



St Joseph's Catholic
Primary School
Pupil Premium Spending Report
2016/2017



St Joseph's Catholic Primary School
Pupil Premium Grant Report 2016-17

Context of the school

The school is an average primary School with 242 pupils on roll.

Key features of the school

St. Joseph's is located in the small town of Wetherby, on the border of North Yorkshire. It is a one-form entry primary school in the Education Leeds authority. The school has 242 pupils aged between three and eleven, with only 4 pupils currently eligible for free school meals. The vast majority of the children are from economically advantaged families who are very supportive of the school. Over 95% of the pupils are Catholic and strong links exist between St. Joseph's parish and the school. Admission to Foundation Two is normally over-subscribed and the governors apply their Admissions Policy to admit thirty children. The school has stability in terms of pupil numbers across the school. The ethnic mix of the families is overwhelmingly white British with very few children from BME backgrounds.

Pupil Premium Grant

Objectives of Pupil Premium spending

Our key objective in using the pupil premium grant is to narrow the gap between pupil groups. As a school we have an outstanding record of ensuring all pupils make outstanding progress, aiming for consistently high levels of FSM attainment, aiming for above national rates of attainment. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start our school with in line attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they move through school.


The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to provide effective training and make more informed choices about which interventions will be most effective. Our plan is to provide interventions which predominantly focus on improving feedback, increasing parental engagement and raising academic levels. We set up a system of interventions across school, evaluating impact from entry to exit to analyse effectiveness. We also increased focussed interventions on offer, and made each time related by utilising outstanding key lead staff within school to share outstanding practice.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	242 (including 26p/t FS1)
Total number of pupils eligible for PPG	18
Total amount of PPG received	£23,760
Total Number of LAC	6
Total Number of LAC Funding	£11,400
TOTAL FUNDING 2016/17	£35,160



Year Group	Item/Project	Objective	Total	Impact
Whole School	Purchase of Spellodrome program	Homework opportunities for pp children and loan/purchase of i-pad. Improved techniques for learning spelling. Support for spelling outside of school.	£817	Certificates indicate progress of disadvantaged children and improved spelling scores and application of spelling within independent writing tasks. All children have access to a wider range of resources for the teaching of English which is resulting in narrowing the gap between disadvantaged and non-disadvantaged as shown in previous year's data.
	Purchase of Mathletics program	Homework opportunities for pp children and loan/purchase of i-pad to complete these tasks at home. Afterschool club support for Mathletics and promotion of learning and improvements of rapid recall.	£1088	All disadvantaged children to have access to Mathletics during/after school hours. Certificates & internal tracking systems indicate progress of disadvantaged children. All children have access to a wider range of resources for the teaching of maths which is resulting in narrowing the gap between disadvantaged and non-disadvantaged as shown in previous year's data.
	Emotional Literacy	Staffing contribution to lead emotional literacy/nurture group to support targeted disadvantaged children.	£1000	Vulnerable disadvantaged pupils continue to close the gap between their peers due to high quality support. Conduct of behaviour, learning behaviour and emotional behaviour shows improvements due to nurture groups and emotional literacy support.
KS2	Wave 2 targeted support for English and Maths	Contribution of staffing cost – additional teacher in year 6 to support PP children in English and Maths to raise attainment. After school boosters provided in Maths for all Y6 pupils and Greater depth in writing. After school boosters targeted KS2 children in English	£10000	Disadvantaged children to receive intervention support – closing the gap between disadvantaged and non-disadvantaged children. Programme of revision for SATs for disadvantaged pupils.

		and Maths provided free of charge.		
		Contribution of staffing cost: Additional HLTA assigned to KS2 to lead all interventions for disadvantaged children	£9000	KS2 disadvantaged children to receive small group intervention support weekly – closing the gap between disadvantaged and non-disadvantaged children.
KS1	Intervention Leader Learning mentor KS1	Contribution of staffing cost: Support for targeted pupils at KS1	£5000	Disadvantaged children to receive intervention support 3 days per week – closing the gap between disadvantaged and non-disadvantaged children in English and maths.
FS2	Intervention support in FS2	Support for targeted pupils in FS2	£2438	Disadvantaged children to receive intervention support weekly – closing the gap between disadvantaged and non-disadvantaged children in English and maths.
Additional lunchtime support at lunchtime		Focus play with pp child.	£3000	Focus play with disadvantaged child and targeted emotional literacy support.
Allocated PP spends in year				
	Cool Milk		£12.00	
	Out of School Club (OOSC)	Disadvantaged children able to attend OOSC as needed to support individual families around work commitments and meetings.	£700	Supporting families so that children can attend breakfast and afterschool club.
	Support with educational visits	Accessing visits for a full year.	£500	This ensures that none of our disadvantaged pupils missed this vital learning experience due to financial difficulties.
	Residential activity Holiday/Retreats supported	Attendance and transport to Robinwood Activity Centre. Fulfilling the outdoor and adventurous curriculum. 	£1400	This ensures that none of our disadvantaged pupils missed this vital learning experience due to financial difficulties.
	Support for after school and holiday clubs	Holiday clubs as well as Total Sports dance and multi sports clubs.	£300	This ensures that none of our disadvantaged pupils missed this vital learning experience due to financial difficulties.
Total Amount Committed		2016/17	£35,255	

Pupil Premium

Implications for Pupil premium spending in 2016-17

We have identified some key principles (outline below) which we believe will maximise the impact of our pupil premium spending.

