



ST. JOSEPH'S
CATHOLIC PRIMARY AND NURSERY SCHOOL
LEARNING TO LOVE, LOVING TO LEARN

Pupil Premium Strategy 2016 - 2017

The pupil premium funds the school to support achievement, enrichment and wellbeing of children who are in receipt of Free School Meals (FSM) over the last 6 years. For more information on pupil premium, visit:

<http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Pupil Premium Funding 2016-2017

KS1 and KS2 (Years 1-6)	
Number of pupils eligible:	55
Amount per pupil:	£1320
Total Funding	£72,600

EYFS	
Number of pupils eligible:	5
Amount per pupil:	£302
Total Funding	£1510

The school receives a total of **£74,110** which is spent on a range of provisions (2016-2017).

Provision

The purpose of the pupil premium is to improve attainment and enable accelerated progress for disadvantaged learners of all abilities, and close the gap between them and their peers.

Identified Barriers to Educational Achievement

We have identified the following as barriers for some pupils currently in receipt of Pupil Premium funding:

- Specific Special Educational Needs.
- Poor attendance.
- Social and emotional difficulties which impact on pupils' ability to focus and learn.
- Low self-esteem and confidence.
- Attitudes to learning/learning skills: Lack of resilience, independence, perseverance.

- Low levels of English as a first language.
- Poor retention of knowledge.
- Narrow life experiences and lack of knowledge of the world.
- Limited home support and low levels of Parental Engagement.

Rationale for Spending

Across the school accelerated progress is required for PP pupils in all core subjects.

There will be a particular focus on Maths for PP pupils and others due to the demands of the New Curriculum.

Allocated TA and teacher time has been dedicated with particular focus on pupils not on target to achieve AREs in reading, writing and maths.

Some of the funding will be put towards PP pupils having access to resources and a variety of experiences to support their learning and well-being and build confidence and self-esteem, such as Breakfast club, After school clubs and school trips. There will be a focus on ensuring that Quality First Teaching and Assessment for teaching and learning including effective feedback are happening consistently across the school as the Education Endowment Fund Toolkit suggests that these strategies have the most positive impact on accelerating progress.

Planned expenditure

- To accelerate attainment and progress.
- To buy in specialist services.
- To provide emotional and social support.

Intervention	Cost	% of pupil supported by intervention who were Pupil Premium
Literacy Support - 6 pupils in KS2	11808	70%
Additional Educational Psychologist support -	9000	80%
Place2Be - 8 pupils in EYFS, KS1 & KS2.	22197	75%
Beanstalk reading volunteers – 8 pupils in KS1 and KS2	2500	60%
Numeracy Support Year 6: Third Space Learning	2995	80%
Numeracy Support Years 2-6	11108	50%
Literacy and Numeracy Support Year 6	4891	55%

Additional Teacher support Years 5 & 6	10000	
Additional TA hours – EYFS, KS1 and KS2.	21800	
Clubs, Visits and School Journey subsidies	7500	
Parental Engagement strategies	500	
Total	£104299	

How will the school measure the impact of the Pupil Premium Funding?

- Half-termly pupil progress meetings with teachers and SLT.
- Where appropriate a pre and post assessment will be done by the teacher or TA to assess the impact of specific measures put in place.
- The usual cycle of data collection and monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable early identification of need, support and appropriate intervention.
- Review meetings will take place approximately every term and will include a member of SLT and teachers.

There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar.

Pupil Premium Funding and the impact of this strategy is a regular discussed at the governors' meetings.

Date of next Pupil Premium Strategy Review: June 2018

Impact

EYFS

In EYFS the proportion of disadvantaged pupils that met the Early Learning Goal standard was above the other pupils in EYFS and significantly above LA where disadvantaged pupils underperformed against their peers.

Phonics

The proportion of disadvantaged pupils that met the expected standard in phonics (86%) was above the national figure for other pupils in Year 1 (81%).

The proportion of disadvantaged pupils that met the expected standard in phonics by the end of Year 2 (80%) was above the Local Authority figure (64%).

KS1

When looking at the gap analysis for pupils working at the expected standard in Maths the gap for disadvantaged pupils at St Joseph's was -13.9% compared to a LA gap of -16.7%.

The gap for disadvantaged St Joseph's pupils working at greater depth level in Reading was -9.7% compared to an LA gap of -19.5%. In Writing the gap for St Joseph's was -11.1% compared to an LA gap of 14.5%. Finally in Reading, Writing and Maths combined the gap for disadvantaged St Joseph's pupils was -5.6% compared to an LA gap of 12.5%.

For years 3,4,5 the St Joseph gap in performance between disadvantaged pupils and other pupils was narrower than the Local Authority for all areas; Reading, Writing and Maths in Year 5 and Reading and Writing in Year 3.

Our disadvantaged pupils in Year 3 and Year 5 outperformed all others in Reading.

End of KS2

KS2 Gap Analysis -Disadvantaged vs Other – comparison with Local Authority

St Joseph Disadvantaged pupils

Year	Pupils	Expected Standard					% Higher Standard			
		Reading	Writing	Maths	RWM		Reading	Writing	Maths	RWM
2017	11	+7.9%	+8.5%	+21.8%	+7.9%		+0.6%	-10.9%	-20%	-13%
2016	14	-9.0%	+12.9%	-16.2%	-17.9%		+14.8%	-6.2%	-1.95	+7.1%
2015	15	-18.1%	-12.9%	-31.9%	-23.8%		-36.2%	-29.0%	-29.5%	-28.6%

Wandsworth LA Disadvantaged pupils

Year	Pupils	Expected Standard					% Higher Standard			
		Reading	Writing	Maths	RWM		Reading	Writing	Maths	RWM
2017	924	-14.5%	-12.1%	-16.5%	-20.6%		-23.0%	-14.8%	-21.9%	-13.7%
2016	918	-18.6%	-11.7%	-18.1%	-23.4%		-20.2%	-10.5%	-18.2%	-8.5%
2015	959	-10.2%	-8.6%	-15.5%	-18.9%		-24.7%	-23.1%	-25.0%	-22.7%

When looking at the in gap analysis for pupils working at the expected standard (Reading Writing, Maths and RWM), the disadvantaged pupils at St Joseph's were significantly higher than the Local Authority. The St Joseph disadvantaged/non disadvantaged gap for pupils working at the higher standard in Reading was +0.6% compared to an LA gap of – 23%. The gap between St Joseph disadvantaged pupils was also narrower than the LA for Writing, Maths and RWM at the higher standard.

At the end of KS2 the proportion of St Joseph disadvantaged pupils attaining the expected standard in Writing, Maths and Reading, Writing, Maths combined (RWM) was above the National Expected Standard for all pupils.

The proportion of St Joseph disadvantaged pupils attaining a higher standard in Reading was higher than the National Average for higher standard.

When taking into account the achievement of groups of children consideration should be made of the composition of the groups. Whilst this should not be seen as a barrier, it provides a useful context.

For the end of the academic year 2016/2017	Disadvantaged Pupils		% of disadvantaged who have EAL		% of disadvantaged who have SEN	
Reception	4/28	14%	3/4	75%	1/4	25%
Year 1	8/27	26%	2/7	29%	2/7	29%
Year 2	9/26	31%	5/8	50%	1/8	13%
Year 3	8/28	21%	4/8	50%	0/8	
Year 4	9/25	32%	7/8	88%	3/8	38%
Year 5	11/30	33%	6/10	60%	6/10	60%
Year 6	11/20	55%	5/11	45%	9/11	82%