

St Joseph's Catholic Primary

Proposed use of Pupil Premium Funding for 2018 - 2019

1. Planned expenditure					
Academic year	2018 - 2019				
The three headings demonstrate how St Joseph's Catholic Primary is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment in Reading, Phonics and Writing across EYFS, KS1 and lower KS2	To purchase resources to support the implementation of Read, Write, Inc Phonics, reading and writing programme.	<p>We want to invest some of the PPG in longer term change which will help all pupils. Different evidence sources highlight the impact of Read Write Inc approaches in raising pupils' confidence and ability in Phonics, Reading and Writing.</p> <p>We feel that investment in this long term project will significantly raise the standards in English in our school and particularly support disadvantaged pupils in developing their literacy. It will ensure consistency and effectiveness of teaching approaches across the school.</p>	<p>Project team in school will be led by the Headteacher and the Reading Leader. There will be two INSET days for all staff. The Reading Leader will attend further training days, and development days led by RWI will take place throughout the year. The Reading Leader will be responsible alongside SLT for monitoring the effectiveness of the programme and for supporting staff.</p> <p>The programme will be fully resourced including a range of literacy texts and teacher planning.</p> <p>The progress of pupils will be baselined and tracked over the year.</p>	Headteacher Reading Leader, English leaders	Termly throughout the year. Baseline. Half termly and end of year assessments
<p>Improved attainment in Reading across EYFS, KS1 and KS2.</p> <p>Raised motivation and enjoyment of reading for</p>	Further training to be provided by Gareth Davies Literacy consultant in development of Reading comprehension and vocabulary skills	<p>Although attainment in Reading has improved significantly last year in KS2 school is still below the NA at the end of KS2 and KS1, and there remains a gap in attainment for PP pupils at the end of KS2</p> <p>We feel there is a need to strengthen the</p>	<p>The impact of new initiatives will be measured through termly scrutinies of work and learning walks for guided and shared reading. In addition pupil focus groups and analysis of pupils' progress in Reading at termly Pupil Progress Meetings will enable</p>	Headteacher Assistant Headteacher English leaders	Termly

pupils		quality of provision for reading so that there is a consistent approach for shared and guided reading based on high expectations. We feel that high quality CPD will be invaluable in raising outcomes for all pupils and in particular diminishing the difference for disadvantaged pupils.	the impact to be effectively monitored.		
Improved attainment in Maths for identified pupils in KS2 (Year 4) Enhancement of teaching pedagogy with respect to problem-solving and reasoning skills in the Maths curriculum	Y4 class teacher and TA to receive 12 months training programme of support from White Rose Hub entitled "Intervention in a mastery context" as a means to administer targeted support for disadvantaged and SEN children during the whole class Maths lessons.	School has worked closely with the White Rose Maths hub in the previous year and this support has impacted very positively on Maths attainment and progress in 2018. The Year 4 class has had disruption to their teaching in 2017/18 due to teacher absence and their progress in Maths is below age related expectation (ARE). This programme will support accelerated progress for disadvantaged and SEN pupils in Year 4 to enable them to get back on track for ARE and school to diminish the attainment gap.	Year 4 class teacher and TA to receive 3 day initial training and support visits from SLE during the programme period. Progress of these targeted children to be monitored regularly as part of the intervention, and termly through pupil progress meetings. ..	Maths Team	Termly
Improved attainment in the Reception Class at the end of EYFS. Enhancement of teaching with respect to the mastery approach developing fluency, problem-solving and reasoning skills in the EYFS Maths curriculum	To receive training from the White Rose Maths Hub to implement EYFS Maths mastery approach, building fluency in counting, recognising small numbers of items, comparing numbers and solving problems	We want to invest some of the PPA money in raising attainment in Maths Early Learning Goals for all pupils, and continue to improve outcomes in Maths for disadvantaged pupils. This will support improved pupil readiness for accessing the Year 1 Maths curriculum when they transition to Year 1 in 2019/20.	The F2 teachers will work alongside SLE to observe good practise and develop own practice in school. SLE support will be provided with planning and teaching. Mastery Training provided for EYFS teaching assistants (North West Hub)	Headteacher EYFS leader, Maths leader	Termly
Total budgeted cost					£8,400

