



In the Light of Jesus we Learn to Shine

1. Summary information					
School	St. Joseph's Catholic Primary School				
Academic Year	2018/19	Total PP budget	£172,319	Date of most recent PP Review	Oct 2018
Total number of pupils	825	Number of pupils eligible for PP	125	Date for next internal review of this strategy	Oct 2019
2. Attainment – Y6 2017-18					
			<i>Pupils eligible for PP (14 pupils)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving Expected standard+ in reading, writing and maths			57%	68%	
KS1 - KS2 Progress Score in reading			0.47	0.3	
KS1 - KS2 Progress Score in in writing			-0.11	0.2	
KS1 - KS2 Progress Score in in maths			0.24	0.3	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Early receptive language skills in EYFS are lower on entry (Baseline assessment) for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.				
B.	KS1 – KS2: pupils eligible for PP are making less progress than other pupils. This impacts on sustained achievement in Key Stage 2 outcomes.				
C.	Behaviour, emotional and social needs of a small number of pupils (mostly eligible for PP) is having significant impact on their academic progress over time.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	Attendance rates for a small number of pupils eligible for PP falls below the target for all pupils (96%); this reduces their time in school and causes them to fall behind on average.				
4. Desired outcomes					
	<b>Desired outcomes and how they will be measured</b>			<b>Success criteria</b>	
A.	Improve early receptive language and communication skills for pupils eligible for PP in Reception class.			By the end of EYFS, the same proportion of pupils eligible for PP as non-PP achieve GLD and ELGs in Listening and Attention and Speaking. Measured each half term in central data captures.	
B.	Higher rates of better than expected progress across KS2 for all pupils eligible for PP			PP pupils make same rate of progress or better than 'other' higher ability pupils in reading, writing, maths. Measured each half term in central data captures.	

<b>C.</b>	Behavioural, emotional and social needs of vulnerable pupils addressed.	<ul style="list-style-type: none"> <li>• Incidents of negative behaviour by target vulnerable pupils shows declining trend.</li> <li>• Achievement targets in R, W &amp; M for vulnerable pupils are met.</li> <li>• Fixed term exclusion rates continue to be below national average.</li> </ul>
<b>D.</b>	Increased attendance rates for target pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Number of persistent absentees among pupils eligible for PP decreases from 2017-18 level.</li> <li>• PP attendance continues to improve in line with 'other' pupils over time.</li> </ul>

