

St Joseph's Catholic School, Broadstairs Pupil Premium Strategy

Date: March 2017

Date of next review of Pupil Premium: May 2017

Academy Lead for Pupil Premium: St Joseph's Primary Broadstairs

Background:

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2016/2017 the Pupil Premium has a value of £1320 per eligible pupil in primary education and £935 per eligible pupil in secondary education (£1900 for those who are looked after or adopted from care). Neither the government nor any government agency has dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

St Joseph's Catholic School's Pupil Premium Profile 2015/16

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
YR	2	1	2	10.0%
Y1	5	1	6	20.0%
Y2	4	3	7	23.3%
Y3	2	2	4	13.3%
Y4	1	2	3	10.0%
Y5	5	1	6	20.0%
Y6	1	0	1	3.3%

St Joseph's Catholic School's Pupil Premium Profile 2016/2017

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
YR	2	1	2	10.0%
Y1	2	4	6	20.0%
Y2	3	2	5	16.6%
Y3	4	2	6	20.0%
Y4	2	3	5	16.6%
Y5	1	2	3	10.0%
Y6	4	1	5	16.6%

Overview of St Joseph's Catholic School's Strategies for improving the performance of pupils who are disadvantaged

At St Joseph's Catholic School, the main barriers to educational achievement that pupils in our school who are disadvantaged face are:

- Vulnerability to not making expected progress and/or reaching age expectations in Reading and Writing
- Persistent absence
- SEN needs.

By:

- Targeted interventions in Reading using Batter Reading Partnership; guided reading; Accelerated/Write programme; Guided Reading and clicker 7
- Focused Phonic work in Y2 for children to re-sit screening and have successful outcomes; focused phonic work in Y3 and 4 for those children who weren't able to access phonic screening re-sits or were unsuccessful.
- Focused spelling programmes across the school; spelling boxes in Y6
- Boosters and PiXL groups in Y6
- Complementary sessions for morning and after school club to improve attendance; Early Help referrals.

Our rationale for spending the money in this way is:

In 2015-16

Impact:

YR:

81.5% of FSM- Good Learning Development (GLD); 88.9% FSM- Prime Learning; 85.2% FSM- Specific Learning; 81.5% FSM - All areas.

Y1:

100% of FSM met expectations standards in Reading; 67%- exceeded. 67% of FSM met expectations standards in Writing; 12% exceeded; 100% of FSM met expectations standards in Maths; 13% exceeded.

Y2:

43% of FSM met expectations in Reading; 23.3% exceeding; 28.5% of FSM met expectations standards in Writing; 10% exceeded; 71% of FSM met expectations standards in Maths; 7% exceeded.

Note: This was a class with high level of special needs, with two children accessing Education Health Care plans by the end of the school year.

Y3:

100% of FSM met age expectations in Reading; 38% exceeded; 75% of FSM met age expectations in Writing; 21% exceeded; 100% of FSM met age expectations in Maths; 33% exceeded.

Y4:

66.6% of FSM met age expectations in Reading; 20% exceeded; 66.6% of FSM met age expectations in Writing; 13.3% exceeded; 66.6% of FSM met age expectations in Maths.

This was a class with high level of special needs

Y5:

83.3% of FSM met age expectations in Reading; 83.3% exceeded; 50% of FSM met age expectations in Writing; 50% exceeded; 66% of FSM met age expectations in Maths; 66% exceeded.

Y6:

100% of FSM met age expectations in Reading; 17% exceeded; 100% of FSM met age expectations in Writing; exceeded 16%; 100% of FSM met age expectations in Maths; 37% exceeded.

Additionally - 100% of children accessing the PiXL Reading Programme achieved age expectations; 80% of PiXL Maths group achieved age expectations.

**Pupil Premium Funding – the total funding received by
St Joseph's Catholic School**

2015 - 2016

Funding Stream	Amount (£)
DfE	£49,655
Total Income	£49,655

2016 - 2017

Funding Stream	Amount (£)
DfE	£44,880
Total Income	£44,880

At St Joseph's Catholic School, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2015/16 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

PP Improvement Strategy 2015/16	Amount (£)	Description	Evidence of Impact
Access to IT for learning Training and Resources	£3,000	Additional tablets and charging cabinet to provide personalised learning programmes and apps for Sen and PP children.	Children more confident in using IT for recording and supporting learning
SEN support	£8,700	20 hours x 1:1 support for Y4 child	Number of exclusions prevented; engagement in learning. Attained age expectations in Reading and Maths. 6 points of progress in Reading, Writing and Maths.
SEN support	£8,700	20 hours x 1: 1 child Support in Y3	No exclusions. Attained age expectations in Reading, Writing and Maths. 7 points of progress in Reading; 6 points in Writing and Maths.
Funding for Family Liaison Officer	2,433	Additional 5 hours.	Working with families to decrease number of persistent absences. Supporting families with emotional issues.
Delivery of intervention programmes by SEN TA Y1-Y2	6,800	15 hours	Speech and Language programmes being delivered. Assessments for difficulties being identified effectively and provision for needs being met. Fizzy and Sensory Circuits interventions in place for children with physical difficulties.
Delivery of intervention programmes by SEN TA YR	6,800	15 hours	Additional focused phonic groups; EAL provision; Focused Reading and Maths groups.

