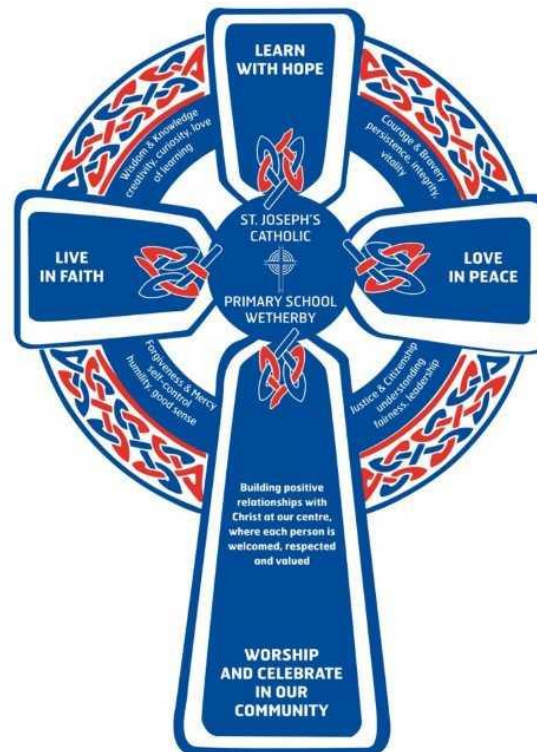


# Evidencing the impact of Pupil Premium 2018/19

## St Joseph's Catholic Primary School, Wetherby



**Number of pupils and amount of Pupil Premium funding received:**

|   | 2018/19       |                 | 2019/20        |             |
|---|---------------|-----------------|----------------|-------------|
| Total number of pupils on roll                            | 232           |                 | 217            |             |
| Total number of pupils eligible for Pupil Premium funding | 15 = PP       | 7 = Adopted     | PP = 10        | Adopted = 6 |
| Amount of Pupil Premium funding received per pupil        | PP = £1320    | Adopted = £2300 | £1320          | £2300       |
| <b>Total amount received</b>                              | <b>£34920</b> |                 | <b>£27,300</b> |             |

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

- 7/22 = SEND register
- 10 / 22 = SEND or Emotional Support
- 9/22 = Limited Parental contact/school engagement

**Key School Objectives to overcome identified Barriers:**

*To close the gap in achievement between pupils eligible for pupil premium and other pupils*

- *To actively identify and engage disadvantaged pupils in a range of initiatives to help them build their resilience, self-esteem, self-confidence and emotional intelligence so as to be ready for learning.*
- *To improve attendance & punctuality of disadvantaged children.*
- *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 continue to develop the CPD and knowledge of all staff to ensure that all pupils are fully supported to achieve their full potential.*

- To ensure that every disadvantaged child is able to participate in any provision that enhances learning.

| Attainment of pupils eligible for Pupil Premium funding at KS1 | 2017/18                        |                            |                            | 2018/19                        |                                     |                            |
|--|--------------------------------|----------------------------|----------------------------|--------------------------------|-------------------------------------|----------------------------|
|  | % working at expected standard |                            | % working at greater depth | % working at expected standard |                                     | % working at greater depth |
|  | School (2)                     | Other PP pupils nationally | School                     | School (2)                     | Other pupils nationally (2018 data) | School                     |
| Phonics in Y1  | 100%                           | 71%                        | NA                         | 33%                            | 71%                                 | -                          |
| KS1 Reading  | 50%                            | 60%                        | 0                          | 100%                           | 60%                                 | 50%                        |
| KS1 Writing  | 0                              | 53%                        | 0                          | 100%                           | 53%                                 | 0                          |
| KS1 GPS  | 50%                            | NA                         | 0                          | 100%                           | NA                                  | 0                          |
| KS1 Mathematics  | 50%                            | 61%                        | 0                          | 100%                           | 61%                                 | 0                          |

| Attainment of pupils eligible for Pupil Premium funding at KS2 | 2017/18                        |                            |                              | 2018/19                        |                            |                              |                            |
|--|--------------------------------|----------------------------|------------------------------|--------------------------------|----------------------------|------------------------------|----------------------------|
|  | % working at expected standard |                            | % working at higher standard | % working at expected standard |                            | % working at higher standard |                            |
|  | School (5)                     | Other PP pupils nationally | School                       | School (3)                     | Other PP pupils nationally | School                       | Other PP pupils nationally |
| KS2 Reading  | 100%                           | -                          | 0                            | 67%                            | 62%                        | 33%                          | 17%                        |
| KS2 Writing  | 100%                           | -                          | 20%                          | 67%                            | 68%                        | 33%                          | 11%                        |

|                 |      |   |   |     |     |     |     |
|-----------------|------|---|---|-----|-----|-----|-----|
| KS2 GPS         | 100% | - | 0 | 67% | 67% | 67% | 24% |
| KS2 Mathematics | 100% | - | 0 | 67% | 67% | 33% | 16% |

