

St Joseph's Catholic Primary

Proposed use of Pupil Premium Funding for 2017 - 2018

1. Planned expenditure					
Academic year		2017- 2018			
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?
A. Improved attainment in Writing across EYFS, KS1 and KS2 B. Development of oral literacy	Year 2 of the Writing Project including staff training : Pie Corbett and John Stannard: – 2 year programme of training to develop oracy for all pupils to support improved writing.	We want to invest some of the PP in longer term change which will help all pupils. Different evidence sources highlight the impact of Pie Corbett approaches in raising pupils' confidence and ability in Writing. We feel that investment in this long term project will significantly raise the standards of writing in our school and particularly support disadvantaged pupils in developing their literacy	Project team in school will be led by the Headteacher and the English team. They will attend 12 training days throughout the 2 years to support the implementation of the project back in school 6 whole school INSET days in collaboration with other school on the programme. The programme will be fully resourced including a range of literacy texts and teacher planning. The progress of pupils will be baselined and tracked over the two years.	Headteacher Assistant Headteacher English leaders	Termly throughout the two years. Baseline and end of year assessments
Improved attainment in Reading across EYFS, KS1 and KS2. Raised motivation and enjoyment of reading for pupils	Training to be provided by Gareth Davies Literacy consultant in development of Reading comprehension and vocabulary skills	Attainment in Reading is well below the NA at the end of KS2 and has dipped in KS1, with the gap in attainment for PP pupils widening. We feel there is a need to strengthen the 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	A whole school audit of reading will take place at the start of the year. 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 the impact to be effectively monitored.	Headteacher Assistant Headteacher English leaders	Termly

		invaluable in raising outcomes for all pupils and in particular diminishing the difference for disadvantaged pupils.			
Improved attainment in Maths across EYFS, KS1 and KS2. Enhancement of teaching pedagogy with respect to problem-solving and Reasoning skills in the Maths curriculum	Training provided for school by Maths consultant Tara Loughran in development of the mastery curriculum in Maths.	Tara Loughran has worked extensively with many schools to raise attainment in Maths and we believe her teaching approaches will further raise the quality of Maths teaching and provide improved learning opportunities for pupils. INSET training for staff will deepen understanding and raise expectations for the teaching of mastery in maths and support improved outcomes for all pupils, and in particular narrowing the gap for disadvantaged pupils	3 training sessions to be provided for all staff in the teaching of mastery in place value and the 4 number operations. Monitoring of Maths teaching in the Spring term and termly pupil progress meetings will enable impact to be evaluated and reviewed where appropriate..	Maths Team	Termly
Total budgeted cost					£9,300

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?
<p>A. Improved attainment and progress for pupils in Reading, Writing and Maths at the end of KS1 and Y3</p> <p>B. To support attainment in phonics in Y1, Y2, Y3.</p>	<p>To part fund an experienced teacher to deliver small group and 1-1 interventions in Reading, Writing and Maths for pupils working below expectations or their individual targets. lessons.</p>	<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 KS1 , including SATs</p> <p>This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>The teacher will work at least 3x weekly with the different target groups of pupils to specifically address individual gaps in learning.</p> <p>There will be regular and effective liaison with class teachers to ensure lessons are specifically targeted to address gaps in learning thereby accelerating progress. Progress will be tracked and monitored termly at pupil progress meetings to evaluate impact.</p>	<p>Intervention teacher:</p>	<p>At the end of each term.</p>
<p>A. Improved attainment and progress for pupils in Maths, Reading and Grammar 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</p>	<p>We want to provide extra support outside daily English and Maths lessons to ensure we 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>Rapid groups will take place 2 afternoons weekly outside daily English and Maths lessons with separate lessons in Reading, Maths and Grammar.</p> <p>Y6 teacher s will collaborate on planning to ensure teaching is directly targeted to address gaps in learning.</p> <p>Progress will be monitored in half termly assessments and pupil progress meetings. Impact will be overseen by the Headteacher</p>	<p>Headteacher KS2 leader</p>	<p>At the end of each termly assessment period.</p>
<p>A..Accelerated progress for pupils who are significantly behind in Reading in Year 1 and Y2</p>	<p>Pupil Premium funding will be used to partly fund our school SENCO to deliver the Reading Recovery Programme for pupils in Year 1 and Year 2 who are significantly behind in their reading.</p>	<p>The Reading Recovery Programme is widely recognised as a successful programme to accelerate progress in Reading.</p> <p>Some of our disadvantaged pupils in Year 1 and Year 2 have fallen behind in their reading. We want to put in a programme of support that will enable them to make accelerated progress to catch up with their peers.</p>	<p>Reading Recovery sessions are one to one for each pupil and will take place over 3-4 days each week.</p> <p>Progress in reading for these pupils will be tracked weekly and reviewed each half term.</p>	<p>SENCO</p>	<p>At the end of each half term.</p>

A. Improved attainment and progress in Reading and Writing for underachieving pupils in KS1 and Foundation 2.	Teacher assistant interventions will be implemented for pupils who are falling behind in Reading and Writing	We want to provide accredited literacy support programmes including FFT for Reading and Writing and Better Reading Partners 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 lessons will support good progress.	Progress in Reading and Writing 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					£190,899
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 2018

<p>To support parental engagement through our EYFS Family Matters Programme.</p>	<p>Funding will be used to support our 6 week Family Matters programme. This programme works with families to support the social and emotional well-being of their child.</p> <p>In addition it shares teaching approaches for language and literacy enabling parents to feel more confident in supporting their child at home.</p>	<p>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.</p> <p>Funding is used to resource the sessions as well as the provision of a crèche to enable parents to attend.</p>	<p>Parent evaluations are completed to gain feedback on the programme and these are used to inform future work</p>	<p>Pastoral Support leader EYFS leader</p>	<p>January 2018</p>
Total budgeted cost					£4,550
Total Expenditure					204,,749