## 5. Planned expenditure

**Academic year**      **2018-2019**

The three headings below enable schools to demonstrate how they are 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>A. Improved oral communication and language skills in EYFS to increase the % PP pupils achieving <b>GLD</b></p> <p>B. Improved progress for high attaining PP pupils</p>	Strategies outlined in school's Feedback and Marking policy to be used consistently with particular focus on allowing pupils time to respond to next-steps feedback and challenging PP to make rapid progress.	<p>Evidence sources e.g. EEF Toolkit, <b>Sutton Trust</b> suggest high quality feedback is an effective way to improve attainment overall, and it is suitable as an approach that we can embed across the school.</p> <p>As a school we aim to invest some of the PP funding in longer term and sustainable change which will benefit all pupils.</p>	<ul style="list-style-type: none"> <li>• School Plan focus in 2018-19.</li> <li>• Staff new to Early Years to be trained in the principles of good and outstanding EYFS practice.</li> <li>• Ensure resources are appropriate for developing these skills</li> <li>• Team Leader to monitor planning reflects personalise learning needs of all ability groups and PP pupils</li> </ul>	SLT (AH) YL	<p>Dec 18</p> <p>Feb 2019</p> <p>June 19</p>
B. Improved progress for PP pupils to achieve the expected standard.	CPD on challenge in reading, writing and maths outcomes for high attaining PP pupils, through Spotlight on Standards, Choral Reading and Catch up Literacy and Catch up Numeracy.	<p>Our intervention strategies for increasing the % pupils achieving GD last year were very successful and targets were exceeded in all year groups. However, assessment data indicates that the % higher ability PP pupils achieving Greater Depth in reading, writing and maths is lower than for other pupils so intervention strategies will continue in 2017-18 but more strategically focused on PP</p> <p>Key staff to be trained on Luton's LA Spotlight for Standards 'train the trainer' in maths and writing will help staff to encourage PP pupils be aspirational in their learning.</p>	<ul style="list-style-type: none"> <li>• Staff attendance at Spotlight on Standards, Reciprocal Reading and Diminishing the Difference courses will be followed up by monitoring to observe strategies being put into practice and their impact on PP pupil attainment at GD tracked. Strategies from training to be embedded in school practice</li> <li>• Increased opportunities for peer TLA observations, to model and embed best practice across the school.</li> <li>• Use of Educational Consultant support for middle leaders to ensure high quality, monitoring of Teaching, Learning and Assessment - observation and feedback.</li> </ul>	English Lead(s)  Maths Lead(s)	<p>Dec 18</p> <p>Feb 2019</p> <p>June 19</p>
<b>Total budgeted cost</b>					<b>£13,589.99</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral communication and language skills in reception (EYFS)  B. Improved progress for high attaining pupils	1:1 and small group support to implement Early Language Intervention for targeted pupils in Reception and Year 1.	Following baseline assessment some of the pupils are identified for targeted 1:1 support to catch up.  We use a programme which has been independently evaluated and shown to be effective in other schools as advised by SALT e.g. 'Time to Talk'	<ul style="list-style-type: none"> <li>Organise and review timetables to ensure sufficient staff trained to deliver provision to PP pupils – to include preparation &amp; delivery time.</li> <li>Collaboration with local schools using the programme - identify any potential barriers to aid implementation.</li> </ul>	EYFS staff Class teachers Teaching Assistants	Dec 18 Feb 2019 June 19
B. Improved progress for all PP pupils	Weekly 1:1/ small group teaching in R, W & M intervention in addition to timetabled curriculum.  Financial support so that high ability PP pupils access extra-curricular programme(s)  Financial Support for Breakfast Club  Increase the engagement levels of parents/carers of Pupil Premium pupils	Small group interventions with highly trained staff have been shown to be effective in this school and cited as such in reliable evidence sources such as Growth Mindset and the EEF Toolkit.  We also want to facilitate PP pupils accessing educational visits and extra-curricular activities to provide real purpose for writing. These are experiences that many are missing, limits their ability to produce the high-quality pieces of writing required to achieve GD / the Exceeded Standard.  We will increase the engagement of Pupil Premium parents / carers by arranging meetings around a more flexible schedule and explaining the role of attending the out of school provisions in raising the achievement of their children.	<ul style="list-style-type: none"> <li>Additional teaching sessions, 1;1 and small group support scheduled.</li> <li>CPD for staff (e.g. LA Maths consultant, Speech and language therapy) funded from PP budget.</li> <li>Impact monitored by English and Maths subject leaders and Year Leaders.</li> <li>Teaching assistant (TA) CPD for TAs supporting/leading the sessions.</li> <li>Family workers to facilitate engagement with parents before intervention begins, to address any concerns or questions about the additional support.</li> </ul>	SLT  English Lead(s)  Maths Lead(s)  Year Leaders	Dec 18 Feb 2019 June 19
<b>Total budgeted cost</b>					<b>£42,993.04</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Family Worker and key support staff employed in school to monitor pupils' attendance and punctuality and follow up quickly on absences. First day response provision.	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.  Family Workers liaise with families to improve attendance and punctuality providing support for target pupils. Parents are advised of the impact of term time absence on their child's education.	<ul style="list-style-type: none"> <li>The school works closely with the Local Authority and Educational Welfare Officer (EWO) to closely monitor attendance, absence and punctuality to ensure early detection of dips in pupils' attendance and that any concerns are dealt with effectively.</li> </ul>	SLT/YL  Attendance Admin Officer(s)  Family Workers	Nov 2018 Jan/Feb 2019 March/April 2019 June/July 2019

C. Behavioural, emotional and social needs of vulnerable pupils	<p>Identify needs and plan targeted intervention for vulnerable pupils.</p> <p>Use of Family Worker time to engage with parents before intervention begins.</p> <p>Build self-esteem and confidence of vulnerable pupils. To develop and maintain positive behaviours for learning and social interaction.</p>	<p>EEF (Education Endowment Foundation) Toolkit and Sutton Trust reports reflect that targeted interventions matched to specific pupils with particular needs, including behavioural and emotional, can be effective in overcoming barriers to their learning.</p> <p>We will use a variety of programmes which have been independently recommended and shown to be effective in other schools. We will broker specific support and follow the advice given by LA learning and behaviour support consultants.</p>	<ul style="list-style-type: none"> <li>• Ensure early identification of target pupils.</li> <li>• EP report outcome and suggested strategies are implemented.</li> <li>• Ensure engagement with parents and maintain regular and transparent communication.</li> <li>• Monitor impact of interventions and assess whether improvements in behaviours translate into improved attainment of vulnerable pupils – <i>termly reporting of impact of Pupil Premium Strategy.</i></li> </ul>	<p>SLT</p> <p>YL</p> <p>Class teachers</p> <p>Family Workers</p>	<p>Nov 18</p> <p>Jan/Feb 2019</p> <p>March/April 2019</p> <p>June/July 2019</p>
<b>Total budgeted cost</b>					<b>£16,360.59</b>