## Improving Attendance

| Absence Rate of Pupils eligible for Pupil Premium funding   | 2017/18   |                                 | 2018/19   |                                |
|---|---|---------------------------------|---|--------------------------------|
|   | School PP   | Non-PP School                   | School PP   | Non-PP School                  |
| Overall School attendance.                                  | 93.9%   | 97.5%                           | 96.48%  | 97.28%                         |
| % Persistent absentees – absent for 10% or more of sessions | 22% PP persistent Abs<br>Overall attendance for PP =87% | 5.13% Non-PP persistent absence | 2.8% of whole school were persistent Absentees at the end of the year.<br>20% (1 child from the PA group were PP). 1 child was at 90% - on the threshold an improvement on the previous year. | 1.9% Non-PP persistent absence |

### Objective 1

- *To actively identify and engage disadvantaged pupils in a range of initiatives to help them build their resilience, self-esteem, self-confidence and emotional intelligence to be ready for learning.*

### Targeted pupils (all eligible pupils/group/individual):

- 5 disadvantaged pupils currently receive support for Emotional Wellbeing & self-esteem.
- 18 in addition to above are receiving targeted support for emotional wellbeing & friendship support
- In Early Years PSED underpins early interventions which include emotional & social support from internal & external identification processes.

### Provision:

- Inclusion Lead supporting individuals & groups in range of Emotional Literacy initiatives ~ Friendship Matters / Happy To Be Me / Lego Therapy
- Catholic Care supporting individuals through 1:1 therapy based on individual need (educational social work & counselling service)
- Trained staff in school to deliver Rainbow training / Bereavement training (Child Bereavement UK) / Children with Anxiety (CaMHS)
- Trained staff for Early Help Plans
- St. Joseph's to work towards successful accreditation of Mindmate Champions & Investors in Pupils. Staff training for all staff.
- Theme PSHE weeks – including workshops.

### Outcomes to date:

#### **AUTUMN TERM 2019:**

- 5 children identified to take on the role of Mindmate Champions in school.
- 1 child is elected School Council Member.
- Positive feedback from parents ~ clear improvement seen in self-esteem and attitude towards school.
- Investors in Pupils is being fully launched throughout Spring Term 2 and identified children will be taking on key areas of responsibility to help embed the initiative in school.
- Pupil Progress meetings & discussions with staff take account of emotional wellbeing of the children. Positive feedback and comments are received. Children are reported to be interested, enthusiastic & engaged with learning. Necessary steps are taken in class on a daily basis to resolve and concerns or issues.

#### **SPRING TERM 2019:**

- Choose respect theme (February) involved all children and parents and restorative practice introduced across school. Impact shows greater empathy towards others and addressing other people's needs/struggles.
- Reduction of lunchtime behaviour incidents being reported. All staff using restorative practice. Children talking about disagreements and talking these through more confidently.
- Dyslexia ambassadors presented to whole school and Leeds SENCO conference and received rewards for this. Confidence, self-esteem and self-belief increased. Children now choosing to share achievements i.e. – whole school assembly.

- 2 children received external awards (Child Friendly Leeds Award – child of the year for promoting speaking out about mental health, another child received the Jubilee Award for helping and being aware of others that are in need).

**SUMMER TERM 2019:**

- Themed weeks held for Fun, Food and Fitness Week, Refugee Week, Art & maths week, bringing children's interests together. Whole School. All children involved in Race for Life event at school. Mud Run for upper KS2. Many pupils – including PP children said they were most proud of these events this year in their end of year reports.
- Support for transition (Additional for PP) ensuring provision continues for these children – liP accreditation planning for September 2019.
- Pupil Questionnaires were conducted with all PP children. 91% agree that they are happy at school, know who to go to if they need help, have access to things that help them and that their teachers help them to feel more confident and make progress. Emotional Wellbeing Questionnaires indicate that the majority of our pupils have Average or Above Wellbeing.

