

Summary of impact from 2018-2019

- Improved engagement and emotional well-being for children, evidenced through assessments made through the ELSA and Thrive program, pupil questionnaires, lesson observations, case studies.
- There has been improved attendance so far and the gap between whole school attendance and the attendance of Pupil Premium children has closed slightly from 2.1% to 1.5%.

Achievement for All supervision and support.	FREE	St Joseph's has been engaged in the AFA program for a number of years and achieved Lead Status in May 2017.
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 lead to meet with AFA coach.	£3,500	<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 attend sports/ after school clubs and are represented in all aspects of school life.</p> <p>Two sets of structured conversation meetings have taken place. Where parents did not attend in KS2 meetings were carried out with children.</p> <p>Targets reviewed and new ones set. The Ofsted Report 2018 commented "Staff work very closely with parents to keep plans under regular review. This approach is working and is evident in the increase in attainment for individual pupils and a significant improvement in attendance."</p> <p>Attainment of PP children is still below expected level for most children. However, given the small numbers of children data must be approached cautiously.</p> <p>At the Spring Review:</p> <p>Two sets of structured conversation meetings have taken place. Where parents did not attend in KS2 meetings were carried out with children.</p> <p>Targets reviewed and new ones set.</p> <p>Attainment of PP children is still below expected level for most children.</p> <p>At the point of review progress:</p> <p>Maths: 3% accelerated progress. 48% expected progress Reading: 2% accelerated progress 43% Expected Progress</p>

		<p>Writing 5% accelerated progress 46% expected progress</p> <p>From the current classroom monitor data the average points progress is: Maths 2 points Reading 1.8 points Writing 1.9 points The expected progress at this point in the year is 2.5 points.</p> <p>3 children have made accelerated progress in reading, 5 children have made accelerated progress in writing and 7 children have made accelerated progress in maths.</p> <p>The AFA program funding came to an end in December 2018. After reviewing what could be offered going forward it was decided that we bring our involvement with this program to a close and instead start the RADY project which focuses more specifically on data and target setting to improve attainment and progress for children. In the 2018 SATs 25% of disadvantaged children achieved the expected standard in Reading, Writing and Maths. This project aims to increase this percentage and address expectations of Pupil Premium and Disadvantaged children.</p>
Emotional Literacy Support Assistant.	£13,000	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.
Employ Family support worker to support children and their families in order to reduce barriers to learning and support good attendance.	£15,000	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.
Emotional Literacy Support Assistant supervision from the Educational Psychology Service.	£300	Attendance is still an issue although it has improved. Last year Pupil Premium children had 93.5%, which was below whole school attendance, which is at 95.6% (a gap of 2.1%). Attendance of Pupil Premium children is still below the average 96% but has improved as it is at 94.4%. It is lower than the whole school attendance of 95.9%; however, the gap between the two percentages is closing. It has moved from 2.1% last year to 1.5 % this year.
Emotional Literacy Support Assistant training from the Educational Psychology Service.	£600	Children who achieved 100% attendance in Autumn and Spring terms were rewarded with pin badges and certificates. A new system of bronze silver and gold badges has been introduced.

Thrive online training and subscription	£2300	<p>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 have taken place.</p> <p>Attendance will continue to be an area to focus on in 2019-2020.</p>
Thrive Lead Practitioner	£1700	<p>The Family support worker has piloted an Emotional-based attendance scheme called 'I can't cope', run by the Educational Psychology Service. This has been successful in improving individual children's attendance. Thrive assessments took place in Autumn and Spring and are currently being analysed. It has been used successfully to support interventions with groups/ individual children. Individual case studies demonstrate a reduction in issues at lunch times and improved engagement in class.</p>
Additional TA hours (5 hours- Mrs Coyne) for Speech and Language input in KS1 and EYFS.	£2,200	<p>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.</p> <p>ELKAN training has been completed the work is currently being completed to pass the Level 3 course.</p>
ELKAN Level 3 training Mrs Ormandy	£650	<p>The 2018 Ofsted Report commented: <i>"Your own evaluation found that for some pupils progress in reading was hampered because their early language skills were not well developed. You have made changes to strengthen the progress of all pupils. These changes include more help for younger pupils to enable them to gain a good understanding of phonics and to improve their reading comprehension skills. Staff training, additional adult support and new resources have also had a positive effect."</i></p>
Personalised provision of Breakfast Club or After School Club and Free School Meals decided during consultation at AFA structured conversation.	£10,000	<p>A number of families have taken up places at Breakfast Club and After School club. 7 families (12 children) use the service regularly and 3 families use it occasionally. 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.</p>
Subsidise extra-curricular activities for identified children.	£5,000	<p>Analysis of the attendance of children at extra-curricular clubs identified that disadvantaged children were able to participate in a range of activities.</p>
Provision of holiday outings	£5,000	<p>These visits provided much needed respite for some families. Children benefited from new experiences such as climbing and a visit to the theatre,</p>

<p>and activities for all PPG families/children at Level 3 and 4 of The Continuum of Need.</p> <p>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>improving their confidence, independence and life skills as well as exposing them to aspirational opportunities. A trip to Blakemere to carry out Low Ropes and Craft activities is planned for summer half term 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>We are currently in the process of putting in a bid for money to help fund a summer school for Pupil Premium children. If successful, this would allow children access to 4 hours of holiday club, 4 days a week for 4 weeks of the summer. They would receive a healthy meal, carry out at least 60 minutes of physical activity and learn about making healthy food choices. This would create a more regular service for our families in the holiday times.</p>
<p>Subsidise educational visits, music events and artistic opportunities.</p> <p>Offset 100% of trips and visits for PPG children.</p> <p>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>Accessed by one family.</p>
<p>The RADY project</p>	<p>£1150</p>	<p>Initial meetings have taken place and another meeting has been set for the end of June to set up target setting to start in September. This will link into our own tracking system.</p>