

Pupil Premium - The Facts

St. Joseph's Catholic Primary School is a two form entry school in Barnet, expanding gradually to three form entry, commencing September 2015 with three classes in Reception. We have a Nursery and provide extended provision from 7.50am to 6.00pm each day. The on-site after school child care provision hosts pupils from other local primary schools also.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupils encounter many barriers to education - we believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

At St. Joseph's we have average percentages of FSM/disadvantaged pupils but higher than average pupils with SEN and EAL pupils. We see our diverse community as a strength and we are committed to ensuring that the challenges we face are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised targeted support so that our children can flourish.

Pupil premium funding represents a proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Introduced in April 2011, Pupil Premium funding is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. The level of premium for 2013-14 was £900 per primary pupil, rising to £1300 per pupil during 2014-15.

From April 2014, children who are looked after by the local authority attracted a higher rate of funding than children from low-income families. This is known as 'Pupil Premium Plus' and is £1,900 per pupil for 2014-15. This is to reflect the unique challenges these children face at school where they often struggle to keep up with their peers at both primary and secondary level. Children who have parents in the armed forces are supported through the Service Child Premium which was set at £300 per pupil in 2014-15. (*Department for Education: Pupil Premium Funding Statement - December 2013*)

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment are lower for FSM (eligible for free school meals) – this is also a national trend.

Pupil Premium Funding Allocation 2014-2015:

St Joseph's Primary School was allocated £87,000.00 Pupil Premium funding in the financial year 2014-2015. The funding is based on the number of children on roll who were in receipt of free school meals (FSM) from the local authority in April 2014 or ever been in receipt of FSM in the previous 6 years.

Expenditure 2014-2015

The school's catchment area encompasses some communities where numbers of families are in receipt of benefits or have low incomes. This makes it difficult for some families to access extra-curricular support and to enjoy new social experiences.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide

interventions which predominantly focus on improving feedback, and self-regulation and increasing parental engagement. We have begun the process of setting up a system of lead teachers across each phase to increase the % of outstanding teaching across the school, share best practice and provide targeted support and intervention for pupils.

We already focus on earlier intervention, increasing interventions on offer in lower KS2 and KS1. We will also introduce an Assertive Mentoring System, which will support children in taking more responsibility for their own learning and help them to plan, monitor and evaluate their learning so that they have a better understanding of their next steps.

The funding is being used to improve and secure outcomes for children in the following ways

It is important to recognise that some children are extremely resilient despite the variety of hardships that they encounter. Going to school, making friends and feeling a sense of belonging all support positive coping and emotional well-being.

St Joseph's Primary School recognises that some children may find school challenging. In order to support our children we have appointed a Learning Mentor who is able to provide a therapeutic service working with children of all ages with any number of emotional issues which may be the cause of some anxiety. These may typically include bereavement, loss, anger, high anxiety, low self-esteem/confidence, friendship & family issues etc. The support is carried out through long term one to one sessions and group work. Parents are also offered short or long term one to one therapeutic support, where appropriate.

Every child has weekly Music and Spanish lessons from Nursery through to Year 6 in order to enhance their future opportunities in an ever changing society and to prepare them for the world of work. Reception pupils also have weekly Mandarin lessons, with a lunchtime club for KS1 and KS2 pupils.

There is provision to support extended learning opportunities and experiences for children, for example participation in an infant or junior choir (which perform at various festivals across the borough and have also performed at the Albert Hall) individual lessons on a chosen instrument and participation in dance festivals. It is vital to provide disadvantaged pupils with these experiences so that they can enjoy activities which they may not otherwise be able to access.

Lunchtime clubs run for children to support and improve social interaction. The activities include Book Club and Reading Buddies.

A whole-school approach to phonics is delivered daily to enhance the reading, writing and listening skills so our children develop excellent communication skills. Support staff are employed to work with all pupils to enhance their learning. They achieve this by working with individuals or small groups of pupils in support of the work of the class teacher. This enables a more personalised approach to the learning of our children;

Assessments at the beginning of the Autumn term identify children that require intervention. Following analysis of the data, the school provides before and after school 'booster' classes to support pupils individually or within small groups.

Attendance

Attendance is a key factor in pupil achievement as all children need to access the curriculum to reach their full potential. It is of even more importance that pupils with any perceived disadvantage are attending school every day. Attendance is monitored and reviewed by a Senior Leader to ensure that any issues are identified and dealt with promptly. During 2014-15 the attendance rate at St Joseph's was 96.8% with no exclusions. This figure means that the vast majority of children could aspire to excellence as they attended school regularly. Focus on attendance also prepares children for the normal routines of further education and their adult working lives when they will be held accountable for their attendance and punctuality.

