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Pupil Premium Provision Strategy

Financial year 2018-2019

(Review Dates – September 2018 and March 2019)

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Pupil Premium Provision Strategy

Financial year 2018-2019

Information:

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the Pupil Premium Grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two priorities:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

2. Rates for eligible pupils

The PPG per pupil for 2018 to 2019 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies

- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The Pupil Premium targets extra funding for pupils from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential.

The Government have used pupils entitled to free school meals, children of service personnel and children looked after as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based upon the number registered for Free School Meals (FSM.)

The Government have not dictated to schools how to spend this money, but are clear that schools will need to employ strategies that they know will support their pupils in order to increase their attainment and diminish the differences in attainment to 'others'.

Introduction:

St Joseph's Roman Catholic Primary School was judged as Outstanding across all categories in the most recent Ofsted Inspection and has consistently been one of the highest performing Brent primary state schools over the last eight years. We have been ranked in the top 100 schools in the country. This is against a backdrop of serving a highly deprived locality. Pupils encounter many barriers to education and learning. However, a 'No Excuse' culture is deeply embedded at St Joseph's to ensure that no child is left behind. The pupils of St Joseph's are expected to make progress so that they attain 'expected progress' or better than expected progress'. Our vision is clear to all: *"Our expectations for our school and pupils are 'Limitless'"*.

The government states that Pupil Premium is additional funding allocated to schools to help support disadvantaged pupils, diminishing the attainment gap between them and their peers. At St Joseph's Roman Catholic Primary, Pupil Premium funding is allocated to pupils who are currently looked after children (LAC), children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order, eligible for free school meals and who have been eligible for free school meals at any point in the last six years. This equates to 21% (105 pupils as of 24 September 2018) of our current school population (though this figure could change during the course of the year). The funding has contributed to a wide range of resources designed to maximise student potential in every possible way. **Pupil Premium funding is reviewed in September and in April of the following year.**

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, they are valued, respected and entitled to develop his/her full potential, irrespective of need.

The link governor for Pupil Premium is **Mrs D Sylvester-Charles**.

Provision:

In order to meet the above requirements, the Governing Board of St Joseph's Roman Catholic Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately addressed. The deprivation indicator for St Joseph's is within quintile 1 at 0.4 (highest percentage of schools nationally).

We continue to raise staff awareness to ensure learning is personalised and provision is monitored through work scrutiny, data analysis and lesson observations. Pupil progress meetings identify any year group or class that is underachieving and any intervention needs are addressed swiftly. Attendance interventions are ongoing and figures for this group show the difference has closed compared to that of other pupils over the last few years.

The school also use the Pupil Premium to support other individuals and groups of children who the school has identified as being socially disadvantaged. This is done through a needs analysis and referral system.

The academic progress of children eligible for the Pupil Premium Grant is carefully monitored using an internal tracking system which informs decision making regarding appropriate interventions. Wider school experience such as attendance at clubs and opportunities to engage in extra-curricular activities is also carefully monitored to ensure pupils at social disadvantage have a rich school experience.

Barriers to future attainment (For pupils eligible for PPG)

1. Early language acquisition;
2. The number of children who are in receipt of Pupil Premium who may have additional needs such as SEND;
3. Children who have specific social and emotional needs which impacts on their learning;
4. Attendance and punctuality;
5. Parental engagement.

Impact of 2017/18 funding on attainment and achievement and attendance

The total funding allocated for 2017 - 2018 was £146,074.20. The number of pupils funded with this money was 111. The impact of the 2017-2018 spend can be found on page 8.

End of key stage 1:

There were 3 forms of entry with 78 pupils, 51% (40) were girls and 49% (38) were boys. 15% (12) were disadvantaged with a very high 53% (41) EAL. There were 4 (5%) children with EHCP's and 15% (9) with SEND support. The prior attainment of the cohort was high with 86% at GLD.

The group of 12 disadvantaged had very good outcomes and differences have been diminished. All bar 1 of this group reached expected+ and the 2 most-able disadvantaged reached greater depth in all 3 core areas.

There were 12 disadvantaged pupils in the 2018 cohort, 2 who entered KS1 at emerging, 8 at expected and 2 entered at exceeding, the most-able.92%, all but 1 of the 12 disadvantaged, reached expected+ and 2 reached greater depth in all subjects. At expected+ the group was 2 pupils ahead of others nationally in writing, whilst in the other subjects and at both standards the disadvantaged broadly matched the performance of others nationally.