			Impact- 81.5 of FSM- Good Learning Development (GLD); 88.9% FSM- Prime Learning; 85.2% FSM- Specific Learning; 81.5% FSM- All areas
TA support	£6,480	2 x 7 classes for 2 hours	Boosters and additional interventions. Impact: Y1: 100% of FSM met expectations standards in Reading; 67%-exceeded. 67% of FSM met expectations standards in Writing; 12% exceeded; 100% of FSM met expectations standards in Maths; 13% exceeded. Y2: 43% of FSM met expectations in Reading; 23.3% exceeding; 28.5% of FSM met expectations standards in Writing; 10% exceeded; 71% of FSM met expectations standards in Maths; 7% exceeded. Y3: 100% of FSM met age expectations in Reading; 38% exceeding: 75% of FSM met age expectations in Writing; 21% exceeded; 100% of FSM met age expectations in Maths; 33% exceeded. Y4: 66.6% of FSM met age expectations in Reading; 20% exceeded; 66.6% of FSM met age expectations in Writing; 13.3% exceeded; 66.6% of FSM met age expectations in Maths.

			<p><i>This was a class with high level of special needs</i></p> <p>Y5: 83.3% of FSM met age expectations in Reading; 83.3% exceeded; 50% of FSM met age expectations in Writing; 50% exceeded; 66% of FSM met age expectations in Maths; 66% exceeded.</p> <p>Y6: 100% of FSM met age expectations in Reading; 17% exceeded; 100% of FSM met age expectations in Writing; exceeded 16%; 100% of FSM met age expectations in Maths; 37% exceeded.</p>
Release time for middle manager	£306 £382 £450	<p>Meet with PiXL consultant and track and monitor impact. 3 x 4 hour</p> <p>Training and conferences 3 x 5 hours annually. Teaching Cover. 2 x delegates 3 x annually. Transport.</p>	<p>100% of all children in PiXL Reading programme made expected progress and met age expectations. 80% of children in Maths PiXL programme met age expectations; all made expected progress.</p>
Boosters	£2,448	32 weekly sessions of 3 hours at approx. £25.50 per hour	<p>Y6: 77% combined score in Reading, Writing and Maths. Reading: 93; Writing 86%; Maths 80%.</p>
Clicker 5 Licence	£1,500	Licence for 10 tablets	Children more confident in using IT for recording and supporting learning
Counselling	£1,000	3 children 6 sessions each of £60	Better 'well being'. Less anxiety. Better learners.
Educational	£1500	3 x School based	2 ECHP secured for 2

Psychological Service		reviews annually' 2 cognitive assessments	children and then provision in Special School achieved. Advice and quality assurance of provision of specific needs of Sen and vulnerable children.
Training	£200	Autism Awareness Write Dance Attachment Awareness Selective Mutism Fizzy Sensory Circuit Training Team Teach Behaviour Management	Greater awareness of needs of specific children. Ability to deliver programmes effectively. Positive impact on wellbeing.
Trips	£316	PGL 2 x Y6 children	1 PP child and one experiencing financial difficulties able to access wider curriculum PP children school trips
	£481		
Total Expenditure	£51 496	Difference in expenditure met by high needs funding	

A breakdown of the projected expenditure for the year 2016/2017 is shown below, together with its projected impact:

PP Improvement Strategy 2016/17	Amount (£)	Description	Projected Impact
SEN support	£8,700	20 hours x 1:1 support for Y4 child	Number of exclusions prevented. Age expectations in Reading, Writing and Maths. Minimum of 6 points of progress in Reading, Writing and Maths.
SEN support	£10,440	25 hours x 1:1 support for Y5 child	Number of exclusions prevented. Age expectations in Reading, Writing and Maths. Minimum of 6 points of progress in Reading, Writing and Maths.
SEN support	£8,700	20 hours x 1:1 support for Y3 child	Number of exclusions prevented. Age expectations in Reading,

