

8 Pupil premium strategy statement (primary)

1. Summary information					
School	St Joseph's Catholic Academy Matlock				
Academic Year	2018/19	Total PP budget	£45100	Date of most recent PP Review	Sept 2018
Total number of pupils	123	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Oct 2018 – March 2019 (external PP Review) July 2019-reviewed

2. Current attainment		
Attainment for 2017-18 Yr 6 (7 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	14%	70%
Progress score for reading	-3.01	0.31
Progress score for writing	-8.71	0.24
Progress score for maths	-4.46	0.31
Attainment for 2018-19 Yr 6 (6 pupils)	<i>Pupils eligible for PP (your school-6 pupils)</i>	<i>Pupils not eligible for PP 18 pupils (national average)</i>
% achieving in reading	67%	61% (Greater Depth 28%)
% achieving in writing	67%	72% (Greater Depth 17%)
% achieving in maths	33% (17% Greater Depth)	67 % (17% Greater Depth)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	The oral language skills in Reception are lower for PP’s than for other pupils. This slows reading and writing progress in subsequent years.	
B.	There is limited use of higher tier vocabulary used throughout the school especially for the children who are eligible for pupil premium.	
C.	Many of our children who are eligible for pupil premium have additional needs in their emotional, well-being and mental health which impact on their attitudes to learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Many of our pupils eligible for pupil premium have either Low or Persistently Low attendance	
E.	Many of our pupils eligible for pupil premium have a low engagement from parents.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills in EYFS. Progress scores for specific interventions such as Talk Boost will measure a positive impact.	PP in Reception class make rapid progress so that the gap between those eligible for PP and those who are not eligible will diminish. Talk Boost Assessments will show progress. ECAT Assessments show progress.
B.	To ensure children are using quality vocabulary in their spoken and written language. Progress scores will be closer to zero, with a minimum of a 50% reduction.	PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2. Evidence from children’s books will show developments in children’s written work, and an improved level and use of vocab will be evident. Lesson observations will show improved standard of written work produced by the children.
C.	To develop children’s positive well-being and ensure the children’s mental health needs are being met, so they are ready to learn once at school.	For children to ready to enter class, ready to learn when they have arrived at school.
D.	To improve the attendance of this group of children.	Attendance to be increased to 96+ in line with National Average
E.	For an increased number of parents to be engaged within the education of their child.	An increase in parents attending assemblies, workshops etc within school, celebrating the children’s work

F.	For children's personal aspirations to develop, increasing their own self belief and confidence within learning.	For children to be resilient, independent learners.
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5. Planned expenditure					
Academic year	2018/19				
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?
To ensure children are using quality vocabulary in their spoken and written language.	Knowledge Organisers to be issued to all children, outlining key vocab for the current topic. Quality texts to be covered within English-based on texts recommended from Literacy Shed Reading Journals to be purchased for all children to document their new vocab.	We want to ensure the children have a knowledge rich curriculum, and learn the maximum from each topic covered. The Impact Journal of The Chartered College of Teaching reported that since our working memory capacity is limited, by storing more in our long term memory, we free up our working memory capacity.(sept 2018)	Knowledge Organisers given out each term. Quality texts planned on Long Term Curriculum Plans for each year. Text books to be monitored alongside planning, displays etc by Eng lead.	Class Teachers-monitored by English Lead.	Termly

To ensure staff members have a clear understanding of how to track children's attainment and progress.	New Assessment Tracking system bought-Insight.		Termly Pupil Progress Meetings held between Headteacher and Class Teacher, analysing data. Key groups of children tracked-eg-pupil premium. There is to be a Pupil Premium Target on all subject action plans.	Head Class Teachers	Termly
To ensure staff members have a clear understanding of national expectations for each year group.	Moderation of expected standard of work for each year group to occur across the Trust and within local clusters. Comparative Judgement for Assessing Writing	NFER-"the agreement of moderation judgements is essential so that all involved can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools".	Termly Moderation of work with other schools.	Head Class Teachers	Termly
To ensure children develop a Growth Mindset, building upon their resilience and developing an 'I can do' attitude to learning	Staff Training on Growth Mindset. Introduction of St Joseph's Golden Skills- Motivation, Resilience, Independence, Unity, Perseverance, Self-Belief. Children to be praised for using these skills in their learning.	Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. The opposite, a fixed mindset, refers to the belief that a person's talents are set in stone . Years of research have shown that mindset is malleable. This means that by helping students to develop a growth mindset, we can help them to learning more effective and efficient.	Weekly Achievement Assembly- parents invited for those children who have displayed Golden Skills. Lesson Observations-Golden Skills evident?	Head Class Teachers	Ongoing