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment and progress for pupils in Reading, Writing and Maths in Year 1	To part fund an additional teacher to work in Year 1 in the mornings to enable small class sizes and targeted intervention for the daily teaching of English and Maths.	<p>Many of our disadvantaged pupils need targeted support to enable them to catch up. It is widely recognised that first quality teaching is the best approach to raising standards for targeted pupils. The teacher has valuable experience of teaching in KS1.</p> <p>School has found that some pupils starting in Y1 experience difficulty in transitioning to the expectations of the National curriculum and this has previously slowed their progress. The provision of smaller class groups will address this and support improved progress.</p>	<p>The Year 1 class will be split in the mornings daily for English and Maths and this will ensure more targeted support within smaller class groups, including focused support for disadvantaged pupils.</p> <p>There will be regular and effective liaison with the Y1 class teachers and KS1 leader to ensure lessons are specifically targeted to accelerate progress.</p> <p>Progress will be tracked and monitored termly at pupil progress meetings to evaluate impact.</p>	KS1 leader Intervention teacher:	At the end of each term.
Improved attainment and progress for pupils in Maths, and English at the end of KS2	Pupil premium funding will be used to partly fund an additional teacher in year 6 to enable smaller class groups and focused booster support for Year 6	<p>We want to provide targeted and effective support to ensure we continue to raise attainment for disadvantaged and under-achieving pupils to enable them to meet the new statutory expectations in Reading, Writing and Maths.</p> <p>We believe that first quality teaching involving experienced Y6 teachers will be more effective in ensuring intervention teaching directly impacts on pupils' progress.</p>	<p>The Y6 cohort will be split into two classes groups. Y6 teachers will collaborate on planning to ensure teaching is directly targeted to accelerate progress of all pupils, with particular focus on disadvantaged pupils, including the more able.</p> <p>Progress will be monitored in half termly assessments and pupil progress meetings. Impact will be overseen by the Headteacher and KS2 leader.</p>	Headteacher KS2 leader	At the end of each termly assessment period.

.Accelerated progress for pupils who are significantly behind in Phonics in KS1 and lower KS2.	Pupil Premium funding will be used to partly fund a teaching Assistant and the school SENCO to deliver Reading Intervention support, including RWI 1-1 intervention and SEN support. This will be targeted to pupils in KS1 and lower KS2 who are behind ARE in Phonics proficiency.	Read, Write Inc Programme is widely recognised as a successful programme to accelerate progress in Phonics and Reading. Some of our disadvantaged pupils in KS1 and lower KS2 fall behind in their phonics and reading. We want to put in place a programme of support that will enable them to make accelerated progress to catch up with their peers.	RWI interventions take place daily with the teaching assistant to work 1-1 on a short intervention programme (typically 4 weeks). Intervention groups will be changed regularly to ensure that all pupils, particularly PP pupils receive targeted support to enable them to get back on track for ARE. Progress for these pupils will be tracked weekly and reviewed every 4 weeks.. SEN support for identified pupils will take daily to address specific needs.	RWI Intervention Teaching Assistant. SENCO	At the end of each half term.
A. Improved attainment and progress in Reading and Writing for underachieving pupils in Reception (F2) and KS2	Teacher assistant interventions will be implemented for pupils who are falling behind in Reading and Writing	We want to provide accredited support programmes including for pupils who are working below their individual targets. In addition targeted Teacher assistant support will be provided for pupils with a low baseline on entry to Foundation 2. We believe that regular additional support by trained teaching assistants outside the English and Maths lessons will support good progress for these pupils.	Progress in Reading, Writing and Maths is tracked and monitored each half term. An intervention Report is provided termly to evaluate the impact of the intervention programme on raising progress and attainment.	Headteacher SENCO	At the end of each term.
A Nurture Group provision to support pupils with social, emotional or behavioural needs.	Pupil premium funding will be used to partly fund our Pastoral Support Teacher and an additional teaching assistant to run a Nurture Group for identified pupils.	Nurture provision is recognised as a successful approach to supporting disadvantaged pupils with social, emotional, and behavioural needs. Investing in Nurture support for pupils in the school over the last two years has proven to be highly effective in supporting their integration back into their class and improving their academic progress.	Boxhall profiles are maintained and reviewed for all pupils termly to identify and evaluate the impact of the support. Academic progress is tracked termly and Pupil progress meetings evaluate impact of nurture support on individual pupils' attainment.	Pastoral Support Leader SENCO.	At the end of each term
Total budgeted cost					£184,580

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To enable Pupil Premium pupils to participate in a range of extra-curricular activities including residential outward bound courses.	Extra-curricular activities are funded for PP pupils so that they can fully access and benefit from the full range of opportunities provided by school.	Outward bound courses are recognised as a key tool in building pupils confidence, independence and resilience providing them with vital life skills. We want to ensure that our extra-curricular activities are inclusive of all so that all pupils can benefit from experiences which enrich their learning.	By ensuring good communication and information to parents about the PP funding. By monitoring participation levels of PP pupils in extra-curricular and residential activities.	Headteacher PE Leader.	Jan 2019
To support parental engagement through our EYFS Family Matters Programme.	Funding will be used to support our Family Matters programme. This programme works with families to support the social and emotional well-being of their child. In addition it shares teaching approaches for language and literacy enabling parents to feel more confident in supporting their child at home.	Our Family Matters programme has been particularly successful over the years in engaging with hard to reach families, including many who are supported by the pupil premium. Funding is used to resource the sessions as well as the provision of a crèche to enable parents to attend.	Parent evaluations are completed to gain feedback on the programme and these are used to inform future work	Pastoral Support leader EYFS leader	Jan 2019
Total budgeted cost					£5,000
Total Expenditure					£197,980