**Process for monitoring impact:**

- Range of monitoring strategies including questionnaires, self-review frameworks linked to each initiative.
- Case studies.
- Termly meetings to review initiative effectiveness & impact.
- Regular Pupil Progress meetings

**Cost: Contribution of £5000, contributions of £420 for themed weeks.**

**Contribution of staffing costs to lead and support: £5000, £1000 contribution to Catholic Care**

**Objective 2**

- *To improve attendance & punctuality of disadvantaged children.*

**Targeted pupils (all eligible pupils/group/individual):**

- 5 disadvantaged pupils are either persistent absentees or close to being persistent or have issues around punctuality.

**Provision:**

- Half-termly communication with parents from Head Teacher to track & discuss support that can be offered.
- Regular liaison with EWO to support parents
- To develop range of initiatives with targeted children to increase motivation and sense of purpose in school through developing designated roles & responsibilities in school.

**Outcomes to date:****AUTUMN TERM 2019:**

- 1 PP child is showing as below the persistent absentee threshold.
- This child has seen improvements each week in their attendance with ongoing correspondence between home and school. The overall attendance for PP children is currently at 90.75%. We will continue to monitor attendance for PP children.
- 1 family (2 children) continue to be supported by HT for attendance. Attendance has improved over the Autumn term and therefore SAP meeting has not been necessary.
- Investors in Pupils is being fully launched and identified children will be taking on key areas of responsibility to help embed the initiative in school.

**SPRING TERM 2019:**

- 1 PP child previously showing as below the persistent absentee threshold now above. Punctuality of this child is excellent and this has impacted on attainment and outcomes for this child.
- Good communication links with parents and staff.
- Investors in pupils through PSHE sessions in all classes.

**SUMMER TERM 2019:**

- Attendance figure has improved for PP from 93.9% in July 2018 to 96.48% in July 2019 and to 97.2% for all pupils – above the 96% target.

**Process for monitoring impact:**

- Stringent attendance monitoring implemented by Head Teacher on at least half-termly basis. Individuals tracked as necessary.
- Close liaison with EWO ~ records of meetings.
- Attendance letters & certificates issued on at least half termly basis.
- Meeting notes with parents with HT/Inclusion leader and where applicable EWO.
- Case studies.
- Termly meetings to review initiative effectiveness & impact.
- Pupil Progress meetings.

**Cost:** % of Contribution to EPOSS Cluster Support: £500  
Inclusion Manager Role contribution of £1000

**Objective 3:**

- *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.*

**Targeted pupils (all eligible pupils/group/individual):**

- Pupils identified in each class in each key stage – this is broken down in intervention notes.

**Provision:**

- 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 Y6 pupils and Greater depth in writing. After school boosters targeted KS2 children in English and Maths provided free of charge.
- Additional HLTA assigned to KS2 to lead interventions for disadvantaged children not meeting standard at KS1.
- Additional member of staff to lead KS1 interventions, targeting disadvantaged children.
- Additional EYFS teacher to deliver intervention in FS.  
(All of the above will support specifically identified disadvantaged children within each key stage).

**Outcomes to date:****SUMMER TERM 2019:**

- All pupils ARE: Reading 88%, GD 36%, Writing 81% GD 24%, Maths 85% GD: 33%, RE ARE: 97%, GD 43%. 2 cohorts with high and specific SEND needs receiving additional support.
- (17 Disadvantaged pupils) 20% of our disadvantaged pupils are making better than expected progress. Reading: 77% of disadvantaged pupils are making at least expected progress, Writing 77% and in maths 82%. There are four children not making expected progress in reading and four in writing and 3 of these children are SEND children. Their progress measures on B squared are excellent. The fourth separate child has made 5 steps of progress (1 step below expected and are within a focus intervention target group).
- Disadvantaged Age Related Expectation: Reading 71%, writing 59%, 65% maths. 4 of the 5 children working below in reading are SEND, 4 of the 7 in writing are SEND, 4 of the 6 working below in maths are SEND. B squared targets are in place for these children with small target steps and intervention to support these children working 1 step below ARE.

**Process for monitoring impact:**

- Termly meetings to review initiative effectiveness & impact.
- Regular Pupil Progress meetings – progress and attainment outcomes.



- Data analysis by SLT.

**Cost:** Staffing contribution of £20000 across key stages

#### Objective 4

- *To continue to develop the CPD and knowledge of all staff to ensure that all pupils are fully supported to achieve their full potential.*

#### Targeted pupils (all eligible pupils/group/individual):

- All staff – all pupils.