To ensure children are being exposed to a Mastery style of teaching within Maths across all year groups.	<p>Maths Mastery Training.</p> <p>Concrete resources purchased.</p>	Teaching maths for mastery is a transformational approach to maths teaching which stems from high performing Asian nations such as Singapore. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.	<p>Lesson Observations</p> <p>Learning Walks</p> <p>Planning/Book Scrutiny-evidence of Fluency, Reasoning and Problem Solving</p>	Class Teachers-monitored by Maths Lead.	Ongoing
Total budgeted cost					£5,100
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?
To develop children's positive well-being and ensure the children's mental health needs are being met.	<p>Children to attend Nurture Group 3 x aft.</p> <p>Learning Mentor available (not assigned to class) for meeting with children.</p> <p>Positive Play sessions</p> <p>Anger Gremlins sessions</p> <p>Learning Mentor to lead Pupil Interviews with this group of children</p>	<p>We feel there is a need for the children's social, emotional needs to be met with early nurturing experiences that are vital to successful learning. It has been proven that outcomes for children who attend Nurtures are:</p> <ul style="list-style-type: none"> -greater academic achievement Improved behaviour Improved attendance -attachments to teachers, school etc <p>Positive Play and Nurture Groups are proven interventions-progress will be measured using the Boxall Profile</p>	<p>Boxall Profiles taken of those children attending Nurture and Positive Play Sessions.</p> <p>Pupil Interviews-results summarised and shared with SLT-actions planned.</p> <p>Observations of interventions.</p> <p>Monitoring of interventions.</p>	Learning Mentor	Termly

For all children in receipt of pp to have a personalised PP Tracker, addressing their individual needs.	<p>PP Tracker to be created and updated half termly by teachers addressing the main barriers to learning.</p> <p>A provision map of the school will match the needs of the children.</p>	The individual needs of the children need to be outlined to ensure we are successfully planning appropriately pitched lessons/interventions etc.	Pupil Premium Trackers to be shared at each half termly pupil progress meetings.	Head	Half Termly
For the gap between those eligible for pupil premium funding and those who are not to diminish within maths attainment.	<p>Children in receipt of Pupil Premium funding to receive regular Mathematical pre-teach prior to maths lesson</p> <p>Children in receipt of Pupil Premium funding and below in Maths, to receive regular Breakfast Booster Maths.</p>	The idea is from the belief that pre-teaching new lesson material to specific children could reduce the need for 'catch-up' or even 'keep up' intervention, normally done after a teaching episode (NCEMT)	<p>Pre teach of maths to be timetabled into all class timetables across the school.</p> <p>Learning Walk Book Scrutiny Planning Scrutiny</p>	<p>Class Teacher/ TA</p> <p>Maths T/A</p>	Ongoing
For the gap between those eligible for pupil premium funding and those who are not to diminish within Writing attainment.	For all children in receipt of Pupil Premium Children to receive regular Writing Conferences, analysing their written work with immediate feedback from the class teacher.	<p>According to Donald Graves who is considered to be the father of the 'Process to Writing Approach', the primary purpose of a Writing Conference is to "help children teach you about what they know so that you can help them more effectively with their writing."</p> <p>In short, using Writing Conferences will help students become independent writers.</p> <p>Benefits of the Writing Conference strategy:</p> <ul style="list-style-type: none"> It provides immediate feedback 	<p>Learning Walk Book Scrutiny Planning Scrutiny</p> <p>Feedback responded to by children.</p>	Class Teacher Class TA	Ongoing

