

Pupil Premium

What is pupil premium and how did we spend our allocation?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Pupil Premium is allocated to pupils who are known to be eligible for Free School Meals (FSM), Service pupils and pupils who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

We are required to publish online information about how we have and will use the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Academic year 2017 to 2018

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. A breakdown of our projected spend can be found in the Pupil Premium Strategy 2017-2018.

How many pupils are eligible for Pupil Premium at St Joseph's?

Currently we have 43 of our pupils in receipt of Pupil Premium.

At St Joseph's RC Primary School we are determined to ensure that our pupils are provided with opportunities to realise their full potential. The Pupil Premium money has been used to support this. Through targeted interventions we are working to eliminate barriers to learning and progress.

In the academic year 2016 -17, the school was allocated £58866.

For a small proportion of pupil premium pupils, the barrier to learning is lack of engagement by parents. We addressed this by:

'Open Mornings' each term. The sessions invited the parents into school. The first part of the session took place with the class teacher. Sharing information about how subjects are taught and how the parent can support their child at home. The second part of the session was spent in the classroom working alongside their child.

Lunch time 'Homework Clubs' took place three times a week. These included the opportunities to work on the computers for those children who do not have ready access at home or fail to complete homework. This enabled children to complete homework which extended learning from lessons.

Weekly outlines to parents regarding what was happening in the week ahead enabled parents not only to help their children be organised but also attend events in school.

Family Learning sessions took place for Reception and Nursery parents. These enabled parents to support their child at home with activities.

From September 2016 three mornings from 9 – 9.30am became dedicated time spent on practising basic skills. All staff were involved in targeted interventions.

Other targeted interventions included extra sessions of reading for those children who are not heard frequently at home.

Places were offered to attend lunch time and after school clubs with Pupil Premium children taking up clubs such as chess, homework club, sewing and gardening.

The progress of pupil premium pupils was closely monitored. The percentage of those working towards, working at the expected standard and those working at greater depth will be routinely scrutinised.

At the end of the academic year July 2017, assessments showed that;

79% of Pupil Premium children were working at the expected standard in reading and writing with 77% at the expected standard in mathematics.

23% of Pupil Premium children were working at greater depth in reading and mathematics with 14% working at greater depth in writing.

66% of the children not working at the expected standard in reading and writing and 70% in mathematics were also on the Special Needs register.

Increasing the number of pupils working at greater depth in writing will part of the school focus in the next academic year.

