriate support. Working with vulnerable families. Making referrals to agencies.	Children attending social skills groups were able to maintain better friendships and improve school behaviours leading to more positive experiences and esteem. Families supported by the HSLW and Inclusion Lead were able to gain parenting advice and / or be signposted or referred to appropriate agencies. Supporting these families meant the children were also coming to school with reduced anxieties linked to home. Attachment Disorder training supported with the understanding of children and has helped to support children in the school.		
D The attendance of PP children improves.	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%.	The Inclusion Lead spoke with parents where attendance dropped. Some of this was for medical needs and medical professionals supported with attendance strategies. Head teacher letters were sent to relevant parents.	This will continue to be monitored by the Headteacher and EWO. The Inclusion Lead will meet with parents where lateness or absence is persistent.	£4,900
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.	Enabled all PP children to attend school trips and residential. All PP children who requested club places were prioritised and given places. Some PP children were targeted by teachers to attend clubs and supported with transport arrangements to enable them to attend. Enabled social inclusion and built confidence and esteem in children. Enabled some children to experience new activities. Reading material supplied for targeted children to enrich their learning. This encouraged reading to take place and supported with developing fluency. These children made progress with reading and achieved end of year expectations.	Success of buying personalised reading materials means that this will be spread across more PP children this year. Children targeted will be those who have a lack of reading material and / or those who do not regularly read for pleasure. We will continue to prioritise and target PP children for clubs. A STEM club will also take place to target PP children which will focus on activities which develop resilience, confidence, social interaction and learning. We will continue to support with funding trips and residential to enable all PP children to attend.	£1,100
Total cost:				£70,040