		<ul style="list-style-type: none"> ▪ It creates a positive attitude among students towards writing and motivates them to improve their work ▪ It structures the teaching process around the student's skill level and understanding ▪ It addresses and improves writing skills including the process of writing 			
For the gap between those eligible for pupil premium funding and those who are not to diminish within Reading attainment.	For all children in receipt of Pupil Premium Children to have additional individual reading.	<p>Regular Reading leads to improved fluency.</p> <p>Daily Reading For Meaning sessions will increase the opportunity for comprehension and inference.</p>	<p>Learning Walk Book Scrutiny Planning Scrutiny</p> <p>Feedback responded to by children.</p>	Class Teacher Class TA	Ongoing
Improved oral language skills in Reception.	<p>Staff training on Every Child a Talker (ECAT) – high quality interaction skills.</p> <p>Listening groups and Talk boost intervention for small groups of children in Reception.</p>	<p>We want to invest some of the Pupil Premium in longer term change which will help all pupils.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>The ECAT strategy has been chosen because techniques have been proven to be effective in improving interaction and PSED skills.</p>	<p>SALT team will deliver training to Foundation Stage staff</p> <p>Talk Boost Intervention/ECAT for those children who require.</p> <p>Pupil Premium Interviews will illustrate children's own views.</p> <p>Data analysis will show improvements in Communication, Language and Literacy.</p>	KC	Spring 2

Total budgeted cost					£25, 000
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 improve the attendance of this group of children.	<p>Learning Mentor to track the attendance of this particular group.</p> <p>Learning Mentor to also track Low Attendance (those falling between 90-95%)</p> <p>Termly meetings with Persistent Absentees.</p> <p>Office Admin to follow up quickly on absences. First day response provision, Letters sent, Panel Meetings held.</p> <p>Rewards for high attendance</p>	We cannot improve the attainment of children if they do not attend school.	<p>Implement the daily, weekly, half termly and annual procedures for monitoring attendance.</p> <p>Information and data to be shared fortnightly with the SLT at the team meetings.</p> <p>Initial telephone conversations. If concerns remain, panel meetings to be held.</p> <p>Panel Meetings with Parents held termly</p>	Learning Mentor	Monitoring weekly

<p>Ensure equality of opportunity for our disadvantaged children.</p>	<p>Ensure breadth and balance across the curriculum. This includes a planned programme of visits, trips, Residential etc. These are subsidised for Pupil Premium Children</p> <p>Weekly Sports Clubs are also offered.</p> <p>After School/Breakfast Club offered for children eligible for pupil premium, This can offer a calm, effective start to our children's day, so they are ready to learn once school begins.</p>	<p>Families of disadvantaged children have access to Breakfast/After School Club free of charge. This in turn will increase their overall attendance.</p>	<p>Curriculum Planning</p> <p>Registers of Breakfast Club/After School Club monitoring.</p>	<p>Head teacher</p> <p>Class Teachers</p>	<p>Termly</p>
<p>For an increased number of parents to be engaged within the education of their child.</p>	<p>Parents invited weekly to whole school assembly, celebrating children's work and efforts.</p> <p>Regular in class workshops for parents to engage with children's learning.</p> <p>Informative sessions held throughout the year for parents eg- phonics workshop, SATS meetings etc.</p>	<p>DFE-The impact of parental engagement on children's education "Parental involvement in a child's schooling for a child between the ages of 7-16 is a more powerful force than family background"</p> <p>This is also supported by the EEF- Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways</p>	<p>Registers completed for Workshops, with opportunity for parents to respond eg-surveys etc.</p> <p>We aim to increase the % of attendance of these by 50%.</p>	<p>Head and SLT</p>	<p>Annually</p>

	Parents of children who are eligible for pupil premium funding invited to half termly coffee morning, sharing children's work and targets.				
Total budgeted cost					£15,000

6. Review of expenditure 2018/19				
Previous Academic Year		£45,100		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral language in EYFS	TA modelling Talk For Writing CPD Talk for Writing High emphasis on vocab Rich experiences to deepen the vocab of the children	PP children in EYFS made rapid progress-the attainment between all children and pp children-75% met GLD for PP and all children. (very small cohort) Talk For Writing is having great impact on the communication and language skills for all children. Daily Reading	Talk for Writing is a new process for the school-this will continue in the next academic year. Talk Boost-to be implemented from Sept-key children have already been identified at the end of this academic yr.	£3500 (training and resources) £6240 (Daily Reading to all pp children)

