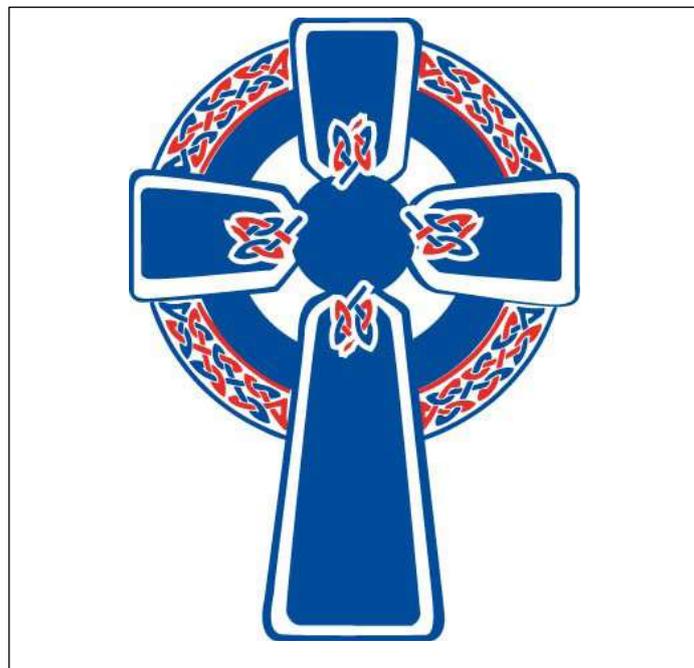


St Joseph's Catholic Primary School, Wetherby

Pupil Premium Expenditure Report 2017-2018



St Joseph's Catholic Primary School, Wetherby
Pupil Premium Grant Report 2017 – 2018

Context of 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 232 pupils aged between three and eleven, with only 8 pupils (3.5%) currently eligible for free school meals (FSM) which is well below the national average. We have 23 (10%) children receiving Pupil Premium funding. The vast majority of the children are from economically advantaged families who are very supportive of the school. 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 the PAN of 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.

The aims of the school are firmly based in the Catholic ethos where Christian values are experienced through our daily lives and relationships, through prayer, worship and celebration. As a Catholic school, our fundamental mission is to live by the Gospel values of love, peace, hope and faith. The school aims are expressed in the Mission Statement: 'Learn with hope, live in faith and love in peace'. The governors and staff of our school strive to ensure that pupils uphold Christian moral judgements and that families are involved as much as possible in their child's educational and school community.

At St Joseph's, we firmly believe in creating a truly personalised and inclusive environment for all pupils and we are fully committed to meeting the needs of each and every child irrespective of their background in order for them to achieve their full potential. We recognise that each child brings a unique contribution to our school and we work hard to ensure they have the best possible start in life.

We closely track progress across school with regular progress meetings involving the teaching staff, Inclusion manager and the Head Teacher. All staff are responsible for ensuring they track, monitor and analyse the progress and attainment of all pupils in their class to ensure that no child is left behind and these are discussed with the SLT at regular progress meetings. Leaders in school track progress and attainment across school creating regular analysis reports in order to ensure that pupil premium funding is continued to be spent to maximise effect. Our disadvantaged pupil performance shows that their progress and performance closely matches that of our non-disadvantaged pupils.

The quality of teaching and learning at St Joseph's is high, with observations over this year rating quality of teaching and learning as often outstanding with none less than good. The governing body is stable with a key governor identified to lead on pupil premium (Joanna Parascandolo) who works closely with the Intervention Manager (Liz Holmes) and the Head Teacher (Louise Milivojevic) who lead Pupil Premium across school. Governors play an increasingly active role in challenging and supporting the school on its use of the Pupil Premium funding and the impact of the actions.

Objectives of Pupil Premium Spending

Pupil Premium money is carefully managed in order to create the biggest impact for the most disadvantaged pupils in school in terms of academic achievement and social and emotional wellbeing for these pupils.

Our key objective in using the disadvantaged 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 in line with national attainment or just below national attainment on entry and our aim is to ensure that our children make accelerated progress in order to reach our 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 for our disadvantaged pupils.

Our approach 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, launch a whole school focus to encourage and inspire pupils to take responsibility for their own learning and improve their own social and emotional wellbeing. We also increased focused interventions on offer, and made each time related by utilising outstanding key lead staff within school to share outstanding practice. We measure the progress of pupil outcomes both academically and in terms of social and emotional wellbeing through evaluating impact from entry to exit of interventions carried out.

