

Summary of impact from 2017-2018

- % of disadvantaged pupils making expected progress in Reading, Writing and Maths increased

Previous performance of disadvantaged pupils			
	2015-2016	2016-2017	2017-2018
% of pupils making expected progress in Reading	43.78%	58%	
% of pupils making expected progress in Writing	44.68%	73.47%	
% of pupils making expected progress in Maths	42.21%	76%	

- Improved engagement and emotional well-being for children, evidenced through assessments made through the ELSA and Thrive program, pupil questionnaires, lesson observations, case studies.
- Improved parental engagement evidenced in parental surveys, focus groups and individual case studies for the AFA program.
- School achieved accreditation as a Lead AFA school due to its work with disadvantaged children and is now going to act as a lead for other schools in the local area.

Achievement for All supervision and support.	£1,250	<p>St Joseph's has been engaged in the AFA program for a number of years and achieved Lead Status in May 2017.</p> <p>The program has ensured that children have individual Smart targets which have been reviewed on a termly basis, actions were agreed for home and school and an organised and specific response was given in terms of the support for each family.</p> <p>The Structured Conversations which have taken place, allowed parents to take a lead in their child's learning, facilitated improved engagement and gave vital feedback to school, allowing us to ensure our provision meets the needs of our children.</p> <p>The AFA lead, Phase Leaders and Family Support Worker have been able to work together to ensure a coordinated response to the children's emotional needs and any educational/ support needs of parents.</p> <p>Pupil Premium children targeted to attend sports/ after school clubs and are represented in all aspects of school life.</p> <p>Teachers have adapted homework and explained to parents how to help their children where appropriate in response to feedback. All children in KS2 now receive a reading comprehension and online abacus game following</p>
Supply for teachers to facilitate AFA structured conversations with all pupil premium families. 4 days supply each term for Phase Leaders and Teachers to host meetings and for AFA	£3,500	

<p>lead to meet with AFA coach.</p>		<p>feedback that parents were unsure of the level expected and how to best support their children with reading.</p> <p>Parent reading leaders have been set up and along with Librarians have, consulted on and supported with a new style of reading meeting, book swap and competition. The children led in launching the events and competitions. For World Book day a Performance Poet visited school and following a subsequent poetry performance competition children were selected to perform their poems to parents. 100 million minutes AFA reading challenge completed by school and led by the librarians. KS1 children participated in visits to the library and school facilitated children joining where appropriate.</p> <p>To further improve parental engagement, school has developed its use of social media including twitter and Facebook. An update on learning in each phases is included on the newsletter.</p> <p>Attendance is still an issue. Pupil Premium children are at 93.5% below whole school attendance which is at 95.6%. Children who achieved 100% attendance in Autumn and Spring terms were rewarded with a McDonalds.</p> <p>From the Spring 2 data, in Year 2 there is an increase in the number of PP children on track to meet and exceed ARE in Maths. In year 5 and 6, there is an increase in the number of children expected to read and exceed ARE in Maths and Reading.</p> <p>The average points progress across KS1 is Maths 1.77, Reading 1.86, Writing 1.73 and across KS2, it is Maths 1.93, Reading 1.96 and Writing 1.99. The expected points progress would be 2.5 at this point in the year.</p>
<p>Emotional Literacy Support Assistant.</p>	<p>£13,000</p>	<p>We strive to ensure that the PPG brings the achievements of those children on par with their peers. A key element to the success of these children is building their trust and supporting their emotional well-being. The employment of a full time Family Support Worker, trained in the ELSA and Thrive programmes, has ensured that the emotional well-being of these children has been supported and maintained at all times and has improved the attendance of the children and engagement of parents. An additional two part-time ELSA TAs has also ensured that the emotional well-being of these children was supported and maintained at all times.</p>
<p>Employ Family support worker to support children and their families in order to reduce barriers to learning and support good attendance.</p>	<p>£15,000</p>	<p>The Family Support Worker also targeted any children with poor attendance, building strong relationships with families and where necessary supporting parents getting children into school through home visits/giving lifts. Phone calls have been made when children are not in school and messages had not been received by school regarding the reasons for absence.</p>
<p>Emotional Literacy Support Assistant supervision from the Educational Psychology Service.</p>	<p>£300</p>	<p>The average attendance for pupil premium children is 93.5% and the average attendance for all children (excluding Nursery) is 95.6% Due to a reduction in EWO service, the Family Support Worker has attended training on the implications for her role.</p>

