



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.

Summary information					
School	St Joseph's Catholic Primary School, Guildford				
Academic Year	2018/19	Total PP budget	£60,000	Date of most recent PP Review Last Audit of practice (Babcock)	Nov 2018 Feb 2017
Total number of pupils	630	Number of pupils eligible for PP	Total: 35 (5%) PP & SEN 17 children PP, SEN & EAL 3 children PP & EAL 1 child Social, emotional or family difficulties 13 ch LAC 1 child	Date for next internal review of this strategy	April 2019

Barriers to future attainment	
A	PP children who also have additional special educational needs. 48% (17) of PP children are on the school SEN register. 6% (2) of PP children have EHCP 22% (9) of PP children have involvement (or are on the waiting list) from outside agencies linked to their educational needs, such as Surrey Specialist Teaching Team, ASD outreach service, Speech and Language and CAMHS.

B	Low language / vocabulary acquisition / EAL needs. 48% (17) of PP children have low grammar or vocabulary skills.
C	Social and emotional needs linked to low self-esteem, high anxiety or low emotional literacy or resilience. 31% (11) of current PP children have accessed social skills or emotional literacy support through either an ELSA or teaching assistant.
D	Complex family circumstances requiring support from the Inclusion Lead, Home School Link Worker or Children's Services. 28% (10) of children have had or currently receive support from one of these services.
E	Financial difficulties for families. Many of our PP families request additional support towards paying for trips including residential along with swimming costs. Enrichment activities such as clubs and books are also required for families. Due to family circumstances 48% (17) of our PP children do not regularly complete homework or read at home.
F	Attendance for some PP families.

Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Individual needs are met through quality first teaching and interventions in order that children can make improved progress in reading, writing and maths.	PP children close the gap in their individual areas of need. Children can access whole class teaching.
B	Children are supported with language skills through, quality first teaching or intervention groups addressing vocabulary, grammar and comprehension.	Targeted PP children increase their understanding of and use of vocabulary and structure of language leading to increased progress in reading, maths and comprehension. School staff and parents are supported by the speech therapy service.
C	Children understand social expectation, enabling them to develop friendships and have social acceptance. Children understand their emotions, are emotionally resilient and are able to express and manage emotions in appropriate ways.	Fewer behaviour incidents and friendship difficulties. Children are happy and able to focus on learning in a calm and productive environment.
D	Families supported through the Home School Link Worker, Inclusion Lead or signposted / referred to the appropriate agencies. Families engaging with staff to support parenting skills. Children are supported by the school pastoral support team.	PP children are safe, have access to a trusted adult and are able to express their anxieties and understand their emotions. They have increased concentration and ability to cope with the demands of the school day.
E	Children are able to have an enriched curriculum through clubs, school trips, residential, swimming and school materials such as age appropriate and stimulating books. Children have opportunities to complete homework.	Children have increased learning and social experiences through clubs and trips feeling part of their peer group. They learn swimming and water safety. With reading material children develop fluency, impacting on vocabulary and writing. Children can complete homework in a calm and supportive environment.
F	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%.

Planned expenditure Academic year 2018/19

Intended outcomes	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Intended impact	When will you review?
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<p>A Individual needs are met through quality first teaching and interventions in order that children can make improved progress in reading, writing and maths.</p>	<p>1:1 and group targeted interventions. <i>Maths interventions: pre teach, mental maths, consolidation maths, booster group</i> <i>Reading interventions: Booster Reading at Primary, comprehension, phonics, Nessy online intervention, Toe by Toe, precision teaching, 1:1 reading</i> <i>Writing intervention: booster groups, spelling group</i></p> <p>Working with outside agencies.</p> <p>Targeted in class support.</p> <p>Quality first teaching in every classroom. Outside CPD as appropriate.</p> <p>School CPD for reading, writing and maths.</p> <p>SEN (specific learning difficulties) and EAL CPD.</p>	<p>Children who have difficulties with the acquisition of reading, writing and maths skills need 1:1 or group support to sustain progress. Children benefit from class support to ensure these skills are transferred from their intervention and to address misconceptions quickly.</p> <p>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.</p> <p>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.</p> <p>Toe by Toe is a recognised programme which increases reading age at an accelerated pace.</p>	<p>Inclusion Lead working with teachers to identify needs and review regularly.</p> <p>SEN CPD for TAs and teachers.</p> <p>Measuring progress through school assessment and progress meetings.</p> <p>Observations and drop in visits to talk to children and look at books.</p> <p>Subject and phase leaders to monitor impact of CDP for learners.</p> <p>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 TAs.</p>	<p>PP children close the gap in their individual areas of need.</p> <p>Children are confident in their learning.</p> <p>Children can access whole class teaching.</p>	<p>Termly by: Inclusion Lead SLT Phase Leaders Subject co-ordinators</p>
<p>B Children are supported with language skills through, quality first teaching or intervention groups addressing vocabulary, grammar and comprehension.</p>	<p>1:1 and group targeted interventions. In class support. <i>Comprehension, reading, Nessy, pre teach maths, vocabulary work, social skills, writing support.</i></p> <p>TAs working with the speech therapist service.</p> <p>Quality first teaching. <i>Word of the week, grammar, multi-sensory teaching, chunking info, Goldilocks words.</i></p> <p>School CPD linked to specific learning difficulties.</p>	<p>If children do not understand class vocabulary they are at a disadvantage to peers in accessing the learning.</p> <p>When children understand what is needed grammatically to make a sentence they can then use this to develop their writing.</p> <p>EEF research states that overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.</p>	<p>TAs CPD and observations.</p> <p>Speech therapist working with staff to support intervention programmes.</p> <p>Co-ordinators delivering CPD and monitoring classroom practice.</p> <p>Children's needs regularly reviewed and discussed at progress meetings and with professionals involved.</p> <p>Intervention focuses on agreed targets and entry and exit data recorded on intervention record.</p>	<p>Targeted PP children increase their understanding of and use of vocabulary and structure of language leading to increased progress in reading, maths and comprehension.</p> <p>School staff and parents are supported by the speech therapy service.</p>	<p>Termly by: Inclusion Lead</p>
<p>C Children understand social expectation,</p>	<p>Pastoral team working with children 1:1 and in groups.</p>	<p>When children understand emotions and are taught how to manage them they have fewer behaviour and</p>	<p>Social behaviour checklists completed on entry and exit of pastoral intervention.</p>	<p>Fewer behaviour incidents and friendship difficulties.</p>	<p>Termly by: Inclusion Lead</p>

