

# Pupil Premium Report

2017-2018



\* Images taken from across the school.

## What is pupil premium funding?

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1<sup>st</sup> April. PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces.

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for FSM since May 2011, as well as those first known to be eligible at January 2017.

Pupil Premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of four in year groups reception to Year Six (£1320)
- Who have been continuously looked after for the past six months (£1,900 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (post LAC) £1,900 per child.
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last four years (Ever 4 service child) £300

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. At St. Joseph and St. Bede we are committed to 'diminishing the difference' between vulnerable pupils and the pupil premium forms a vital part of that process.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual strategy statement. There is no set format for the report of pupil premium. St. Joseph and St. Bede will publish details of a report online annually. This report aims to detail information on how Pupil Premium has been used within school. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports to Governors will also detail the progress made towards closing the gap and this will be supported by reported data and academic progress. Regular updates will be presented to the Governing Body of our school.

The school is allocated additional funding for those pupils in receipt of free school meals which is referred to as Pupil Premium.

The allocation for 14/15 was **£130,000** (based on 94 at £1323 per child)

The allocation for 15/16 was **£138,600** (based on 106 at £1320 per child)

The allocation for 16/17 was **£137,280** (based on 104 at £1320 per child)

The allocation for 17/18 was **£135,960** (based on 103 at £1320 per child)

## How is need identified at St Joseph & St Bede School?

1. Advice from parents and family members
2. Ever 6 and FSM
3. Our baseline assessments
4. Our progress assessments
5. Assessments and observations from in house professionals, educational psychologists, counsellors and mentors
6. Advice from parents support, SEN team members, social services, housing and other agencies

## St Joseph & St Bede RC Primary School utilised the pupil premium money in order to meet in the following areas:

### Actions focused on learning in the Curriculum.

Examples of these include pre-teaching maths sessions, 1:1 and group support in targeted interventions.



### Actions focused on social, emotional and behavioural issues.

Examples of these include our Parents Support Worker and stay and play sessions.



### Actions focused on enrichment beyond the curriculum.

Examples of these include trips and visitors to our children. This has also included investment in learning opportunities.



### Actions focused on families and the community.

Examples include our Family Support Worker and the appointment of a Caritas Social Worker. We have, in addition, conducted 'stay and play' sessions for parents in EYFS.



## Our principles

Each child is treated as an individual and interventions are tracked on an individual basis. Each child is tracked rigorously and interventions are put in place in order to close any gaps. We have subdivided our interventions into different categories.

At St. Joseph and St. Bede:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We work hard to provide a quality learning experience and opportunities for as many pupils as possible
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We track all vulnerable groups and use the data to provide intervention and support
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Number of pupils and Pupil Premium received*	
Total number of pupils on roll	319
Total number of pupils eligible for PP	103
Amount of PP received per pupil	£1320
Total amount of PP received	£135,960
*Nursery pupils are not eligible for Pupil Premium	

1. Raising literacy levels and reading ages and numeracy skills
2. Raise the standard of teaching and learning through the deployment of staff effectively.
3. Improving behaviour and emotional intelligence through extra support for families and carers.
4. Improving the experiences of our pupils through personalised learning, off site visits and extracurricular activities i.e. use of external providers.

## How do we spend our Pupil Premium Grant?

Whole School ethos and attainment for all

### Actions focused on learning in the Curriculum

**We have interventions and support to help every child access all areas of learning.**

Programme	Commando Joe		
Individual Costs	£5001	Shared costs?	
How are outcomes measured? Children have an increased resilience, behaviour and attitude for learning.	Who delivers?	Commando Joe – Paul Gibson	
	Impact?	1. 95% of pupils believe Commando Joe's has improved their attitude towards school and learning 2. 70% of pupils are above adequate in all Life Skills	

Programme	Pre-teaching Maths		
Individual Costs	£14,576	Shared costs?	
How are outcomes measured?	Who delivers?	Teacher Assistants x7	

Children's attainment and progress in Maths is assessed half termly. Pre-teaching maths groups are tracked separately on Target Tracker. Fruit is available for the children who attend to give them a healthy start to the day.	<b>Impact?</b> 49% of children made better than expected progress in maths of the children who attended Maths club. 72% of the maths club children were at or above expectation in the Summer term tests.
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Programme		Teacher Assistants KS2	
<b>Individual Costs</b>	£15,620	<b>Shared costs?</b>	Staffing budget
<b>How are outcomes measured?</b> We enable each class to have a teaching assistant whose first priority is the PPG children.		<b>Who delivers?</b>	Teacher Assistants
		<b>Impact?</b>	Children have constant members of staff they can go to. Children have misconceptions addressed immediately. Children have their work marked first.

