

## St Joseph's Catholic Primary School

### 1. Review of expenditure

#### Previous Academic Year 2015-2016

Desired outcome	Provision Provided	Evidence of impact:		Lessons learned (will you continue with this approach)
To raise attainment and progress across the school and provide a broad and balanced curriculum delivering high quality first teaching.	High Quality First Teaching' allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.  There are three principles that are essential to developing a more inclusive curriculum.	<b>Evidence of Impact:</b> <b>Attainment Evidence</b> refer to section 7 <b>Pupil Interviews and Lesson Observations</b> carried out by SLT <b>Pupil Progress meeting reviews</b> carried out by SLT		Continue to provide training and support for all staff to ensure high quality first teaching continues across the school. Improved moderation and formal assessments throughout the academic year.
<b>Staff lead</b>	All	<b>Cost</b>	<b>£ Staffing Expenditure – not EPPG</b>	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To help children develop their mathematical skills and help remove any potential barriers to their mathematical learning.	Small Group Intervention: 1 <sup>st</sup> Class @number targeting Y1-Y2 children.	<b>Evidence of Impact:</b> <b>Attainment Evidence</b> all pupils on the intervention made 2-3 TPs across the year. <b>Pupil Interviews and Lesson Observations</b> carried out by SLT <b>Pupil Progress meeting reviews</b> carried out by SLT		<b>Recommendation:</b> For all intervention to continue ensuring that the programmes are followed correctly and the correct children are identified correctly for the programmes.
<b>Staff lead</b>	<b>Trained TA</b>	<b>Cost</b>	<b>£ TA Grade 3 (4.5 hrs per week)</b>	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To help children develop their phonemic awareness- their ability to hear, identify and manipulate phonemes in order to remove any barriers they may have in spelling and reading.	Small Group Intervention: Phonics targeting Y1-Y2 children	<b>Evidence of Impact:</b> <b>Attainment Evidence</b> 80% of all pupils on the intervention successfully passed the phonics screening. <b>Pupil Interviews and Lesson Observations</b> carried out by SLT <b>Pupil Progress meeting reviews</b> carried out by SLT		<b>Recommendation:</b> For all intervention to continue ensuring that the programmes are followed correctly and the correct children are identified correctly for the programmes.
<b>Staff Lead</b>	<b>Trained TA</b>	<b>Cost</b>	<b>£ TA Grade 3 (7.5 hrs per week)</b>	

Desired outcome		Provision Provided		Evidence of impact:		Lessons learned	
To help children develop their reading skills and develop a love of reading. and to remove any barriers they may have in reading.		1-1 and 1-2 group Intervention: Rapid Reading and Better Reading Programme targeting Y3-Y4 children. Books are required to support pupils at their appropriate reading age.		<b>Evidence of Impact:</b> <b>Attainment Evidence</b> all pupils on the invention made 2-3 TPs across the year. <b>Pupil Interviews and Lesson Observations</b> carried out by SLT <b>Pupil Progress meeting reviews</b> carried out by SLT		<b>Recommendation:</b> For all intervention to continue ensuring that the programmes are followed correctly and the correct children are identified correctly for the programmes.	
<b>Staff lead</b>		<b>Trained TA</b>		<b>Cost</b>	£ TA Grade 3 (6 hrs per week) + 1 off cost £435 <b>Total</b>		
Desired outcome		Provision Provided		Evidence of impact:		Lessons learned	
A programme of outdoor learning, which will help pupils to feel less inhibited – both physically and mentally allowing them to join up their thinking by applying it in a real-world context. To promote children's self esteem, well being, behaviour, co-operative learning and problem solving skills, which will feed back positively into classroom work and other settings.		Teaching Assistant: Enrichment activities- incorporating outdoor learning and for all abilities. Training requirement for effectively deliver and development for the Outdoor learning enrichment programme. Water proof clothing /safety resources Enrichment activities- incorporating outdoor learning and for all abilities		All 22 pupils enjoyed woodland warriors. Children's feedback: I've Learnt new things. Made lessons like writing and science more interesting. Liked being outdoors Enjoyed the art work Talking and sharing around the fire. Wanted more activities off site to help the community and learn about the wildlife. Wanted to go on walks for example-along the canal. wanted class teachers to organise lessons so they didn't always miss PE, art or Computing as they felt this lesson always took place in the afternoon, The training courses have given the staff the knowledge and skills to deliver the outdoor curriculum. The waterproof clothing has allowed all children to participate regardless of the weather.		<b>Outdoor Learning Programme:</b> The programme is still in its early development. A large amount has had to be taken place to re-develop the forest school area. However the 22 key stage 2 pupils who have taken part have the experience worthwhile and made an impact to their learning. The data shows that 0.4 TP progress was made in reading and 0.7 TP progress in writing this spring. <b>Recommendation:</b> To continue the programme and develop the programme further to improve staff confidence through CPD opportunities.	
<b>Staff Lead</b>	2 trained TAs + Mrs McDonagh		<b>Cost</b>	One off Costs £445.34 waterproofs + £920 for Training £TA Grade 3- 3 hrs per week x2)			

Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To Improve attendance and reduce 'lates' in the register	Taxi to bring 3 pupils to school to support 2 families.	<p>Two parents use this service-            October 2015 1st parent: The service was offered to the family 3 weeks ago. The mother has recently spoken to Mrs McDonagh and Mrs Eaborn and thanked the school for the support as it has allowed the children to arrive on time. The children are less tired and will now happily do their homework; Also the class teachers have also noticed an improvement in the children's attainment.  <b>2<sup>nd</sup> Parent</b>; SIMs Data shows:            Before the taxi service since: 1/9/15-19/1/16- attendance was 137/162 sessions with 9 lates (84%)  <b>With support- 20/1-present date 40/46 sessions with no lates (87%)</b></p>		<p>Providing two families with travel support to school has seen an improvement to the children's attendance and help one family improve their family life. This has improved not only home life for both families but has also shown a 3% improvement in just 23 days of using the service.</p> <p><b>Recommendation:</b> Continue this area of support with pupil premium funding when required.</p>
<b>Staff Lead</b>	Attendance officer	<b>Cost</b>	<b>£ Awaiting final invoice October 2016</b>	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
Allowing children to be confident in their appearance and to take in curriculum activities, afterschool clubs and trips.	School Uniform, School Trips & Events.	<p>On speaking to the class teacher they feel the child is more confident and happier. and they are clean and tidy.</p>		<p>The funding for uniform, school trips and events needs to be reviewed by the SLT to its overall impact on removing barriers</p>
<b>Staff Lead</b>		<b>Cost</b>	<b>£ Awaiting final invoice October 2016</b>	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To help provide a more stable environment at home which hopeful will help remove barriers to their learning.	Before and after school care funding	<p><b>Supporting Family Finances:</b> One family has received support with uniform and before/after school care. However this has shown no impact on attendance and no evidence can be shown that funding has impacted on academic progress. However, the class teachers felt it has made a difference to the children's confidence, personal skills and concentration.</p>		<p><b>Recommendations:</b> The funding of before and after care needs to be reviewed by the SLT to ensure individual pupil premium allocation is not over spent.</p>
<b>Staff Lead</b>	Family Support Worker	<b>Cost</b>	<b>£ Awaiting final invoice October 2016</b>	

Desired outcome	Provision Provided	Evidence of impact:		Lessons learned (will you continue with this approach)
To help support families who need additional resources to support children at home in Year one pear & Oak 2 home-school Laptops	To help support families who have no computers at home. Allowing children to access online homework. To help support families who need additional resources to support children at home in Year one pear & Oak	On discussions with the class teacher, the laptop has allowed the pupils to access homework and complete set home. The pupils using the numicon sets have grown more confident in maths.		The class teacher informs that the pupils brings it to and from school everyday and has now been able to access homework. For children who have used the Numicon sets they have become more confident in maths. <b>Recommendation:</b> Continue this provision but to ensure the effectiveness and impact, I would suggest a homework diary kept by class teacher to show evidence when and how resources used.
<b>Staff Lead</b>	<b>Class Teachers</b>	<b>Cost: One Off Cost: £539.97+£85.98</b>		
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned (will you continue with this approach)
To help educate and develop social awareness in off site situations. Allowing a child to participate in off site activities and a to give a positive experience.	1-1 Support for off site activities	This support has shown a vast improvement to the child's behaviour, and has also seen a positive impact on the whole class' behaviour.		This provision is no longer required as the pupil's class no longer go swimming.
<b>Staff Lead</b>		<b>Cost</b>	<b>£ TA Grade 3 (1.30 per week)</b>	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned (will you continue with this approach)
To prompt the enjoyment of reading and encourage children to read at home.	Pupil selected books from the schools annual book fair.	Pupil Interviews: Pupils liked receiving the books from the book fair but felt it hadn't improved their reading or enjoyment of reading.		<b>Recommendation:</b> In it's present format the recommendation would be not to continue this provision. This provision may be more successful if the children created a book wish list during the fair; with the class teacher setting individual targets and once targets achieved their reward would be to receive the book.
<b>Staff Lead</b>	<b>Librarian</b>	<b>Cost</b>	<b>£170</b>	

Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
The nurture rooms will help create a positive influence on our children's lives helping them to grow and flourish and support the school's mental health and well-being curriculum	Nurture Room	2015-2016 saw the development of the nurture room.		The programme will commence in September 2016.
<b>Staff Lead</b>	<b>Mrs McDonagh</b>	<b>Cost</b>	<b>£ Awaiting final invoice October 2016</b>	
Desired outcome	Provision Provided	Evidence of impact:		Lessons learned
To create a positive environment for our children, promote self esteem, self confidence, communication skills and leadership skills	Commandoes Joe	Commandoes Joe started in the spring term 2016. Findings of Pupil interviews with Yr6 cohort: Pupils enjoyed the session and which helped improve their teamwork and self esteem.		Continue with the programme monitoring the qualitative data. Pupil and staff interview Learning walks by SLT
<b>Staff lead</b>	<b>Mrs McDonagh and SLT</b>	<b>Cost</b>	<b>£ Awaiting final invoice October 2016</b>	

## 2. Additional detail: Attainment and Progress across the school

Whole School Attainment			WB = Well Below				B = Below				E = Expected				AE= Above Expected											
Key Groups	No	%	Writing								Reading								Maths							
			WB		B		E		AE		WB		B		E		AE		WB		B		E		AE	
			%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N		
Pupil Premium	36	13.9	8	3	47	17	25	9	19	7	6	2	31	11	22	8	42	15	3	1	3	1	31	11	31	11
Non Pupil Premium	222	86.1	7	16	23	52	36	79	34	75	3	6	15	34	31	68	51	11	5	11	1	4	44	98	33	73
<b>Whole school Progress</b>			<b>WB = Well Below</b>				<b>B = Below</b>				<b>E = Expected</b>				<b>AE= Above Expected</b>											
Key Groups	No	%	Writing								Reading								Maths							
			WB		B		E		AE		WB		B		E		AE		WB		B		E		AE	
			%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N		
Pupil Premium	36	13.9	9	3	29	10	20	7	43	15	6	2	9	3	26	9	60	21	0	0	2	9	20	7	54	19
Non Pupil Premium	222	86.1	5	11	18	40	25	55	53	11	1	3	6	14	31	68	62	13	2	5	1	2	40	89	48	10
									7							8					0	3			6	

