

St Joseph's Catholic Primary

Proposed use of Pupil Premium Funding for 2019 - 2020

1. Planned expenditure					
Academic year		2019 - 2020			
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?
<p>To promote reading for enjoyment ensuring pupils develop positive reading habits, reading regularly in school and at home</p> <p>Improved attainment in Reading at the end of KS2 and across all KS2 classes.</p>	To purchase resources and training to support the implementation of the Accelerated Reader 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 Accelerated Reader in raising engagement with reading and promoting a life-long love of books.</p> <p>We feel that investment in this long term project will significantly raise the standards in Reading in our school and particularly support disadvantaged pupils in developing their literacy skills. It will ensure regular and meaningful reading opportunities and enable clear targets to be set and tracked for all pupils.</p>	<p>Project team in school will be overseen by the Headteacher and will include 2 members of SLT, English leader, additional teacher and two teaching assistants. There will be a programme of 4 training sessions, including one onsite day.</p> <p>The Project team will be responsible for implementation and 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. The progress of pupils will be baselined using Star Tests; targets are set for all pupils and their progress tracked and assessed half termly.</p>	Headteacher Assistant Headteacher English Subject leaders, Y6 teacher.	Baseline. Half termly and end of year assessments
To deepen understanding of the	To work with the ADHD foundation to provide	We recognise that some of our disadvantaged pupils experience significant	The programme will initially involve two training sessions:	Headteacher SENCo	Termly – Boxhall

needs of vulnerable pupils with emotional, social or behaviour needs and how to support them more effectively	training for staff in supporting pupils with social, emotional and behaviour needs	barriers to learning due to emotional or mental health needs. We want to strengthen staff understanding of their needs and how to most effectively support these children. We feel investment in this training will help us remove some of the barriers to learning by providing care and support to more effectively address individual need.	<ul style="list-style-type: none"> - ADHD training - Mindfulness and stress reduction for young children. Further support from the ADHD Foundation including work with individual pupils and support for parents will be accessed according to need.		profiles; SEN plans
Total budgeted cost					£800.00
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.

<p>Improved attainment and progress for pupils in Maths, and English at the end of KS2</p>	<p>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. In particular disadvantaged pupils.</p>	<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 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>	<p>Headteacher KS2 leader</p>	<p>At the end of each termly assessment period.</p>
<p>Accelerated progress for pupils who are significantly behind in Phonics and Reading in KS1 and lower KS2.</p>	<p>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 Reading ..</p>	<p>Read, Write Inc Programme is widely recognised as a successful programme to accelerate progress in Phonics and Reading.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>RWI Intervention Teaching Assistant. SENCO</p>	<p>At the end of each half term.</p>
<p>Improved engagement with learning and attainment for identified vulnerable CLA and SEN pupils</p>	<p>Pupil premium funding will be used to provide 1-1 support for identified vulnerable pupils</p>	<p>Some of our vulnerable pupils experience significant attachment needs and anxiety and find it difficult to self-regulate.</p> <p>1-1 support will enable these pupils to develop more secure attachments and this will help to raise self-esteem and reduce anxiety. In turn this will support their engagement with learning and consequent progress.</p>	<p>Pupils will receive daily 1-1 support with their learning both with their peers in class and outside the classroom. Targets will be set within PEPs or SEN pupil profiles and these will be monitored termly to evaluate impact on progress.</p>	<p>HT SENCo Pastoral Support Leader</p>	<p>Termly</p>

<p>Early intervention to address speech and language needs of our pupils in EYFS, KS1 and KS2 ensuring these pupils make good progress in language acquisition and development.</p>	<p>Pupil Premium funding will be used to access external support from experienced Speech and Language Therapists 'Talk about Town'.</p> <p>SLT programmes of support will be implemented for identified pupils and progress monitored.</p> <p>Talk boost and Chatty Bats interventions implemented in EYFS and KS1</p>	<p>We want to provide accredited SL support programmes for pupils who have poorly developed speech and language.</p> <p>We want to ensure early intervention so that children can receive boosted support enabling progress to be accelerated so that they can 'catch up' with their peers.</p>	<p>Progress in Speech and Language is tracked and monitored each half term.</p> <p>SLT Reports are provided termly to evaluate the impact of the intervention programme on supporting SLT development.</p> <p>SENCO to oversee impact of interventions and determine future support</p>	<p>Headteacher SENCO</p>	<p>At the end of each term.</p>
<p>Nurture Group provision to support pupils with social, emotional or behavioural needs.</p>	<p>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.</p>	<p>Nurture provision is recognised as a successful approach to supporting disadvantaged pupils with social, emotional, and behavioural needs. Therapeutic play opportunities and specific interventions (Next steps; counselling) will support pupils with EBS needs.</p> <p>Investing in Nurture support for pupils in the school over the last three years has proven to be highly effective in supporting their integration back into their class and improving their academic progress.</p>	<p>Boxhall profiles are maintained and reviewed for all pupils termly to identify and evaluate the impact of the support. Progress will be overseen by HT and SENCO</p> <p>Academic progress is tracked termly and Pupil progress meetings evaluate impact of nurture support on individual pupils' attainment.</p>	<p>Pastoral Support Leader SENCO.</p>	<p>At the end of each term</p>
Total budgeted cost					<p>£160,432</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implement</p>

					ation?
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.	Dec 2019; May 2020
To support parental engagement through our EYFS Family Matters Programme.	Funding will be used to further develop our Family Matters programme. This programme works with families to support the social and emotional well-being of their child. It will be extended to provide support for families of children in our 2 yr old provision and nursery classes to ensure support is targeted where need is greatest In addition it shares teaching approaches for language and literacy enabling parents to feel more confident supporting their child at home.	A number of our children entering school have little experience of clear routines and boundaries in the family home with parents needing support to manage this. 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. Extending it to families of our youngest children will enable positive relationships and strategies to be supported at an early stage. 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	Autumn Term
To provide support for vulnerable children and their families	Funding will be used to access support from 'Caritas' to meet needs of vulnerable pupils including support for mental health needs. In addition signposted support will be provided for parents	An increasing number of pupils experience more complex mental health problems. Caritas have worked successfully with schools and vulnerable children and families over many years to provide a range of support including parenting courses, Mindfulness and managing anxiety.	HT and Pastoral Support leader will liaise closely with Caritas staff and families to identify and source support. Parent evaluations will provide valuable feedback .	HT Pastoral Support Leader	Ongoing

	according to need: eg parenting programmes.				
				Total budgeted cost	£4,000
				Total Expenditure	£165,232