Emotional Literacy Support Assistant training from the Educational Psychology Service.	£600	Phone calls and lifts are offered and taken up by a number of children and this has had a big impact on their improve punctuality and attendance. Theraplay groups and emotional support groups in preparation for SATs are taking place. A
Thrive online training and subscription	£2300	Attendance will continue to be an area to focus on in 2018-2019. The Family support worker is piloting an Emotional-based attendance scheme called 'I can't cope', run by the Educational Psychology Service. Thrive assessments took place in Autumn and Spring and are currently being analysed. It has been used to support interventions with groups/ individual children.
Forest School after school club to run as 6 sessions blocks. Two Teaching Assistants to support the club.	£1,140	Parents and children fed back in AFA Structured Conversations and questionnaires how much pupils enjoyed these sessions. They helped to give children vital life skills and to build their confidence It also improved the engagement of pupils with parents reporting their children's enthusiasm for coming to school when they were going to do Forest School.
Additional TA hours (5 hours- Mrs Coyne) for Speech and Language input in KS1 and EYFS.	£2,200	The employment of a TA to support KS1 and EYFS speech and language has made it easy for children to receive vital support in school, ensuring that they work on the objectives created by the Speech and Language Therapist. Children benefited from this skilled support between appointments ensuring that they made progress towards their objectives.
ELKAN Level 3 training Mrs Ormandy	£650	ELKAN training has been completed the work is currently being completed to pass the Level 3 course.
Personalised provision of Breakfast Club or After School Club and Free School Meals decided during consultation at AFA structured conversation.	£10,000	A number of families have taken up places at Breakfast Club and After School club. The places have been targeted according to need and the hoped for outcomes. For example, after school club places have been given allowing children to attend extra-curricular activities and Breakfast Club places have ensured that children are in school on time and have eaten a good breakfast. Teachers have reported improved concentration during lessons from specific children following attendance at Breakfast Club. Parents identified during AFA Structured Conversations how important this support was for them in giving them respite and allowing them to work and therefore provide a more stable home environment.
Subsidise extra-curricular activities for identified children.	£5,000	Analysis of the attendance of children at extra-curricular clubs identified that disadvantaged children were able to participate in a range of activities. They were represented in all clubs and took on important roles as leaders in the School Council, Digital Leaders and Librarians. A number of children have taken up places at Mad Science and Glee Club, exposing them to enrichment activities they could not otherwise afford.
Provision of holiday outings and activities	£5,000	These visits provided much needed respite for some families. Children benefited from new experiences such as climbing and a visit to the theatre, improving their confidence, independence and life skills as well as exposing

<p>for all PPG families/children at Level 3 and 4 of The Continuum of Need. Provision of holiday outings and activities to build confidence and raise aspirations of year 5/6 children, in preparation for transition to High School.</p>		<p>them to aspirational opportunities. A canoeing trip is planned for summer half term holiday and a holiday visit will take place over the long summer holiday These visits also helped to build trust and relationships between children and adults in school. They helped to minimise difficulties with the transition back into school after holidays.</p>
<p>Subsidise educational visits, music events and artistic opportunities. Offset 100% of trips and visits for PPG children. Offset 50% of residential visits for PPG children.</p>	<p>£10,000</p>	<p>All children could attend visits and events regardless of their financial situation. This has relieved the financial burden on parents and built a stronger relationship and feeling of trust between school and parents. It has meant that children did not miss out on vital learning experiences.</p>
<p>Hardship fund available through the Family Support Worker for families at times of crisis.</p>	<p>£2,000</p>	<p>No children have taken up the grant so far this year. Accessed by one family.</p>