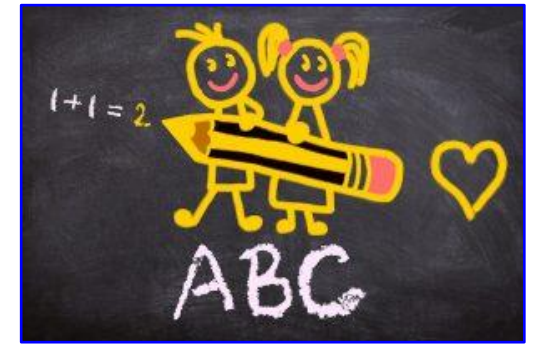




St. Joseph's Catholic Primary School  
Pupil Premium Action Plan  
2018 – 2019



For the academic year 2018 – 2019 we have received Pupil Premium funding of £39 200 (indicative – April 2018) which will be used to support our disadvantaged pupils.

### Strategy – Spending Rationale

Pupil Premium spending for 2018 – 2019 was decided upon after consultation with a wide variety of stakeholders with regards to the main barriers to educational achievement and data analysis by the Senior Leadership team.

The main barriers identified were as follows:

- Ⓛ Limited access to computing resources (both hardware and software)
- Ⓛ Parental confidence in supporting their child(ren) at home
- Ⓛ Lack of quality reading materials at home
- Ⓛ Financial constraints with regards to payment for school trips/visits/after school clubs provided by external agencies
- Ⓛ Financial constraints for musical fees

Our strategy for spending the Pupil Premium for this academic year is detailed below.

Target(s) General	Success Criteria	Tasks to achieve success criteria; By when/ whom	Impact	CPD
Purchase of additional iPads, laptops and additional Computing resources	Ⓛ All disadvantaged pupils will have additional access to a wide variety	Ⓛ Purchase of iPads/laptops and	Ⓛ Disadvantaged pupils make at	Ⓛ Software INSET.

<p>(including software such as Bug Club and Espresso) to support disadvantaged pupils in all areas of the curriculum.</p> <p>£9 600</p>	<p>of Computing resources which they may not have access to at home to support their learning.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils will be able to access online books/study materials that they may not have access to at home.</li> </ul>	<p>appropriate software.</p> <ul style="list-style-type: none"> <li>Renewal of Espresso license)</li> <li>Purchase Bug Club license and re-launch.</li> <li>TG – Autumn 1</li> <li>KR – Autumn 1</li> </ul>	<p>least good progress throughout the curriculum.</p>	<ul style="list-style-type: none"> <li>Teaching Assistant INSET.</li> </ul>
<p>Specialist Teaching Assistant Support (Intervention/Booster/Nurture Groups) for identified disadvantaged pupils.</p> <p>£4 400</p>	<ul style="list-style-type: none"> <li>All Teaching Assistants will be appropriately trained to provide support for all disadvantaged pupils through various interventions in English and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of appropriate materials to support various interventions.</li> <li>(TG/BO’C: On-going)</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least good progress in English and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Assistant INSET as required.</li> <li>Nurture INSET.</li> </ul>
<p>Quality First Teaching (INSET/Performance Appraisal) to be provided by all teachers to ensure narrowing of the gap between disadvantaged pupils and their peers.</p> <p>£4 200</p>	<ul style="list-style-type: none"> <li>All teachers will know the disadvantaged pupils in their cohort and the requirement to provide additional support as required based on identified gaps.</li> <li>Gap narrowed between disadvantaged/rest of cohort</li> </ul>	<ul style="list-style-type: none"> <li>Identification of disadvantaged pupils; support needs identified; differentiated planning.</li> <li>(All teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least good progress throughout the curriculum. Gap narrowed.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meetings.</li> <li>As required on an individual basis.</li> </ul>