Number of pupils and pupil premium grant (PPG) received 2017/18

Number of pupils on roll	232
Number of pupils eligible for pupil premium grant	16 x £1320 per pupil = £21,120
Total number of adopted pupil premium	7 x £1900 per pupil = £13,300
Total amount of Pupil Premium Grant received	£34,420

Our identified priorities for the Pupil Premium for 2017/18 at St Joseph's, Wetherby are outlined below:

- To reduce the ratio of pupils to teachers to enable increased quality feedback given to pupils on a 1:1 and small group level during lessons.
- To enable disadvantaged pupils where appropriate to access support from the school support counsellor to help them build their resilience, self-esteem, self-confidence and emotional intelligence to be ready for learning.
- To ensure that all staff have a secure understanding of the needs of disadvantaged children and how they can support these pupils in their day to day practice.
- Improve attendance of disadvantaged pupils by providing support through helping families with transport costs and support before/after school.
- Purchasing learning materials for pupils such as revision guides and subscriptions to educational learning sites such as Mathletics and spellodrome for pupils to access to support with learning both at home and at school.
- Extended learning out of school hours e.g. early morning Engage clubs and after school SATs revision classes for Year 6.
- To provide support to parents of disadvantaged pupils through meetings, clubs and signposting and organising support from the local EPOS cluster.
- To ensure that every disadvantaged child is able to participate in any provision that enhances the learning through out of school activities such as sports, workshops, school trips or residential activities.

Year Group	Item/Project	Objective	Total	Impact
Whole School	Purchase of Spellodrome program & additional spelling apps	Homework opportunities for disadvantaged children and loan/purchase of i-pad. Improved techniques for learning spelling. Support for spelling outside of school.	£800	<p>Six of our PP children who were reluctant to complete homework and were completing homework inconsistently with limited support at home, are now completing homework independently and in line with their peers ready to move onto new learning in class.</p> <p>All children have access to personalized spellings that can be accessed through an engaging and stimulating platform. Spelling has improved across school with writing standards across school ARE & GD improving, comparisons made to last year (internal tracking & end of KS tests).</p> <p>Support for spelling has improved outside of school with parents aware of a range of methods to support spelling outside of school. Show and share sessions have included sharing a range of methods to support the teaching and learning of spelling.</p>
	Purchase of Mathletics program	Homework opportunities for disadvantaged 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	<p>Six of our PP children who were reluctant to complete homework and were completing homework inconsistently with limited support at home, are now completing homework independently and in line with their peers ready to move onto new learning in class.</p> <p>All children have access to personalized maths activities regularly set by their class teacher. All children in school completing maths homework. This in turn has improved ARE & GD standards across school (internal tracking & end of KS tests).</p> <p>Children unable to complete homework at home access mathletics during OOSC supported by OOSC adults or access the computer suite during the school day. Lunchtime hwk clubs available to children to drop in for additional support. All children are completing additional maths activities monitored through Mathletics. Instant AfL reports allow class teachers to re-group and target through group support/interventions the following week.</p>
	Emotional Literacy	Staffing contribution to lead emotional literacy/nurture group to support targeted disadvantaged children.	£200	<p>Disadvantaged pupils engaging in emotional literacy sessions within a supportive peer group lead by a trained emotional literacy lead. Children provided with a secure space and time to share feelings and emotions.</p> <p>Additional support from intervention manager in place as a result of outcomes within the sessions. This lead to improved conduct in lessons for three PP children,</p>

				emotional behaviour and engagement in lessons. Data recorded in self-esteem and emotional pupil analysis reports completed by the school inclusion manager.
	Inclusion Manager	Contribution of staffing cost – additional non-class-based teacher (Inclusion Manager) to monitor attainment and progress of disadvantaged pupils offering targeted support to these pupils and supporting staff to further support these pupils.	£2000	All staff supported with regular data analysis of whole school and class level disadvantaged and non-disadvantaged. Inclusion manager supports these children in class with additional support and regular liaising with parents to ensure that all children are accessing personalized support. Inclusion manager working closely with class teachers for monitoring and evaluation purposes to further improve outcomes for our most vulnerable pupils.
	Pupil Premium Training	Pupil Premium Training & support for all staff from St Joseph's for teachers to improve their knowledge and understanding of pupil premium children and support that will have greatest impact on teaching and learning for disadvantaged pupils	Included in costing above	A range of monitoring and supporting strategies are used consistently across all year groups. Improved outcomes for all pupils.
	School Child support sessions	Social, emotional support for targeted disadvantaged pupils in school each week, including support for these children's parents.	Free this year	The impact on our most vulnerable children's emotional and social well-being has been invaluable. Two children no longer accessing CC – sessions complete and children positively engaged in lessons. Behaviour improvements monitored and children happier in class – CPOMS notes. Two PP continue to access CC – ongoing.
	Support for parents/children through EPOS cluster	Targeted support for families/children in need of support with EPOS targeted services.	% of EPOSS budget	This has formed part of early help/child in need plans. Successful outcomes in PSED and emotional support for both parents and families has been excellent. All three of these children met at least expectations at the end of their academic year including PSED in nursery with two of the other children exceeding.
KS2	Wave 2 targeted support for English and Maths	Contribution of staffing cost – additional teacher in year 6 to create smaller class sizes and to support disadvantaged children in English and Maths to raise attainment. After school boosters provided in Maths for all	£10000 Included in	Attainment outcomes at the end of KS2 continue to be significantly above national. With only 2 children not meeting standard in maths, SPAG and science and 1 child not meeting standard in reading. Only 4 children did not meet standard in writing. These children were on the SEND register. Writing increased from 84% last year to 86% this year. Science increased from 88% last year to 93% this year.

