

## **Pupil Premium Grant PPG**

### **ALLOCATION:**

The Pupil Premium Grant is an additional amount of funding given to schools to support the learning and progress of those pupils identified as fulfilling particular criteria. It is allocated according to a precise formula. For detailed information about this please go to the DFE website:

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pupil-premium-what-you-need-to-know>

### **Pupil premium grant expenditure Review 2018-2019**

Total number of pupils on roll 206

Total number of pupils eligible for PPG 14

6.7% of the school population

In 2018-2019 the PPG allocation received was:-

Income	
12 @ £1320	15,840.00
2 @ £2300	4,600.00
Carry forward	445.00
Total	<b>20,885.00</b>

The expenditure break down (explained in detailed below) was as follows:-

<b>Expenditure</b>	
Extra- curricular clubs	125.50
Trips, camp and Visits subsidies	816.90
School milk	202.25
Staffing	17,500.00
After school club subsidy	1,374.50
Clothing	15.83
Music tuition and music therapy	1,474.15
Total	<b>21,509.13</b>

### **Overspend 624.13**

### **USE:**

At St. Joseph's the grant was used to fund a range of help/resources to facilitate the learning of pupils for whom the Pupil Premium provides support. These included

#### **Staffing**

- Additional Staff in the classroom/TA support
- Small group work (phonics, reading, reading comprehension)
- 1-1 support as above
- Additional teaching and learning opportunities provided through mentors, trained LSAs, music therapists and music teachers
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### Extra curricular/other

#### Classroom equipment

- ICT Software packages
- Financial aid to equalize opportunities: music lessons, uniform, after school club, art club, sports lessons

#### Programmes to increase self esteem

### Trips/visits

To enrich learning experiences by providing financial support for camp, class trips and outside visitors to the school.

### Measuring the Impact of Pupil Premium spending

Such targeted and strategic use of the Pupil Premium Grant (along with other resources) enables us to improve the progress and attainment of the identified children in the subject areas of reading, writing SPAG and mathematics, so that most of them achieve at least in line with their peers and meet expected rates of progress at ages 7 and 11.

### EYFS 2018-2019 Results

	Pupils eligible for pupil premium (PP)  2(1 cross over with SEND)	Pupils not eligible for PP  21	
		School Average	National average
Good level of development (GLD) %	0	56.5	71

### Pupil Premium KS1 End result 2018-2019

#### Phonics

There were no PP children in Year 1- No PP in Year 2 phonics retake

#### KS1 Attainment: St Joseph's/ 30 children in class

1 child PP	Below expected %		Expected + %		Above expected %	
	Disadv	Non Dis	Disadv	Non Disadv	Disadv	Non Disadv
Reading	0	24	100	76	0	28
Writing	100	45	0	55	0	17
Maths	0	21	100	79	0	31

## **Pupil Premium KS2 End result: 2018-2019. 32 children in class**

### **Attainment**

<b>2 children PP</b>	<b>Below expected %</b>		<b>Expected + %</b>		<b>Above expected %</b>	
	Disadv	Non Dis	Disadv	Non Disadv	Disadv	Non Disadv
Reading	50	19	50	91	0	28
Writing	0	12	100	88	0	13
Maths	0	9	100	91	0	9
SPaG	0	9	100	91	0	28

### **Whole school attainment**

14 pupils	PP % At Expected +	Non PP % At Expected +
Reading	50	82
Writing	50	75
Maths	57	83

## **Pupil premium grant expenditure: Plan for spending 2019/2020**

Total number of pupils on roll 207  
Total number of pupils eligible for PPG 19  
9.1% of the school population

Estimated amount of Grant 2019-2020  
**£22,440 (5 children received grant part way through year)**

### **Reasons and Evidence to support the use of PPG at St. Joseph's School**

#### **Staffing support**

Evidence suggests that early intervention for disadvantaged children in KS1 and Early years diminishes the difference at end of KS2 in progress scores.  
Reading comprehension booster support helps those children that do not have exposure to a wide ranging vocabulary.  
All small group or 1:1 support provides disadvantaged pupils with the feedback they need to improve, as sometimes they do not get that support in their home environment.  
Mentoring boosts self-esteem and self-resilience.

#### **Enrichment, extracurricular support and wider opportunities**

##### **Music lessons, afterschool club, art club, sports clubs, uniform, school trips and camp**

Empirical evidence shows that children learning a musical instrument statistically do better in exams and class work.  
Children need to participate fully in wider life experiences in order that they can fulfil their potential.  
Self-esteem and resilience are built up by joining in different kinds of clubs  
After school club can provide a quiet space to do homework, have access to a computer and work with friends

**Target year groups from data analysis that will have PP support will be Year 4 and 6.**

