



# St Joseph's Catholic Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	St Joseph's Catholic Primary
Number of pupils in school	169 (2 yo and Nursery)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Dates on which it will be reviewed	March 2022, July 2022
Statement authorised by	S Geaves (EHT)
Pupil premium lead	E Wright
Governor / Trustee lead	L Henry



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,040
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£51,100</b>



# Part A: Pupil premium strategy plan

## Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Pupil Premium children at St Joseph's Catholic Primary School will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs.

Our aim is to provide first class education in order to develop and fulfil the potential of all students in our care. Our commitment is to ensure that the progress of all pupils is paramount especially those that are disadvantaged.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of our pupils eligible for pupil premium is at the National Average at 21%. Currently 74% of our pupils come from the 20% most deprived groups of the country. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Provision in school is carefully mapped to ensure we can accurately report our policy and spending, agencies contacted where needed; pastoral care organised; timely interventions catered for; extended school activities and school trips supported. The child and its family are at the centre of our planning for pupil premium. We never confuse eligibility for pupil premium with low ability. Pupil Premium is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data and professional dialogue regularly to check whether interventions or strategies are working and amend where needed, and constantly and rigorously measure the impact to learning.

The school ensures all staff are aware of the pupils eligible for Pupil Premium. Termly, Mr Geaves or Miss Wright as Deputy Head Teacher meets with teachers to monitor targets for our Pupil premium so in conjunction with our intentions, teachers can take responsibility for their progress.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lack of school readiness on entry to school in the Early Years for PPG children. Increased numbers of children with more complex needs, including speech and language, social communication and poor working memory.
2	Increased number of children with social and emotional needs caused by changing contexts throughout the pandemic. This may cause mental health issues and need for support either regularly or ad-hoc as and when required.
3	Limited experiences/opportunities beyond the school day and access to books/vocabulary for some pupils (some eligible for PPG) has a detrimental effect on outcomes/progress. Many of our Pupil premium children do not have a range of rich and varied experiences outside of school.
4	High ability pupils who are eligible for PPG do not achieve greater depth in reading, writing or maths at the end of KS2
5	Poor attendance of some PPG children when compared to whole school attendance.



## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>To improve oral skills and vocabulary</b> through a programme of targeted support and exposure to quality interactions and texts.	Pupils make improvements with speech, language and communication. This will lead to an increased understanding and use of vocabulary. Talk boost was used to impact on this area.
<b>To sustain and accelerate progress in reading, Writing and phonics</b>	PPG pupils to make at least expected progress in all classes, closing any gaps between PPG and NPPG groups, both within school and national comparisons. All children are able to fully decode texts by the end of Key Stage 1. Children in KS2 develop fluency, pace, speed and accuracy when reading.
<b>To provide tailored intervention</b> to target pupils at risk of underachievement in reading, writing, phonics and maths in order to ensure accelerated progress is made.	Children across school benefit from high quality and swift interventions to ensure that any gaps in learning are quickly closed, allowing for accelerated progress in RWM.
<b>To promote the personal development and well-being</b> of pupils through work in school with individuals, families and outside agencies, raising aspirations and increasing attendance.	Attendance of PPG children increases throughout school. PPG families are increasingly involved in their child's learning journey. Trust Attendance team to work alongside school to assist with any attendance issues. Welfare visits will be organised in a prompt fashion.
<b>To enable pupil premium children to engage more fully in the wide range of enrichment activities on offer at school.</b>	PPG children are provided with a wide range of opportunities and experiences both within and outside of school. A wide range of extra-curricular activities will be offered to fulfil the children's interests. Pupil premium children will be tracked and encouraged to join or not joining in first term. Children given opportunity to learn a new skill, play an instrument, attend residential etc without financial barriers.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD/INSET/ monitoring activities maintains high standards of quality first teaching across school.	<p>Sutton Trust- Quality First Teaching has direct impact on student outcomes.</p> <p>Through engagement with our Trust CPD calendar, leadership development training and performance management we identify high quality and targeted CPD which improves leadership at all levels eg Walkthrus, Maths and English Hubs. Our INSET offer is current and impacts positivity on teaching standards. These strong standards are exemplified through our monitoring activities of staff at all levels.</p> <p><i>"High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET &amp; ongoing school improvement work.</i></p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i></p>	1,2,4