<p>Lexia to support reading for disadvantaged pupils.</p> <p>£1 200</p>	<ul style="list-style-type: none"> <li>✔ Daily programme to further support children who are potentially dyslexic or need boost with reading at home and at school.</li> <li>✔ Support children behind target in reading.</li> <li>✔ All PP children to access Lexia</li> </ul>	<p>Morning Lexia Clubs to be organised and run on a regular basis.</p> <p>RJ/SS: April 2018</p>	<ul style="list-style-type: none"> <li>✔ Disadvantaged pupils make at least good progress in reading.</li> <li>✔ Gap narrowed.</li> </ul>	<ul style="list-style-type: none"> <li>✔ License renewal</li> </ul>
<p>Provide 1:1 support for pupils with emotional issues which could affect their general well-being and learning.</p> <p>£5 800</p>	<ul style="list-style-type: none"> <li>✔ Pupils encountering emotional issues will be appropriately supported through 1:1 counselling (LN).</li> </ul>	<ul style="list-style-type: none"> <li>✔ Weekly counselling sessions organised as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Pupils dealing with emotional problems continue to make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>✔ NA</li> </ul>
<p>Promoting pupil engagement (Topic-Based Curriculum) including providing disadvantaged pupils with experiences beyond the classroom that they may otherwise not experience.</p> <p>£4 680</p>	<ul style="list-style-type: none"> <li>✔ Through the topic-based approach, pupils (including disadvantaged pupils) will receive a broad and enriching curriculum which incorporates various learning experiences outside the classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Teacher's planning to identify opportunities for 'outside the classroom' learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Disadvantaged pupils provided with experiences that they may not otherwise be able to participate in.</li> </ul>	<ul style="list-style-type: none"> <li>✔ NA</li> </ul>
<p>Additional Guided Reading/General Reading materials to support disadvantaged pupils in accessing quality reading materials that they</p>	<ul style="list-style-type: none"> <li>✔ All disadvantaged pupils will be exposed to a broad range of high quality reading materials to promote their reading.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Purchase of additional materials which are provided for all classes.</li> </ul>	<ul style="list-style-type: none"> <li>✔ Disadvantaged pupils make at least good progress in</li> </ul>	<ul style="list-style-type: none"> <li>✔ NA</li> </ul>

<p>may not have access to at home.</p> <p>£2 540</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils develop a love of reading and realise its importance.</li> </ul>		<p>Reading and develop a love of reading and literature.</p>	
<p>Subsidised school trips – additional funding to support Year 6 disadvantaged pupils.</p> <p>£880</p>	<ul style="list-style-type: none"> <li>All Year 6 pupils able to take part in the year 6 residential trip to the Ile of Wight in May 2016.</li> </ul>	<ul style="list-style-type: none"> <li>All relevant parents informed of school contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils able to share in this experience.</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<p>Extra-curricular activities/enriched curriculum/visitors to school etc. to further enhance the curriculum and provide disadvantaged pupils with enriching experiences.</p> <p>£2 500</p>	<ul style="list-style-type: none"> <li>All disadvantaged pupils will have the opportunity to share in a wide range of extra-curricular/enrichment activities through support with funding.</li> <li>Disadvantaged pupils able to access experiences that they may not be able to otherwise.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of disadvantaged pupils for support.</li> <li>Parental communication concerning support available.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils provided with experiences that they may not otherwise be able to participate in.</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<p>CHEXS Projects/Initiatives directed at supporting disadvantaged pupils and providing them with invaluable 'life' experiences.</p> <p>£1 800</p>	<ul style="list-style-type: none"> <li>Identified disadvantaged pupils provided with opportunities to take part in various community-based projects; increased self-esteem and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Specific disadvantaged pupils to be identified for participation in various projects.</li> </ul>	<ul style="list-style-type: none"> <li>Identified children will develop greater self-esteem and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>
<p>Purchase Twinkle License for access to online resources</p> <p>£400</p>	<ul style="list-style-type: none"> <li>Staff have increased resources to use to support/scaffold and inspire learning – improve outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Twinkle License to be purchased.</li> <li>All staff to be given</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>🔍 Increased time efficiency locating exciting resources to impact on learning.</li> <li>🔍 More 1:1 time for disadvantaged pupils.</li> </ul>	<p>details concerning how to access resources.</p>		
<p>Before/After School Club Provision (Nurture/Supported Self – Study/Homework Club) to provide additional support for disadvantaged pupils.</p> <p>£1 200</p>	<ul style="list-style-type: none"> <li>🔍 Disadvantaged pupils provided with opportunities to take part in various before/after school projects/clubs; homework support to be provided through Homework Club (BO'C).</li> </ul>	<ul style="list-style-type: none"> <li>🔍 Various 'clubs' to be provided.</li> <li>🔍 Homework/Study group to be introduced for identified pupils.</li> </ul> <p>TG/BO'C: April 2018</p>	<ul style="list-style-type: none"> <li>🔍 Disadvantaged pupils make at least good progress throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>🔍 NA</li> </ul>