

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 (external PP Review)

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

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			
	<table> <tr> <th>Desired outcomes and how they will be measured</th><th>Success criteria</th></tr> </table>	Desired outcomes and how they will be measured	Success criteria
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A.	Improve oral language skills in EYFS. Progress scores for specific interventions such as Talk Boost will measure a positive impact.	<p>PP in Reception class make rapid progress so that the gap between those eligible for PP and those who are not eligible will diminish.</p> <p>Talk Boost Assessments will show progress. ECAT Assessments show progress.</p>
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.	<p>PP children to make rapid progress within English, with an increased number achieving the expected standard in KS1 and KS2.</p> <p>Evidence from children's books will show developments in children's written work, and an improved level and use of vocab will be evident.</p> <p>Lesson observations will show improved standard of written work produced by the children.</p>
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.

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.	<p>Knowledge Organisers to be issued to all children, outlining key vocab for the current topic.</p> <p>Quality texts to be covered within English-based on texts recommended from Literacy Shed</p> <p>Reading Journals to be purchased for all children to document their new vocab.</p>	<p>We want to ensure the children have a knowledge rich curriculum, and learn the maximum from each topic covered.</p> <p>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)</p>	<p>Knowledge Organisers given out each term.</p> <p>Quality texts planned on Long Term Curriculum Plans for each year.</p> <p>Text books to be monitored alongside planning, displays etc by Eng lead.</p>	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.	PP Tracker to be created and updated half termly by teachers addressing the main barriers to learning. A provision map of the school will match the needs of the children.	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.	Children in receipt of Pupil Premium funding to receive regular Mathematical pre-teach prior to maths lesson Children in receipt of Pupil Premium funding and below in Maths, to receive regular Breakfast Booster Maths.	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)	Pre teach of maths to be timetabled into all class timetables across the school. Learning Walk Book Scrutiny Planning Scrutiny	Class Teacher/ TA Maths T/A	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.	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." In short, using Writing Conferences will help students become independent writers. Benefits of the Writing Conference strategy: ▪ It provides immediate feedback	Learning Walk Book Scrutiny Planning Scrutiny Feedback responded to by children.	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 2017/18				
Previous Academic Year		£42,240		
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
Behaviour- Reduction in the incidents of disruption in lessons. Pupils demonstrate highly effective learning behaviours and are actively engaged in lessons.	TA modelling CPD on behaviour management strategies Support from Derbyshire Behaviour Support team.	School evaluation states that this has not yet become fully embedded and therefore strategies have yet to have the desired impact. There has been a slight reduction in incidents but new systems have not had long enough to embed.	Whole School Behaviour Policy needs reviewing and implementing-to be done and put in place for Sept 2018. Children are not aware of positive 'learning behaviours'-school to introduce 'Golden Skills' from Sept 2018. All staff members to be looking for children showing these skills in their learning. These skills are to be shared with parents and celebrated. Tracking of Behaviour Incidents is complicated-new MyConcern electronic system to be in place Sept 2018, for staff to track incidents more easily.	£7000

For the gap to diminish between those eligible for pp and non pp in phonics	Resources purchased for RWI RWI 1:1 support resources RWI leadership time RWI training	Phonics scores throughout the school have improved. Reading outcomes at the end of KS1 improved.	There was an inconsistent approach to the teaching of phonics and the monitoring was not as effective as planned. Lack of replacement of Phonics leadership, due to Management Staffing changes. Consistent approach of teaching phonics to be introduced-Sept 2018.	£15,000
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

<p>Reading-Increase in the proportion of disadvantaged pupils achieving the expected level of attainment/progress so the gap is diminishing.</p>	<p>Drop Everything and Read Purchased quality texts.</p> <p>CPD opportunities for staff to observe practice in an outstanding school.</p> <p>Targeted interventions before school</p>	<p>In 2018, the proportion of disadvantaged pupils achieving the expected standard in reading increased by 20%. The gap in attainment has diminished for disadvantaged pupils slightly; however, this is not rapid enough.</p> <p>Progress data confirms that the progress for disadvantaged pupils has been accelerated, increasing from -11.1 in 2017 to -3 in 2018. Outcomes at the end of KS1 in 2018, show a decline in the proportion of pupils working at the expected standard, resulting in the attainment gap widening.</p>	<p>Reading remains a high priority for our disadvantaged children. All of these children need to read more frequently, and have access to discrete Reading for Meaning lessons.</p> <p>Vocabulary needs to be a focus for many of our children eligible for Pupil Premium funding.</p>	<p>£5000</p> <p>£2000</p>
<p>Personal, Social and Emotional needs- Improved attendance for disadvantaged pupils. Pupils feel secure in school and are able to access full curriculum entitlement.</p>	<p>Positive play</p> <p>Communication with Parents when attendance drops below 96%.</p> <p>Highlighting the importance of attendance through school newsletter.</p>	<p>Boxall Profile Scores</p> <p>Attendance monitoring</p> <p>School acknowledges that monitoring of this has not been regular or rigorous enough.</p>	<p>Many of our disadvantaged children have complex Personal, Social and Emotional Needs-they often arrive at school, not ready to learn. A new learning mentor is to be appointed from Sept 2018 who will be available to specifically concentrate on these children. Pupil Interviews need to be held to gain insight. Attendance of the disadvantaged children remains an issue-persistent absence and low absence will be being tracked, panels held with parents where targets will be set.</p>	<p>£5000</p>

Writing- Increase in the proportion of disadvantaged pupils achieving the expected level of attainment/progress so the gap is diminishing.	<p>Targeted interventions</p> <p>Writing conferences</p>	<p>2018 KS2 outcomes confirm that there has been a slight increase in the proportion of pupils achieving the expected standard. This however has been minimal and therefore the attainment gap for disadvantaged pupils has remained broadly the same. This is also true for progress measures.</p> <p>Therefore, interventions have not had time to become embed and subsequently not had sufficient impact.</p>	<p>Writing remains a challenge for many of our children eligible for pupil premium funding. Writing Conferences need to continue and be more focused on individual barriers. Handwriting needs to be a focus. These interventions will be implemented immediately.</p>	<p>£1440</p> <p>£2000</p>
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Maths- Increase in the proportion of disadvantaged pupils achieving the expected level of attainment/progress so the gap is diminishing.	CPD for staff focusing on bar modelling and the use of manipulatives. Reviewing planning. Lesson Observations	Lesson observations and learning walks undertaken by SLT have confirmed a more consistent approach in the delivery of a maths. This has also confirmed an improvement in pupils’ use of mathematical vocabulary. School’s evaluation states that strategies have yet to be fully embedded and therefore have not impacted significantly on pupil outcomes. 2018 end of KS2 pupil outcomes indicate a decline in the proportion of pupils achieving the expected standard. This has resulted in the gap in attainment widening for disadvantaged pupils. Progress measures however, show improvements, moving from -11.8 to -4.4. End of KS1 outcomes confirm an improvement in the proportion of pupils achieving the expected standard. This has also resulted in the attainment gap diminishing for disadvantaged pupils slightly.	Maths remains a main area of challenge for our disadvantaged children. Staff require CPD on a Mastery Approach for the teaching of Maths, ensuring all children are accessing Fluency, Reasoning and Problem Solving challenges.	£2000
	Numicon Resources purchased		Children have very recently been accessing concrete materials, and problem solving and reasoning problems for a Mastery approach-this needs to be built upon from Sept 2018.	£2000
iii. Other approaches				
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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.