



St Joseph's RC Primary School

Pupil Premium Policy Statement 2018 – 2019 Impact Report October 2019

Sir Kevan Collins, Chief Executive of the Education Endowment Foundation in his foreword in their Guide to the Pupil Premium states 'Educational attainment is the best predictor that we have of a young person's long-term outcomes. The attainment gap is the most stubborn test facing English schools and the Pupil Premium gives additional public funding to schools in order to close this gap.'

The attainment gap is largest for those eligible for free school meals. This gap begins early and is evident when children start in nursery. At St. Joseph's, we believe that early intervention is essential, which begins to reduce this gap as soon as possible. We continue to support the needs of our disadvantaged children throughout their time at our school.

At St. Joseph's, we take an evidence based approach, researching how other schools with similar challenges have overcome them. We can then tailor these approaches for our children. Good teaching is the most important factor to improve outcomes for disadvantaged pupils (Sutton Trust's 2011 report). In order to ensure our children receive the best provision, high quality continuing professional development plays an integral part in our strategy. We provide targeted academic support and employ wider strategies eg. for emotional and attendance support.

Monitoring

The impact of expenditure is closely monitored and evaluated at designated times throughout each term. Pupil progress meetings are held each half term to measure impact and review strategies.

Approaches used

Effective feedback, Early Targeted Intervention, One to One tutoring, Small Group Work, Peer Assisted Learning, Assessment for Learning, Parental Involvement, Sports Participation, Breakfast and After School Clubs, High Quality focussed CPD, Educational Psychologist support, High Ratio of Staff in EYFS, Support Staff in all classes, Subsidised enrichment activities, Purchase of additional reading books, Subsidy of trips, Rewards to support attendance and behaviour.

Disadvantaged Data 2018 – 2019

EYFS

	St Joseph's Disadvantaged	St Joseph's Others	LA Disadvantaged	National Disadvantaged
GLD	83%	65%	60%	
All Prime Learning Goals	100%	91%	68%	67%
All Specific Learning Goals	83%	70%	59%	55%
All Early Learning Goals	83%	70%	59%	55%

KS1

	St Joseph's Disadvantaged	St Joseph's Others	LA Disadvantaged	LA Other
Y1 Phonics	100%	88%	70%	83%
Y2 Phonics	85%	86%	87%	94%
Year 2 expected standard				
RWM	54%	57%	58%	77%
R	69%	64%	60%	80%
W	69%	57%	53%	76%
M	69%	64%	61%	81%
Year 2 greater depth				
RWM	0%	0%		
R	0%	7%	14%	27%
W	0%	0%	7%	17%
M	0%	14%	11%	24%

In RWM, writing and maths for disadvantaged pupils there is an upward trend, in reading it is constant at the expected standard.

At greater depth for disadvantaged pupils, RWM, writing and maths remain constant, there is a dip in reading -10%

KS2

	St Joseph's Disadvantaged	St Joseph's Others	LA Disadvantaged	LA Other	National Disadvantaged
Year 6 expected standard					
RWM	46%	67%	65%		
R	69%	67%	62%	79%	62%
W	85%	67%	69%	83%	68%
M	54%	78%	70%	85%	67%
Year 6 greater depth					
RWM	0%	0%	8%		
R	8%	22%	14%	29%	17%
W	15%	0%	12%	24%	11%
M	0%	11%	13%	32%	17%

In all areas at KS2 there is a continuing upward trend for disadvantaged pupils reaching the expected standard.

At greater depth for disadvantaged pupils there is an upward trend in writing and GPS, maths and RWM combined are constant, with a dip in reading -12%

Progress

	St Joseph's Disadvantaged	St Joseph's Others	In school gap	All pupils
Progress score in reading	1.0	-0.5	+0.5	0.4
Progress score in writing	2.1	-4.5	+6.6	-0.6
Progress score in maths	-3.3	-1.5	-1.8	-2.6
Scaled score in reading	103	103	0	103
Scaled score in maths	100	102	-2	101

Attendance

	Pupils eligible for PP	St Joseph's Others	In school gap
2018/2019 total % attendance	92%	97%	5%