6. Review of Expenditure Impact				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Success criteria met? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved oral communication and language skills in Reception (EYFS).	<p>Staff training on high quality feedback and marking.</p> <p>Staff training on developing speaking and listening for the high attaining pupils in EYFS and Reception (Y1) from EYFS profile/NC.</p>	<p>% Pupils achieving at least expected standard reflects EYFS Listening &amp; Attention, Understanding and Speaking has PP pupils reaching national benchmark and at times out performing non-PP pupils.</p>	<ul style="list-style-type: none"> <li>• <b>Sutton Trust</b> suggest high quality feedback is an effective way to improve attainment overall, and we have found that it has been very successful with the EYFS PP pupils. It is an approach that we are embedding across the whole school; although we need to ensure that the pupils are consistently given sufficient time to make their responses and engage with the 'next steps' challenge.</li> <li>• PP pupils generally enter the school with lower early receptive language skills than for other pupils and this slows reading progress in subsequent years so we will be continuing with this approach.</li> </ul>	<b>£54,967.20</b>
B. Improved progress for high attaining pupils.	<p>CPD on challenge in reading, writing and maths outcomes for high attaining pupils.</p>	<p>Analysis of pupil achievement data 2017-18, indicates the school exceeded its target for pupils to reach Expected standard in almost all year groups but not at the higher standard.</p> <p>The strategies employed have ensured that PP pupils are now attaining in line with other pupils in school and others nationally at the Expected standard.</p>	<ul style="list-style-type: none"> <li>• Although successful in raising PP achievement overall, we need to modify our approach so that we continue raising the % PP pupils 'achieving the higher standard'.</li> <li>• This will be done by increased opportunities for peer observations, to model and embed best practice across the school and support from external consultants to work in school with staff and pupils.</li> </ul>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Success criteria met? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improved oral communication and language skills in reception (EYFS)  B. Improved progress for high attaining pupils.	Following baseline assessment some of the PP pupils were targeted for 1:1 support to 'catch up' using programmes shown to be effective in other schools: 'Time to Talk' EAL	Positive impact on progress of pupil premium pupils who attended intervention and 1:1 sessions in communication and language.	<ul style="list-style-type: none"> <li>• Timetables were reorganised to ensure sufficient staff trained to deliver provision to target PP pupils and to include preparation and delivery time.</li> <li>• There was also collaboration with other partnership schools using the programme to aid implementation.</li> <li>• As a result target PP pupils made good progress in speech and language and developed their oral and social skills.</li> </ul>	<b>£59,263.50</b>
B. Improved progress for high attaining pupils.	Weekly 1:1/ small group teaching in R, W & M for high-attaining in addition to timetabled curriculum.  Financial support so that high ability PP pupils access extra-curricular programme and Breakfast Club.  Increase engagement of parents/carers of Pupil Premium pupils.	Positive impact on progress of pupil premium pupils who attended lunch and after school sessions but not on the % of PP pupils achieving Greater Depth.  Breakfast Club and extra-curricular activities not consistently having positive impact because some PP pupils unable to attend regularly due to family circumstances.	<ul style="list-style-type: none"> <li>• Next year we aim to continue the lunchtime and after-school support and will focus on parental engagement to encourage/ facilitate better attendance.</li> <li>• Additional internet based programs to support home learning during 2018/19 TT Rockstars (Maths), Espresso</li> </ul>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Success criteria met? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Increased attendance rates	Family Worker and key support staff monitor attendance and punctuality and follow up absences with 1 <sup>st</sup> day response	2017 IDSR indicates that the school's attendance figures are better than the national: 3.7% sessions were lost by all pupils compared to national 4.0% and 2016/17 ASP indicates FSM absences were 3.8% compared to national 5.5%. School is confident that the difference between PP and others will diminish again in 2018-19.	<ul style="list-style-type: none"> <li>• Family Workers liaise with families to improve attendance and punctuality providing support for target pupils.</li> <li>• Parents are advised of the impact of term time absence on their child's education. This has been a very successful strategy that we will continue with.</li> </ul>	<b>£51,815.80</b>
C. Behavioural, emotional and social needs of vulnerable pupils	Performance targets for vulnerable pupils used to agree intervention work. Self-esteem and confidence of pupils developed.	There have been minimal fixed term exclusions for the last 3 years as a result of these successful strategies and additional adult support provided for individual pupils.	<ul style="list-style-type: none"> <li>• A variety of programmes independently recommended and shown to be effective in other schools were used.</li> <li>• We also broker specific support and follow the advice given by LA learning and behaviour support consultants. This was very successful and contributed strongly to the outstanding behaviour observed in lessons and around the school – <b>Ofsted October 2017.</b></li> </ul>	

## 1. Additional detail

Our Pupil Premium Strategy Statement document can be found online at: [www.stjosephsprimaryluton.co.uk](http://www.stjosephsprimaryluton.co.uk)

- **St Josephs' pupils tend to arrive in school with abilities in line with national average and usually achieve above the national average in Reading, Writing and Mathematics. Disadvantaged pupils are performing as well as other pupils at the Expected standard but there is a performance gap for PP achieving the higher standard.**
- **A school priority is to maintain the rising trend of achievement in reading, writing and mathematics, for identified PP pupils capable of attaining Greater Depth.**
- 5% - 29% is the range of FSM/PP in school per year group. It tends to be below national average in lower year groups but reflects the fact that since UFSM at KS1 many families eligible for FSM do not apply.
- Current pupil progress data reflects all main groups including the most disadvantaged and SEND are generally making good or better progress compared with national in all year groups.
- CPD/INSET is planned through the school year to develop staff confidence, expertise and practice. Appraisal objectives are closely linked to priorities identified through monitoring and data analysis and inform all staff of their accountability in meeting the needs of **all pupils**.
- St Joseph's works collaboratively with other schools and is an active member of the St. Alban Catholic Schools' Partnership and Luton's Central Area Partnership.