	<i>EEF Toolkit Mastery suggests +5 months progress.</i>	
All staff to be trained in Phonics, Maths interventions and to begin working with pupils. Upskill TAs across the school to lead catch up interventions as required.	<p>Children need more than just to be listened to when they read. School will have a consistent approach to achieve good results.</p> <p>High quality staff CPD is essential to follow EEF principles.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p><i>EEF Toolkit Mastery suggests +5 months progress.</i></p>	1, 2, 4



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000 including tutoring money

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Additional 1-1 interventions support pupils with key skill gaps (eg Maths, phonics, reading etc)</p> <p>School will also access the national tutoring programme this year to enable us to use existing staff, local tutors to support the delivery of packages of support.</p>	<p>Researched based interventions (1:1 or small groups) impact positively on pupil progress. Adults will particularly focus on groups and individuals who have been adversely affected by COVID.</p> <p>Quality First teaching-Sutton Trust</p> <p><i>EEF Toolkit Teaching Assistants suggests +4 months progress.</i></p> <p><i>EEF Toolkit Small Group Tuition +4 months progress.</i></p>	1,2,4
<p>2. EYFS resourcing to meet the need of the new EYFS Curriculum</p>	<p>Children entering EYFS are currently presenting with a wider range of more complex needs, some of which are as a result of lack of social interaction and experiences throughout the COVID pandemic. A review of resources and further investment will ensure the needs of children and the new curriculum are fully met.</p>	1, 2
<p>3. Purchase new resources eg Phonics scheme books, ipads</p>	<p>High quality resources engage children learning eg reading (Phonics support materials RWI, TT rockstars) they also increase homework and remote learning engagement.</p> <p><i>An investment of new phonics scheme and new books is required to support the EEF</i></p>	1, 2, 4





	<p>research. EEF Toolkit Phonics suggests +5months progress</p> <p>EEF Toolkit Reading suggests +6months progress.</p>	
4. Effective Deployment of TAs across all three phases.	EEF Toolkit + 4 months progress	1,2,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor attendance each week (HT/school attendance officer)</p> <p>Improve attendance and punctuality of all pupils particularly PPG and PA children.</p>	<p>Working proactively with parents to improve attendance impacts positively behaviour, work and friendships.</p> <p>The provision of wraparound provision supports children and families and also allows for school to ensure that children have access to a healthy breakfast every morning, enabling them to perform better in class. National School Breakfast programme will become established within the school.</p> <p><i>The Department for Education (DfE) published research in 2016 which found that: "The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2."</i></p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	5
<p>Monitor and support pupil well-being.</p> <p>Buy into counselling service and emotional wellbeing support.</p>	<p>Close tracking of all individuals social and emotional development and swift targeted support ensures issues do not escalate and impact negatively on pupil wellbeing. Establish the Headstart programme.</p> <p>Identify support for disadvantaged children who require On site counsellor/Educational Psychologist /</p>	2



	<p>Rainbows (bereavement)</p> <p><i>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact.</i></p> <p><i>EEF Toolkit Social and Emotional learning suggests +4 months progress.</i></p>	
<p>Subsidised residential OAA (Outdoor and Adventurous Activities) visit for KS2 pupils and a range of other subsidised visits, events, activities and visitors for all year groups to enhance termly topics and allow for further development of skills in a range of contexts.</p>	<p>A number of pupils do not have the opportunity to take part in activities outside of the home/local area.</p> <p>Research shows that School trips or visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop initiative, resourcefulness and independence and also help develop emotional and physical well-being, develop environmental awareness and interpersonal skills.</p>	3

**Total budgeted cost: £51,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<b>Priority 1</b> <b>Accelerate progress of PPG pupils including high attaining pupils so that they continue to perform well against national 'other'.</b>	Prior to the COVID closures, the gaps between PPG and NPPG had narrowed, however with the disruption to learning, in most classes this gap has once again become more evident. Progress of all children, particularly PPG recipients, will be carefully monitored this year, with interventions and high quality first teaching being utilised to accelerate progress across all groups.
<b>Priority 2</b> <b>To provide tailored intervention to target pupils at risk of underachievement in Reading, Writing and Phonics in order to ensure that accelerated progress is made.</b>	Interventions were significantly disrupted during the 2020/21 academic year due to the COVID pandemic and isolation requirements. This will therefore be a key priority for the 2021/22 academic year and the use of additional adults to support this fully.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
TT Rockstars	
PowerMaths	Active Learn