			Writing and Maths. Minimum of 6 points of progress in Reading, Writing and Maths.
Delivery of intervention programmes by SEN TA Y1-2	£6,800	15 hours	Speech and Language programmes being delivered. Assessments for difficulties being identified effectively and provision for needs being met. Fizzy and Sensory Circuits interventions in place for children with physical difficulties. Targets achieved: Y 1 PP children: to make expected points of progress at least 6 points. 50% PP to achieve age expectations in Reading, writing and Maths. Y2: All children to make at least 6 points of progress. 40% to achieve age expectations in Reading, Writing and Maths.
Delivery of intervention programmes by SEN TA Y3-5	£8,700	20 hours	Y3: PP children: to make expected points of progress at least 6 points; 66.6% to meet age expectations in Reading , Writing and Maths; 16.6% to exceed. Y4: PP children: to make expected points of progress at least 6 points; 60% to meet age expectations in Reading , Writing and Maths; Y5: PP children: to make expected points of progress at least 6 points; 100% to meet age expectations in Reading , Writing and Maths; Y6: PP children: to make expected points of

			progress at last 6 points;
Delivery of intervention programmes by SEN TA YR	£6,800	15 hours	100% of PP children to achieve GLD
TA support	£6,480	2 x 7 classes for 2 hours	YR: GLDs- 80-85% Y1: 77% in Reading, Writing and Maths. Y2: 77% Reading and Maths; 80% Writing. Y3: 80%- Reading, Writing and Maths. Y4: Reading 80%; Writing 77% and Maths 80% Y5: 80% in Reading, Writing and Maths. Y6: 90% Reading: 87% - Writing and Maths
Release time for middle manager	£306 £382 £450	Meet with PiXL consultant and track and monitor impact. 3 x 4 hour Training and conferences 3 x 5 hours annually. Teaching Cover. 2 x delegates 3 x annually. Transport.	100% of PiXL children to make at least 6 points of progress and 100% to reach age expectations in Reading, Writing and Maths and combined.
Boosters	£2,448	32 weekly sessions of 3 hours at approx. £25.50 per hour	90% to meet age expectations in Reading; 87% in Writing and 85% in Maths. Combined 85%
IT Licences	£1,500	Clicker 7 Active Learning Enchanted Learning Purple Mash	Children more confident in using IT for recording and supporting learning
Counselling	£1,000	3 children to access support	Better 'wellbeing'. Less anxiety. Better learners.
Educational Psychological Service	£1,500	3 x School based reviews annually. Contingency for assessment and or support.	3 ECHP children pending; possible provision for 2 in Special Schools. Advice and quality assurance of

			provision of specific needs of Sen and vulnerable children.
Training	£200	Write Dance Attachment Awareness Selective Mutism Fizzy Sensory Circuit Training Team Teach Behaviour Management	Greater awareness of needs of specific children. Ability to deliver programmes effectively. Positive impact on wellbeing.
Trips	£815	PGL	1 PP child and one experiencing financial difficulties able to access wider curriculum PP children school trips
	£500	School day trips	
Total Expenditure	£65,721	Difference in expenditure met by high needs funding	

St Joseph's Catholic School's Results 2016 – Attainment and Progress of pupils eligible for Pupil Premium funding

New school accountability measures are as follows:

- The proportion of pupils meeting the revised national standard
- Scores measuring the progress made by pupils by subject from similar Key Stage 1 starting points

This is the first year that these measures have been the main accountability measures. It is therefore difficult to make year on year comparisons.

The table below provides headline figures for pupils who are disadvantaged. These pupils attract pupil premium funds. The headlines are compared to national average outcomes for pupils who are non-disadvantaged. The national averages for similarly disadvantaged pupils are shown for information.

Headline Measure	Academy 2016 Disadvantaged Outcomes	2016 National Non Disadvantaged	2016 National Disadvantaged
% Pupils meeting the national standard in Reading, Writing and mathematics	100%	60	39
% of pupils meeting the national standard in Reading	100%	72	53

% of pupils meeting the national standard in Writing	100%	79	64
% of pupils meeting the national standard in mathematics	100%	76	58
Reading progress score	0.4	0.3	-0.7
Indicator of Relative Difference to the National Average for all pupils	+0.1	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils
Writing progress score	+0.1	0.1	-0.3
Indicator of Relative Difference to the National Average for all pupils	=	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils
Mathematics progress score	+0.8	0.2	-0.5
Indicator of Relative Difference to the National Average for all pupils	+ 0.6	↑ On average nationally non-disadvantaged pupils make more progress than all pupils	↓ On average nationally disadvantaged pupils make less progress than all pupils