Key Principles:

Building belief - We will provide a culture where:

- Staff believe in ALL children
- There are no excuses for underperformance
- Staff adopt a solution focussed approach to overcoming barriers
- Staff supports children to develop positive mind-sets towards learning.



Analysing data - We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the strengths and areas for development across the school.
- All staff analyse vulnerable groups every half term and alter interventions accordingly.
- We will use research and self-evaluation to support us in determining the strategies that will be most effective.

Identification of Pupils - We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who our disadvantaged and vulnerable children are.
- All pupil premium children benefit from the funding, not just those who are underperforming.
- We will analyse disadvantaged and non-disadvantaged performance from Reception to Year 6.

Improving day to day teaching - We will continue to ensure that:

- All children across school receive at least good teaching, with an increasing percentage outstanding by using coaching to share the best features of teaching from within school and between schools.
- Ensure consistent implementation of non-negotiables e.g. all following whole school practices such as guided reading, times tables etc.

Increasing learning time - We will maximise the time children have to close the gap by:

- Continuing to improve attendance especially for disadvantaged children
- Providing earlier intervention (in EYFS)
- Extended learning out of school hours eg booster/intervention groups, greater depth clubs.

Funding priorities



- Ensure that intervention support is available for disadvantaged support in all three key stages.
- Any provision that enhances the learning of pp children through out of school activities such as sports, workshops, school trips or residential activities is continued.
- Athletics, SPAG online, Spellodrome is provided for all children and access to i-pads or the purchase of additional apps is available for disadvantaged children.

Appendix 1 to demonstrate impact from previous year.

In-school data for Pupil premium performance 2015/16

Summary of main points:

Key data: (APS progress from September 2015-July 2016)

Year 1: Outcomes for PP/Funded children

Focus	Class APS	PP APS	NON-PP APS	Difference between class and PP group (Impact)	Provision allocated in 2015/16 for PP children
Reading	4.5	4.7	4.5	+0.2	Allocated 1:1 time for TA support for disadvantaged children Purchase of mathletics to improve maths skills After school sports clubs Additional support Intervention learning mentor support weekly Mathletics for all pupils School trips paid for disadvantaged children Holiday clubs
Writing	4.3	5.0	4.2	+0.8	
Maths	4.7	4.7	4.7	0	

Year 2: Outcomes for PP children

Focus	Class APS	PP APS	NON-PP APS	Difference between class and PP group (Impact)	Provision allocated in 2015/16 for PP children
Reading	5.8	6.0	5.8	+0.2	Intervention learning mention allocated 2 days per week Allocated 1:1 time for TA support for disadvantaged children Purchase of mathletics to improve maths skills HLTA assigned to this class full time After school sports clubs Mathletics for all pupils School trips paid for disadvantaged children Holiday clubs
Writing	6.3	6.3	6.3	0	
Maths	6.6	6.7	6.6	+0.1	

Year 3: Outcomes for PP children

Focus	Class APS	PP APS	NON-PP APS	Difference between class and PP group (Impact)	Provision allocated in 2015/16 for PP children
Reading	6.2	6.0	6.2	-0.2	Mathletics Use of individual i-pad & purchase of additional apps
Writing	4.7	4.5	4.7	-0.2	

Maths	5.4	4.5	5.4	-0.9	Full time Lunchtime support for pp child Intervention with HLTA & additional Teacher Additional activities to enhance learning such as workshops, school trips, after school sports activities, gifted and talented visits.
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Year 4: Outcomes for PP children

Focus	Class APS	PP APS	NON-PP APS	Difference between class and PP group (impact)	Provision allocated in 2015/16 for PP children
Reading	7.8	8.3	7.8	+0.6	Access to all after school clubs Use of I-pad at home with additional apps paid by school to address KIRF targets. P.E sessions in half term provided Targeted support in class additional HLTA support Mathletics Support for funding before and after school club
Writing	7.5	7.5	7.4	+0.1	
Maths	7.6	7.8	7.6	+0.2	

Year 5: Outcomes for PP children

Focus	Class APS	PP APS	NON-PP APS	Difference between class and PP group (impact)	Provision allocated in 2015/16 for PP children
Reading	7.4	8.3	7.3	+1.0	Use of I-pad at home with additional apps paid by school to address KIRF targets. All school trips paid for. Breakfast and afterschool club provision paid for. Support with school resources. Intervention sessions with KS2 Intervention Leader 6 X per week interventions Sports session provision after school and holiday clubs. Mathletics, Spellodrome, SPAG online.
Writing	6.1	7.0	6.0	+1.0	
Maths	6.0	6.0	6.0	0	

Year 6: Outcomes for PP children

Focus	Class APS	PP APS	NON-PP APS	Difference between class and PP group (impact)	Provision allocated in 2015/16 for PP children
Reading	7.5	7.0	7.5	-0.5	All school trips paid for including residential trip at Robinwood. Mathletics, Spellodrome, SPAG online. All school trips paid for. Breakfast and afterschool club provision paid for. Support with school resources. Greater depth booster classes each Friday January 2016-May 2016 in mathematics, SPAG, Writing & Reading. Working towards ARE booster classes September 2015-May 2016 in mathematics and Reading.
Writing	6.8	6.5	6.8	-0.3	
Maths	6.0	6.0	6.0	0	

					Gifted & Talented opportunities with SJF for disadvantaged children.
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