<p>enabling them to develop friendships and have social acceptance. Children understand their emotions, are emotionally resilient and are able to express and manage emotions in appropriate ways.</p>	<p>HSLW supporting vulnerable families. <i>ELSA, Lego therapy, pastoral support, bereavement, social skills, anger management, anxiety and confidence.</i></p> <p>Inclusion Lead and pastoral team supporting staff with strategies.</p> <p>Circle times. Embedded school ethos. Class feeling chart and worry box.</p> <p>All staff following strategies given by Inclusion Lead.</p>	<p>friendship difficulties and children are able to focus on learning.</p> <p>When children have access to a trusted adult in school to express their anxieties and emotions, they are more likely to be able to cope with the demands of school.</p> <p>EEF research shows that behaviour interventions have an impact on academic progress as well as behaviour.</p>	<p>Pastoral adult's half termly meetings with Inclusion Lead and regular updates as appropriate. Supervision meetings with the EP service. Support from Surrey specialist service.</p> <p>HSLW training and updating meetings through the confederation.</p> <p>Children's behaviours monitored by teachers.</p>	<p>Children are happy and able to focus on learning in a calm and productive environment.</p>	<p>HSLW Pastoral support team</p>
<p>D Families supported through the Home School Link Worker, Inclusion Lead or signposted / referred to the appropriate agencies. Families engaging with staff to support parenting skills. Children are supported by the school pastoral support team.</p>	<p>Inclusion Lead and HSLW working with vulnerable families.</p> <p>Referrals or signposting to relevant agencies.</p> <p>Inclusion Lead and HSLW meetings with parents and agencies.</p> <p>Inclusion Lead to attend parenting lead course and then run parenting groups to support families.</p>	<p>When parents are being supported there is an impact on the child.</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 and learn in school.</p>	<p>Regular meetings between the Inclusion Lead and HSLW.</p> <p>Monitoring on children's well being by all staff involved.</p> <p>Monitory of families by HSLW and DSL team.</p>	<p>PP children are safe, have access to a trusted adult and are able to express their anxieties and understand their emotions.</p> <p>They have increased concentration and ability to cope with the demands of the school day.</p>	<p>Termly by: Inclusion Lead HSLW DSL team</p>

<p>E Children are able to have an enriched curriculum through clubs, school trips, residential, swimming and school materials such as age appropriate and stimulating books. Children have opportunities to complete homework.</p>	<p>Additional resources supplied. Children attend all trips, feeling socially included. Widen learning opportunities in line with peers. Children attend after school clubs linked to their interests. Children are targeted for clubs to develop confidence and other skills relevant.</p>	<p>Children develop their learning through multi sensory outings and activities. 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>Staff to prioritise PP children for after school clubs. Funding to be made available for clubs, trips and swimming. Teachers to identify resources which would benefit PP children such as books.</p>	<p>Children have increased learning and social experiences through clubs and trips feeling part of their peer group. They learn swimming and water safety. With reading material children develop fluency, impacting on vocabulary and writing. Children can complete homework in a calm and supportive environment.</p>	<p>Termly by: Inclusion Lead PE Co-ordinator Office staff</p>
<p>F The attendance of PP children improves.</p>	<p>Children supported so they feel successful. Supporting parents in getting children into school. HT letter for low attendance. EWO involvement as appropriate.</p>	<p>When children attend school regularly they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p>	<p>Class teachers to let SLT know of any patterns of absence. HT monitoring of absence data.</p>	<p>Reduced number of persistent absentees among PP children. Attendance for these children will be in line with national at 96%.</p>	<p>Headteacher EWO</p>

Staffing and resources:	Costs:
<p>Teaching Assistants:</p> <ul style="list-style-type: none"> • groups interventions • 1:1 interventions • class support • Speech and Language • Nessy online intervention 	<p>£45,000</p>
<p>Inclusion Lead time, HSLW time, pastoral support assistants time, attendance admin. CPD for Inclusion Lead – parenting course CPD delivered to staff (English and SEN)</p>	<p>£13,000</p>
<p>Enrichment:</p> <ul style="list-style-type: none"> • trips and residential • swimming • clubs • books 	<p>£4,000</p>

Total Costs:	£62,000
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