<p>To ensure children are using quality vocabulary in their spoken and written language. Progress scores will be closer to zero, with a minimum of a 50% reduction.</p>	<p>Talk For Writing</p> <p>Increase emphasis on Vocab</p> <p>Use of Vipers</p> <p>Writing Conferences</p>	<p>Evidence in the books shows good progress in the use of vocab.</p> <p>Learning walks throughout the school show an improved level of vocab being used in all year groups.</p> <p>Standard of written work has significantly improved-this was identified in a recent Diocesan Learning Walk (July 2019)</p> <p>Moderation all Key Stages-EYFS, KS1 and KS2 verified the schools own judgement. 67% of PP children in Yr 6 meeting the expected standard in writing.</p> <p>Writing Conferences have been successful. KS 2 SATS-71% overall-writing, 84% Reading (including 21% Greater Depth)</p>	<p>Talk for Writing is a new process for the school-this will continue in the next academic year. All the strategies applied for Eng need to be consolidate next year, as such great progress has been made.</p> <p>Now, we also need to ensure that the same standard of Eng is applied throughout the whole curriculum. Writing Conferences-these have been successful especially within specific year groups. Next yr these need timetabling more tightly.</p> <p>Staff have a greater understanding of key data-they are using Insight confidently, analysing pp data in comparison to other groups. PP Tracker analyse key individual barriers for each pp child. These are discussed at each pupil progress meeting.</p>	<p>£2500 (Writing Conferences)</p> <p>£100 (VIPERS Subscription)</p>
<p>To develop children's positive well-being and ensure the children's mental health needs are being met.</p>	<p>Breakfast Club</p> <p>Learning Mentor</p> <p>ELSA Training</p> <p>Designated Area.</p> <p>Golden Skills to support well being</p>	<p>Use of Breakfast Club Provision has been successful for specific children, ensuring they are ready to learn.</p> <p>Meet and Greets offered by Learning Mentor.</p> <p>Walking Bus-partially successful-decline in numbers as the year has progressed.</p> <p>EISA Training has been completed by our Learning Mentor.</p> <p>Improvements to a designated area have been made, with sensory resources.</p> <p>Golden Skills-encouraged for all children-this has been very successful.</p>	<p>Children's positive well-being remains a high priority for the school going forward into the next academic year.</p> <p>Mental Health for Children Training is something we will be accessing next academic year.</p>	<p>£5000 (Breakfast Club provision for specific pp children)</p> <p>£20,000 (Learning Mentor to work specifically with pp children)</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the attendance of this group of children.	<p>Learning Mentor tracking Attendance</p> <p>Letters to parents</p> <p>Surgeries with parents</p> <p>Walking Bus</p> <p>Celebrations of attendance, newsletters etc</p> <p>Parents being informed of attendance at each parents eve</p>	<p>Persistence absence 14% last academic year (2017/18) to 9% (2018/19)</p> <p>At key analysis points throughout the yr, pp children have reached 100% eg-Lent term.</p>	Learning Mentor to continue this role in tracking attendance as early as possible.	Included in Learning Mentor salary-see above)
For an increased number of parents to be engaged within the education of their child.	<p>Class Assemblies, followed by Class Workshops</p> <p>Knowledge Organisers sent home to involve parents</p>	<p>Parents have attended various class workshops throughout the year for each class.</p> <p>There has been a particularly high response of parents in certain year groups.</p> <p>Knowledge Organisers have been initially implemented-this needs consolidating</p>	<p>Parents have been positive in attending Parental Workshops-key year groups need targeting now.</p> <p>The use of Knowledge Organisers need to be consistent in all year groups and specific.</p> <p>Parents have been informed of key events on the whole school calendar at the beginning of year, so these events can be prepared for in advance.</p>	£1000 (External Consultant for Knowledge Organisers training)

For children's personal aspirations to develop, increasing their own self belief and confidence within learning.	Mastery Training Consistent approach to Maths SLE Input	<p>Very positive response by all the Maths approach.</p> <p>Children are all accessing Fluency, Reasoning, and Problem Solving on a daily basis.</p> <p>Golden skills are seen within these lessons throughout the year groups.</p> <p>Children's emotional well being is measured through Boxall Profiles.</p>	<p>This needs to continue to ensure children's self-belief and confidence remains a priority.</p> <p>ELSA training to be implemented.</p> <p>Assessment Timeline to be created so Boxall Profiles are completed timely.</p>	<p>£3500 (Taringing, Supply Days for Maths Lead to work with SLE, Resources et)</p> <p>£600-ELSA training plus resources</p>
Total Cost				£42,440