		Y6 pupils and Greater depth in writing. After school boosters targeted KS2 children in English and Maths provided free of charge.	staffing costs	SPAG decreased by 1 child from 97% to 93% this year. Reading and maths attainment was maintained.
		Contribution of staffing cost: Additional HLTA assigned to KS2 to lead interventions for disadvantaged children	£9000	Greater depth increased from the previous year in writing from 13% to 21% and from 6% in combined (R, W & M) to 14%. SPAG also increased from 41% to 45%. Reading went down slightly by 1 child from 34% to 31% at greater depth. Maths went down from 28% last year to 21%. PP- 100% R, 100% W (20% GD), 100% M, 100% Sci, 100% GPS
KS1	Intervention Leader Learning mentor KS1	Contribution of staffing cost: Support for targeted pupils at KS1	£5000	At the end of KS1 all areas are above the National percentage of children achieving the expected standard. School outcomes in all areas (Reading, Writing and Maths) have all increased since last year. Reading attainment has increased from 84% (at the end of last year) to 87%. Writing attainment has increased from 77% (at the end of last year) to 80%. Maths attainment has increased from 81% (at the end of last year) to 87%. PP children 50% R, 0 W, 50% M, 50% SPAG, 100% Sci Greater depth in writing has risen from 13% to 20%. Reading and maths greater depth standards have been maintained at 33% and 30%. Combined greater depth has risen from 10% to 20%. We are continuing to achieve over 90% in the Y1: phonics screening test with only 2 children this year not achieving 'Working at' in the phonics screening test in year 1. 100% PP passed the phonics screening.
FS	Intervention support in FS	Support for targeted pupils in FS Early support for identified children	£3000	GLD increased from 79% in the previous year (2017) to 83% in 2018 and school GLD score is well above both the national average and the Leeds LA average. Targeted support in nursery – intervention impact records show excellent progress.
Additional lunchtime support at lunchtime	Improved playtime provision	Focus play/support/monitoring of integrated opportunities for disadvantaged pupils.	£2000	Varying activities now available to all pupils with many of our older pupils supporting the leading of new activities.
Allocated pupil premium spends in year 2017/18				
	Cool Milk		£12.00	All children have access to milk

	Support with educational visits	Accessing visits for a full year or covering the cost of extra – curricular activities.	£500	All children accessing educational visits to enhance learning experiences and contribute to best possible outcomes for all pupils.
	Residential activity Holiday/Retreats support	Attendance and transport to Robinwood Activity Centre. Fulfilling the outdoor and adventurous curriculum. 	£1100	All children accessing educational visits to enhance learning experiences and contribute to best possible outcomes for all pupils.
Total Amount Committed		2017/18	£34,700	

PO Box 837
0-19 Learning Improvement
Leeds
LS1 9PZ

Louise Milivojevic
Headteacher
St Joseph's Catholic Primary School, Wetherby

Contact: Tracey Thomas-Marshall
Tel. 07891 271105
tracey.thomasmarsshall@leeds.gov.uk

14 September 2018

Dear Louise

Welcome back and we hope that you have had a good start to the year.

The Learning improvement team has been carrying out data analysis and review of outcomes for Early years, KS1 and KS2 including closing the gap for disadvantaged learners.

Initial analysis of attainment and progress at St Joseph's indicates that you have made significant improvements in closing the gap for disadvantaged learners. We are pleased that the work that your school has undertaken has had positive impact and trust that your engagement with the Leeds Learning Improvement team has supported these improvements.

Congratulations to the whole team for their dedication and hard work which is positively affecting outcomes and will improve the life chances of all these children.

Best wishes



Anne Fell
Joint Interim Heads of Learning Improvement



Kim Porter