Record of Pupil Premium Grant spending 2014/15

Year Group & Objective	Cost	Objective	Outcome
Years 5 & 6 Booster classes -early morning & after school	£12,500	Maximising learning time through after school and early morning provision; Developing maths and English skills through gap analysis, addressing misconceptions and SATs revision	Increased attainment and progress in maths & English at KS2 (assessment data)
One to one tuition and small groups in Maths & English	£11,550	Developing maths & English skills through one to one and small group targeted support	Increased attainment in Reading, Writing & Maths (assessment data) Increased confidence (observation & discussion)
Social skills group	£1,500	To develop social skills & improved confidence	Improved confidence and use of appropriate skills when interacting with adults and other children (observation & discussion)
ICT support	£2,350	Support to enable pupils to have own netbooks for home and school learning	Increased engagement in learning & improved ICT skills
Music support	£1,800	Support to enable targeted pupils to continue instrumental music tuition	Children have greater opportunities to develop musical skills – increased engagement, participation and enjoyment
Years 3 & 4 Small group support in reading, writing & maths	£10,500	Small group support in reading writing and maths	Increased attainment in reading and writing (Assessment Data) All children make expected/ more than expected progress.
Music support	£1,550	Support to enable targeted pupils to continue individual music tuition	Children have greater opportunities to develop musical skills – increased engagement, participation and enjoyment
Y1/2 Small group support in reading, writing & maths	£6,500	Small group support to extend skills in phonics, reading, writing and maths	Increased confidence Increased attainment in English and maths (Assessment Data)
EYFS Additional TA in EYFS	£15,500	Targeted support for Children with SEN	SEN children settle well and make good progress Increased % of pupils achieving a good level of development (Discussion, Obs & asmt)
EAL support for EYFS pupils and parents	£6,500	Building basic English literacy skills and improving vocabulary so children are ready to learn; Regular workshops for parents;	Increased % of pupils achieving a good level of development (Discussion, Observations And Assessment Data)

Whole school Library Development: Additional resources & p/time librarian	£9,750	Raise the profile of reading, Increase reading skills, especially for boys and struggling readers	Increased attainment in reading
Reading club	£750	Extended learning time: Extra reading to develop reading skills and foster a love of reading	Children attending show a more positive attitude to reading. They enjoy reading to one another. Children read regularly at home and enjoy talking about the texts they are reading.
Residential Y6 school trip subsidy	£650	Extending experiences and building confidence: children offered residential places on annual school trip	Increased self confidence Greater independence Better team--working, Collaborative skills Improved social skills
Additional Language Assessment and EP support	£3,500	Development of language skills: Targeted speech and language support and educational psychology and dyslexia assessments	Clear strategies provided for better ways to support individual children (Observations)
Creche provision	£850	Supporting parents to attend family learning sessions	Attendance at termly family learning courses is good (9-12 parents)
My Maths Online	£1200	Improve maths skills and engage parents and children with numeracy at home	Children able to access maths quizzes and games at home
Breakfast club & holiday plays scheme provision & support	£1,950	To enable pupils to have hot breakfast and be in school on time	Improved attendance and punctuality of targeted pupils (Register data) Improved social skills and self-confidence (observation)

TOTAL PPG RECEIVED	£87000
TOTAL PPG EXPENDITURE	£88900
PPG REMAINING	-£1,890

IMPACT OF PUPIL PREMIUM SPENDING

The school's evaluation of its own performance is thorough. Tracking of progress over time for each pupil is carried out regularly so we can quickly identify any dips and develop strategies and interventions to promote improvement. The impact of interventions is analysed as assessment data is gathered half termly and follow up is put in place if an intervention is not having the desired impact.

We use a range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Current data
- Interventions analysis
- Outcomes of observations, work scrutinies, learning walks
- Feedback

YEAR 1 PHONICS SCREENING CHECK 2014

School	71%	National	63%
--------	-----	----------	-----

YEAR 2 PHONICS SCREENING CHECK RETAKES 2014

School	100%	National	60%
--------	------	----------	-----

PERFORMANCE OF DISADVANTAGED PUPILS AT END OF KEY STAGE 1 2014**AVERAGE POINT SCORE**

READING	School	16.1	National	15.0
WRITING	School	15.3	National	13.7
MATHS		15.3	National	15.0
ALL CORE SUBJECTS:				
	School	15.6	National	14.6

PERCENTAGE OF DISADVANTAGED KEY STAGE 2 PUPILS ACHIEVING LEVEL 4 AND ABOVE IN 2014

READING	School	100%	National	82%	
WRITING	School	83%	National	76%	
SPAG	School	92%	National	66%	(English Grammar, Punctuation & Spelling)
MATHS	School	92%	National	78%	
ALL CORE SUBJECTS:	School	83%	National	67%	

PERCENTAGE OF DISADVANTAGED KEY STAGE 2 PUPILS ACHIEVING LEVEL 5 AND ABOVE IN 2014

READING	School	33%	National	35%	
WRITING	School	42%	National	20%	
SPAG	School	67%	National	39%	(English Grammar, Punctuation & Spelling)
MATHS	School	58%	National	28%	
ALL CORE SUBJECTS:	School	17%	National	12%	

PERFORMANCE OF DISADVANTAGED PUPILS IN KEY STAGE 2 IN 2014 – AVERAGE POINT SCORE

READING	School	29.00	National	27.5	
WRITING	School	28.5	National	26.2	
SPAG	School	31.5	National	26.9	(English Grammar, Punctuation & Spelling)
MATHS	School	30.0	National	27.2	
ALL CORE SUBJECTS:	School	29.4	National	27.0	

PERCENTAGE OF DISADVANTAGED KEY STAGE 2 PUPILS MAKING EXPECTED PROGRESS IN 2014

READING	School	92%	National 88%
WRITING	School	100%	National 90%
MATHS	School	92%	National 85%

Nationally, attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. At St Joseph's the gap is marginal; pupils from a disadvantaged background do just as well as their peers nationally, in fact, in some areas they exceed the non-disadvantaged pupils. With this level of consistent high performance, all pupils at St Joseph's should have the opportunity to go on to further education if they wish to do so.