Programme		Deputy Headteacher – Dedicated time out of class	
<b>Individual Costs</b>	£18,645	<b>Shared costs?</b>	Role of DHT
<b>How are outcomes measured?</b> DHT in developing good practice. Ensures consistency of approach across the year groups. Analyse data and monitor and evaluate teaching and interventions		<b>Who delivers?</b>	J. Myerscough
		<b>Impact?</b>	100% good or better teaching. 100% good or better progress for children. Behaviour for learning a strength during lessons

Programme		HLTA targeted support in Year 1	
<b>Individual Costs</b>	£6467.00	<b>Shared costs?</b>	
<b>How are outcomes measured?</b> Data analysis and tracking Removing barriers to progress i.e. misconceptions. Arithmetic skills regular assessments Children's using and applying and attitude to phonics. End of year results		<b>Who delivers?</b>	M. Murphy
		<b>Impact?</b>	

Programme		HLTA targeted support in Year 6 maths	
<b>Individual Costs</b>	£6467.00	<b>Shared costs?</b>	
<b>How are outcomes measured?</b> Data analysis and tracking Pre Maths assessments Removing barriers to progress i.e. misconceptions. Arithmetic skills regular assessments Children's using and applying and attitude to mathematics. End of year results		<b>Who delivers?</b>	D. Pearson
		<b>Impact?</b>	Measured progress indicates that whilst 38.5% made expected progress the children made good progress.

- Colourful resources to support word and sentence development
- Visual learning resources for all pupils with dyslexic tendencies and ASD spectrum
- Comprehension and textual analysis to support all levels
- Pre-teaching maths & maths and booster maths
- Fine motor and writing development
- Hands on multi-sensory core learning experiences
- Books for reluctant readers
- A lending library
- Homework clubs
- 1:1 interventions for maths and literacy
- Guided reading and supported reading
- Explore – out of school tuition
- Academically more able maths groups
- Active Learn
- Provision maps to target underachievement
- Independent Learning Logs to enable children to take control of their learning.
- Pupil Progress Meetings

<b>Programme</b>	EYFS - Deployment of experienced teacher and teaching assistants.		
<b>Individual Costs</b>	£24,009.09	<b>Shared costs?</b>	
<b>How are outcomes measured?</b> EYFS profile data on entry and exit.	<b>Who delivers?</b>	0.5 teacher & 0.5 teacher assistant	
	Specific programmes undertaken are measured. Phonics data monitored.		

**A safe base:**

- We employ more teachers in the EYFS to keep the class small and support language development
- Our classrooms are well equipped with excellent texts, computers and iPads and resources for every child to develop independent learning.
- We engage our multi agency partners to get our children to school and help them access learning and personal development.
- We are fully committed to creating a safe, attractive and stimulating environment which is well run and consistent as part of Dyslexia Awareness

**Enrichment and Resource Provision**

<b>Programme</b>	Speech Therapy		
<b>Individual Costs</b>	£4621.72	<b>Shared costs?</b>	Shared between schools
<b>How are outcomes measured?</b> The children are assessed at the start and end of each programme. Details are fed back to the teachers and SENCo.	<b>Who delivers?</b>	Speech Therapist	
	<b>Impact?</b>	The children are having a weekly session to practice their speech programme. This has made the children more confident and ensures their weekly practice.	

<b>Programme</b>	Jump Ahead		
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<b>Individual Costs</b>	TA x20 minutes per session	<b>Shared costs?</b>	EYFS extra staffing provision
<b>How are outcomes measured?</b> Children's fine motor skills have improved. Children's writing has improved. Children can follow instructions and		<b>Who delivers?</b>	Reception Staff
		<b>Impact?</b>	

**Supportive and working together with respect, understanding, honesty and joy, to develop love, tolerance and justice for all:**

### Addressing behaviour and attendance

- We know that our children are unique and special.
- Forgiveness is embedded in our school ethos and every effort is made to ensure that each child takes responsibility and builds friendships and develop understanding of others.
- We have a pastoral team and health professionals that work with our staff and pupils to support good mental and emotional well-being.
- We work with our children, their families to remove barriers to learning and enjoying school life.