The 2 who reached greater depth had entered at exceeding and all those entering at expected gained expected by the end of Y2. The single child who fell short of expected+ had entered at emerging.

The differences to others nationally were diminished in all subjects at expected and at greater depth. In school differences remained at greater depth. Overall the pupil premium strategies have been effective.

End of key stage 2:

Over two forms of entry with 73 pupils, 45% (33) girls and 55% (40) boys. There were 22% (16) disadvantaged and a very high 70% (51) were EAL. 5 (7%) children had an EHCP but just 3 (4%) were supported for SEN. The prior attainment of the cohort was well above average at L2A+.

The disadvantaged have made strong progress and their middle and high prior attainment groups having high proportions at both the expected+ and high standards in all subjects. The differences were diminished to others nationally and for the most part to others in school. Pupil Premium strategies are effective.

There were 16 disadvantaged pupils in this cohort, 10 with middle PA and 6 with high PA.

The disadvantaged pupils all reached the expected standard in all subjects except maths where 2 of the middle prior attainment group fell short. Their results at the high standard were strong in maths (50%) and EGPS (81%), where they were 3 and 7 pupil equivalents above national. In reading and writing 31% gained the high standard which was above national. Both prior attainment group did well at expected+ and the high standard. Scaled scores in tested subjects were above average for this group, significantly so in maths and EGPS.

Progress made by the disadvantaged was strong in all areas matching the others in class in reading and maths and above them in writing. The differences to others nationally fully diminished and the pupil premium strategies seem to have been wholly effective. Only slight gaps remained in some areas to others in school.

Attendance of disadvantaged pupils was high (97.1%) and marginally below that of 'Others' in the school at 97.8%.

End of key stage results disadvantaged pupils for 2018				
EYFS GOOD LEVEL OF DEVELOPMENT	Disadvantaged	80%	Disadvantaged (4 out of 5) children achieved above the national score for all children, but lower than their peers with two children out of ten not achieving a GLD. 93% (13 out of 14) of disadvantaged children achieved the expected standard in phonics.	
	Other	91%		
	National(2016)	72%		
YEAR 1 PHONICS	Disadvantaged	93%		
	Other	98%		
	National	83%		
Key stage 1				
		Expected	Greater depth	
Reading	Disadvantaged	92%	17%	At expected+ the group was 2 pupils ahead of Others nationally in writing, whilst in the other subjects and at both standards the disadvantaged broadly matched the performance of others nationally. The 2 who reached greater depth had entered at exceeding and all those entering at expected gained expected by the end of Y2. The single child who fell short of expected+ had entered at emerging. In-school differences remain. Overall, the pupil premium strategies are effective.
	Others	95%	44%	
	National	79%	28%	
Writing	Disadvantaged	92%	17%	
	Other	92%	36%	
	National	72%	18%	
Mathematics	Disadvantaged	92%	17%	
	Other	95%	41%	
	National	79%	23%	
Science	Disadvantaged	92%		
	Other	94%		
	National	86%		

Key stage 2					
	Comparison	Expected	Greater depth	Average scaled score	
Reading	Disadvantaged	100%	31%	107.0	<p>Disadvantaged pupils had excellent percentages at both expected (100) and high standards, with figures all well above others nationally.</p> <p>At high standard both high and middle PA groups were strong in each subject and the combined measure, the figure of 26% of high being 19% above national others in the RWM combined measure. Standardised scores were well above others nationally in each subject.</p>
	Other	96%	40%	108.5	
	National	77%	29%	105.4	
Writing	Disadvantaged	100%	31%		
	Other	100%	42%		
	National	81%	21%		
Maths	Disadvantaged	88%	50%	108.7	
	Other	100%	51%	110.1	
	National	80%	22%	105	
EGPS	Disadvantaged	100%	81%	112.9	
	Other	100%	84%	115.2	
	National	82%	36%	107.0	
RWM	Disadvantaged	88%	31%		
	Other	96%	23%		
	National	67%	11%		
Science	Disadvantaged	100%			
	Other	100%			
	National	86%			
Attendance					
Year	Disadvantaged pupils	Other pupils		Difference	
2017/18	97	97.7		-.7	
<p>Attendance of disadvantaged children continues to improve owing to parents being encouraged to book routine medical appointments out of school time. Of the 105 disadvantaged group, 61 children had 97%+ attendance with 23 in this group reaching 100%, 14 had 96%, 7 had 95%. It is important to note that some of our PP children have significant medical needs requiring surgical procedures leading to times of convalescence at home and not being able to attend school. 3 children in this group took unauthorised leave to attend family holidays leading to referrals to the LA for EPNs.</p>					