#### Provision:

- Pupil Premium Training & support for all staff at St Joseph's.
- Identification of training topics that will improve knowledge and understanding of pupil premium children and the support that will have greatest impact on teaching and learning for disadvantaged pupils.
- Specific Training linked to range of new initiatives designed to improve emotional wellbeing (Link to Objective 1)
- Inclusion Lead supporting individuals & groups in range of Emotional Literacy initiatives ~ Friendship Matters / Happy To Be Me / Lego Therapy.
- Specific training for support staff in particular areas in order to build up expertise and confidence ~ Lego Therapy / Movement Skills, Dyslexia Awareness, Literacy Interventions.

#### Outcomes to date:

##### AUTUMN TERM 2019:

- All staff attended Pupil Premium Staff Meeting in the Autumn Term.
- SENCO & TA have attended Alpha to Omega Training (Jan 2019) ~this intervention is now up and running in school. 3 Pupils will be targeted in Spring Term 2.
- SENCO & TA have attended Reading Fluency Training (Feb 2019) ~this intervention will be cascaded down to all TAs and introduced across school in Spring Term 2. 9 Pupil will be targeted in Spring Term 2.
- Nessy has been purchased (50 licenses) ~ all PP to be given access to this programme from Spring Term 2. 8 laptops have been purchased and distributed across school to enable ease of access to this programme and for interventions to run on a daily basis.

- Lego Therapy Training has been delivered to x4 TAs ~ groups are now running across both Key Stages.

**SPRING TERM 2019:**

- 3 book approach in place for 3 PP children.
- Nesy – Of the 6 children working below, 6 are accessing Nesy. 2 of the 3 children working at ARE in R/W access Nesy to support spelling and progress measures have improved for all children.
- Laptops distributed and used in class to support – SEN/PP children in KS1 & KS2.

**SUMMER TERM 2019:**

- 1 child – Alpha to Omega (in addition to the SEND children).
- See data outcomes as above for impact.

**Process for monitoring impact:**

- Range of monitoring strategies including questionnaires & self-review frameworks linked to each initiative.
- Case studies.
- Regular reviews of action plans to review initiative effectiveness & impact.

**Cost: £1000 then in-house training.**

**Objective 5**

- *To ensure that every disadvantaged child is able to participate in any provision that enhances learning.*

**Targeted pupils (all eligible pupils/group/individual):**

- All eligible pupils.

**Provision:**

- Accessing visits for a full year or covering the cost of extra – curricular activities.
- Attendance and transport to Residential activity centres. Fulfilling the outdoor and adventurous curriculum.
- Ensuring all children have access to any workshops and school trips.

**Outcomes to date:**

**AUTUMN TERM 2019:**

- X1 child accessing After School Dance & Drama club.
- X2 children attended Yr 5 RE Retreat (Jan 2019)
- School trips subsidised for PP children across school.
- All PP children personally invited to EPOSS holiday club ~ x 4 children in regular attendance.

**SPRING TERM 2019:**

- X2 child accessing After School Dance & Drama club.
- Free of charge clubs run by school – PP children encouraged to attend.
- School trips subsidised for PP children across school.
- All PP children personally invited to EPOSS holiday club ~ x 5 children in regular attendance.

**SUMMER TERM 2019:**

- Children continue to access extra-curricular provision.
- Top up contributions for London trips.

**Process for monitoring impact:**

- Increase in PP children accessing extra-curricular clubs.
- All PP children accessing all trips and residentials – where applicable.

**Cost: Contribution of £500**

## Report Summary

Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; and pupils who are looked after by the local authority or who are in care. This money is known as the Pupil Premium Grant (PPG).

- For the academic year 2018/19 our school received a total of **£34,920**
- The main barriers to educational achievement faced by eligible pupils at the school are summarised here:
  - **High SEND need**
  - **High SEMH need**
  - **Low attendance within PP**
- So the money will be spent on providing:
  - ***To actively identify and engage disadvantaged pupils in a range of initiatives to help them build their resilience, self-esteem, self-confidence and emotional intelligence so as to be ready for learning.***
  - ***To improve attendance & punctuality of disadvantaged children.***
  - ***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 continue to develop the CPD and knowledge of all staff to ensure that all pupils are fully supported to achieve their full potential.***
  - ***To ensure that every disadvantaged child is able to participate in any provision that enhances learning.***
- The school will measure the impact of the pupil premium by: **percentage improvements in attainment, progress and attendance; including punctuality, improved pupil numbers accessing extra-curricular provision, outcome measures on SEMH pupil interviews.**