<b>Programme</b>	<b>Pupil Support Worker + Reflection &amp; Mindset</b>		
<b>Individual Costs</b>	£11,557	<b>Shared costs?</b>	
<b>How are outcomes measured?</b> 1:1 and small learning support Solution focused behaviour management intervention, Self-esteem interventions, Counselling and Attendance.		<b>Who delivers?</b>	N. McDonald & Senior Leadership Team
		<b>Impact?</b> Evident from the children who have been involved in intervention groups through improvements to their wellbeing and social and emotional skills.	

Examples of programmes and workshops undertaken by our Pastoral Worker

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| <ol style="list-style-type: none"> <li>1. Emotional</li> <li>2. Social</li> <li>3. Behaviour</li> <li>4. Resilience Building / Growth Mindset</li> </ol> | <ul style="list-style-type: none"> <li>Social Skills Lego Club Therapy"</li> <li>Counselling</li> <li>Anti-Bullying (1:1 / group)</li> <li>Bereavement</li> <li>Drop-in</li> <li>Choose Time</li> <li>Relax for Kids</li> <li>Boxall</li> <li>Charts / Boxall</li> <li>Explore Emotions</li> <li>Friendship Group (problem solving skills)</li> <li>Lego Pairs Therapy</li> <li>Morning Club</li> <li>Transition Group</li> <li>Playground PALS</li> <li>Anger Management "Volcano in my tummy"</li> <li>Social Skills "Lego Pairs Therapy"</li> <li>Self Esteem "Feeling Fabulous"</li> </ul> |
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Programme		Caritas Social Worker	
Individual Costs	£10,250	Shared costs?	
How are outcomes measured? 1:1 and small learning support Solution focused interventions, Self-esteem interventions and Counselling.		Who delivers?	
		Impact?	Evident from the children who have been involved in intervention groups through improvements to their wellbeing and social and emotional skills.

Programme		Parent Support Worker & Attendance Officer	
Individual Costs	£8645.20	Shared costs?	Shared with support for whole school
How are outcomes measured? Information is shared with relevant staff to ensure pupils are supported as required.		Who delivers?	T. Beswick & Sian
		Impact?	Parents feel well supported and any concerns about children are addressed immediately. Parents are guided to agencies for help where necessary.

### A place to play and recuperate:

Programme		Extended opportunities	
Individual Costs	£9,757	Shared costs?	Clubs, Visits, Robinwood
How are outcomes measured? Enhanced curriculum opportunities including subsidised visits and trips, tuition in music and extended opportunities for Able & Talented pupils. Robinwood, Music Tuition		Who delivers?	Teachers/Teacher Assistants/Providers
		Impact?	Children have more experiences and they are able to write from experience. Teachers note that they are more confident being able to join in with their peers on an equal basis.

- A reflection room for mindfulness
- A well-stocked Art room
- Multiple lunch time and after school clubs – choir, arts & craft, recorder, homework clubs, badminton, sports clubs, netball, football
- Visiting artists, storytellers, visits to museums, cinemas, theatre visitors and visits.
- Global learning

### Support in making a good transition

Programme		Extra Transition sessions	
Individual Costs	TA/SSA time.	Shared costs?	
How are outcomes measured? Children identify their concerns before the transition process and these concerns have been addressed. They talk with confidence and excitement about moving to high school.		Who delivers?	NMcD/DP & SSA's in collaboration with the high schools.
		Impact?	Children feel ready to access their new high school and have any concerns or questions answered. They feel comfortable navigating the buildings of their new school and have key persons to go to.

- Working with teams at our local high schools our children experience shared lessons, open days and visits. Extra sessions are arranged for children to build confidence during this time.

## Our community

Programme		Stay and play sessions	
Individual Costs	T/TA time	Shared costs?	
How are outcomes measured? Parent's questionnaires and feedback. Increased support from parents.		Who delivers?	A. Purdy, S. Prince & R. Ellison
		Impact?	Parents had a greater understanding of what is expected of their children. Parents reported an increased confidence in how to support and extend their child's play at home.

- In house courses for parents and carers
- Stay and Play session run by S. Prince
- SEN team working to overcome barriers
- Fundraising for local and global charities

As a school we have used the 'The National Foundation for Education Research (NFER)' research to evaluate the success and experiences of the more successful schools, *'overall the report concludes that schools are able to improve disadvantaged pupils' performance and make a positive difference to their life chances. There is no single strategy that will make this difference and achieving better results for disadvantaged pupils does take time. Schools need to select the strategies that work best for their pupils and their school's circumstances.'*



*Dream Believe Achieve*