Pupil Premium impact of funding for 2017 – 2018 Review of spend: £146,074.20

Target for 2017 - 2018	Evaluation of Impact	Further Actions
To raise achievement for disadvantaged pupils in all subjects by ensuring all disadvantaged pupils have access to quality first teaching.	Disadvantaged pupils at KS1 were 3% behind the rest of the cohort and 14% higher than national. All but 1 of the 12 disadvantaged, reached expected+ and 2 reached greater depth in all subjects. At expected+ the group was 2 pupils ahead of Others nationally in writing, whilst in the other subjects and at both standards the disadvantaged broadly matched the performance of others nationally. The disadvantaged pupils at KS2 all reached the expected standard in all subjects except maths where 2 of the middle prior attainment group fell short. Their results at the high standard were strong in maths (50%) and EGPS (81%), where they were 3 and 7 pupil equivalents above national. In reading and writing 31% gained the high standard which was above national. Both prior attainment group did well at expected+ and the high standard.	To maintain the high standard of teaching across all phases in the school for disadvantaged pupils, with a greater focus on greater depth both key stages.
To meet the early learning needs of children by offering 60 free full time nursery places.	Nursery children benefitted from a secure start during their time at St Josephs. Children settled quickly and made good progress against the ELG's. Early identification of needs. On entry to Reception, children who attended our nursery were more confident and had stronger starting points than children who did not attend our nursery.	Continue to offer free nursery places for all children.
Improve the teaching and provision of Mathematics.	Although lower than their peers in school, disadvantaged children in KS1 achieved significantly higher than national at expected and at the higher standard. KS2 – disadvantaged students had excellent percentages at both expected and high standards, with figures well above others nationally. Attainment at KS2 – 88% pupils reached expected level and 51% reached the higher standard.	Maintain high standards of attainment and progress.
To provide pastoral support/ therapeutic service.	This service has offered pupils and parents high levels of support to ensure that children with social emotional needs are effectively supported,	Continue to provide a high-quality service with highly skilled and experienced therapist which meets the emotional needs of disadvantaged pupils.
To improve access to wider educational experiences for disadvantaged pupils.	Pupils had opportunities for art enrichment, sport, trips and cultural experiences; this had impact on pupils language, appreciation of culture; broadening of horizons.	To continue to provide rich and varied opportunities for cultural experiences and high quality arts, a higher focus on music provision.
Improve attendance and punctuality of disadvantaged pupils.	Attendance of disadvantaged pupils continues to improve owing to parents being encouraged to book routine medical appointments out of school time. Of the 105 disadvantaged group, 61 had 97%+ attendance with 23 in this group reaching 100%.	To continue to promote high levels of attendance.
To extend the school day through academic study groups.	Impact of academic study groups has ensured strong results in all phases.	To continue to evaluate the impact of different interventions for effectiveness; to maintain strong outcomes for disadvantaged children.

Pupil Premium Action Plan Funding for 2018 – 2019 £140,600

	ACTION PLAN	Key actions	What will success look like	Resources	Lead person	Time scale
1.	Maintain the highest possible levels of achievement for disadvantaged pupils in all subjects by ensuring all disadvantaged pupils have access to quality first teaching.	<ul style="list-style-type: none"> Setting challenging targets for the most able disadvantaged pupils. Systematically monitoring and evaluating the provision and feedback for disadvantaged pupils. Senior practitioners disseminate excellent practice by team teaching and support with planning. High quality INSET for staff including strategies for using meta-cognition and feedback to pupils. High quality coaching and mentoring for all staff. Regular monitoring of books and lessons with incisive feedback. 	<ul style="list-style-type: none"> Achievement in all subjects exceeds national average. Achievement of PP pupils in line with other pupils. High standards of pupils work, evidence in books across all areas of the curriculum. High standards of attainment in all year groups. Accurate, useful assessment (both formative and summative). 	£69,919 Senior Practitioners	Senior Practitioners	Termly tracking of assessment Pupils' work & displays Dec '18 Results 2019
	Rationale for chosen approaches.	(Sutton Trust: Meta-Cognition +8 months; Feedback +8 months; Teaching of Phonics +4 months; Oral Language Development +5 months; One to One Tuition +5 months; Small Group Tuition +4)				
2.	To continue to provide pastoral support/ therapeutic service.	<ul style="list-style-type: none"> Continue to fund the therapeutic service. Monitor emotional and behavioural needs. 	<ul style="list-style-type: none"> Drop in and longer term on-going service for vulnerable pupils. 	£11,317 (PS) £4,500 (Ed Psysc) £5,000 (CCS)	SLT	Monitored weekly.
	Rationale for chosen approaches.	The school works closely, and collaborates with external agencies, to signpost and refer families with issues related to: Financial support, housing, mental health, domestic violence, substance abuse, parenting, attendance, social isolation. Where the needs of the family are more complex, they are referred to Early Help, the first point of call for Social Care. The Education Support Manager leads on all matters related to Safeguarding and Social Care, attending Case Conferences and Core Group Meetings. Supporting emotional needs of pupils to ensure that they are open to learning. Sutton Trust: Behaviour interventions (+4).				
3.	Improve further the teaching and provision of reading.	<ul style="list-style-type: none"> Secure high quality teaching in phonics and reading RWI training for all staff (2 INSET days) Additional reading resources. 	<ul style="list-style-type: none"> 100% of disadvantaged pupils to make expected progress (or more). Results at all Key Stages for disadvantaged pupils in line with the others and above national. 	£44,430 Specialist trained staff	HT PP named Governor	Ongoing Monitored termly for impact
	Rationale for chosen approaches.	57% pupils in the school have English as an additional language (EAL).Pupils in the FS starting points are generally low on entry. Consequently, phonics has a very high profile. The school invests significant amounts of money into this area to equip pupils with the skills and knowledge necessary to access learning as they progress through the school. The impact of this strategy is clear from the outcomes that the pupils achieve in the Phonics Screening Check in Year 1. Pupils have outperformed the national in phonics. Sutton Trust: Mastery teaching (+5 months.)				

Pupil Premium Action Plan Funding for 2018 – 2019 £140,600

Pupil Premium Action Plan Funding for 2018 – 2019 £140,600						
	ACTION PLAN	Key actions	What will success look like	Resources	Lead person	Time scale
4.	To extend the school day through academic study groups and interventions.	<ul style="list-style-type: none"> Identify and set targets for identified pupils. Run additional groups as an extension to the school day including academic study groups. 	<ul style="list-style-type: none"> Pupils identified will attend groups. Re-evaluate termly targeting based on needs. 	£33,060	DHT Teachers	Termly
	Rationale for chosen approaches.	School committed to providing small group intervention prioritising disadvantaged. This includes small groups, one to one support and staff providing detailed feedback on pupils work. (Sutton Trust: Teaching of Phonics +4 months; Oral Language Development +5 months; One to One Tuition +5 months; Small Group Tuition +4; Feedback +8 months)				
5.	Access to wider educational experiences for disadvantaged pupils.	<ul style="list-style-type: none"> High quality weekly music and French lessons for all pupils from Nursery (specialist teacher). Additional clubs (lunch time, after school). Partially funded places on school residential trip for year 5 and 6. 	<ul style="list-style-type: none"> Pupils in Nursery, Year 1 and Year 2 to have specialist teaching. Lunch time/after school clubs to be attended by disadvantaged pupils. High attendance on school trip of disadvantaged pupils. 	£5,000	Specialist teachers	Termly
	Rationale for chosen approaches.	Sutton Trust: Arts Participation; Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Greater effects have been identified for younger learners, thus the priority of the school to provide specialist French and music lessons to all year groups, including Nursery and Reception. Pupils achieved medals/trophies/certificates for the school through these various enrichment events. This contributes to the pupils growing in confidence and developing their self-esteem				
6.	Maintain high levels of attendance and punctuality of disadvantaged pupils.	<ul style="list-style-type: none"> Attendance promoted with cup and incentives. First day absence call home. Punctuality recorded daily. Weekly focus at assembly. End of year trip for 100% attendance. 	<ul style="list-style-type: none"> High proportion of disadvantaged pupils to attend reward trip. Attendance to be in line with others. Reduced proportion of persistent absenteeism. 	£2,000 (Chessington)	Attendance officer Administrative staff	All year
	Rationale for chosen approaches.	By targeting attendance and punctuality, pupils are in the school and not missing out on learning time; impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.				
	Uniform support.	<ul style="list-style-type: none"> To support hard-pressed families with uniform. 	<ul style="list-style-type: none"> To ensure all children can attend school in full uniform, in order to develop a sense of belonging. 	£5,000	SLT	As and when
	TOTAL COST:	£180,226				