



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	418
Proportion (%) of pupil premium eligible pupils	5% (21 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gerry O'Hara, Principal
Pupil premium lead	Natalie Hill, Vice Principal
Governor / Trustee lead	Aaron Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,175
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,930

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We aim to ensure that any gaps in learning or development due to the challenges faced over the last year's global impact are reduced. We aim to close the gap between disadvantaged and non-disadvantaged pupils through high quality first teaching, effective differentiation and challenge and provision of resources and targeted support and adult feedback, with specialist support from external agencies where necessary.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and monitoring indicate that disadvantaged pupils have greater difficulties with phonics, reading and vocabulary than their peers. This negatively impacts their development as readers.
2	Assessments, observations and monitoring indicate that education and well-being of some of our disadvantaged pupils has been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations in English and maths. 24% of our disadvantaged children are also on the SEND register with learning delay / difficulties.
3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during the lockdowns. These are having a knock on effect to children's well-being and attainment.
4	Our attendance data indicates that 19% of disadvantaged children have been persistently absent during the first half of the autumn term 2021. Absenteeism is negatively impacting pupil progress.
5	Financial pressures on parents mean that they cannot ensure children have equal access and opportunities to the wider curriculum including extra-curricular activities.

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
Improved oral language and vocabulary and phonics and reading skills and attainment among disadvantaged pupils	<p>Available, well timed assessments (and analysis of these) will demonstrate that:</p> <ul style="list-style-type: none"> ● Standards of attainment ● Progression from starting points. <p>will continue to rise and/or be maintained, as favourable comparisons with National findings in:</p> <p>EYFS (GLD) Y1 (phonics) Y2 end of KS1 SATs findings Y6 end of SATs findings</p> <p>Analysis of lessons books and on-going formative assessment.</p>
Improved English and maths attainment for disadvantaged pupils at the end of KS2	Children's improved self-esteem and confidence leads to greater and improved outcomes emotionally and academically.
Teachers and teaching assistants are confident to plan appropriate, sequential lessons and interventions and provide timely effective feedback to ensure children make progress and knowledge is committed to their long-term memories	Teachers and support staff can plan and deliver lessons in order to enable maximum progress for children, appropriate scaffolding and sequencing of lessons. Analysis of lessons books and on-going formative assessment.
To achieve and sustain improved mental well-being for all pupils in school, particularly disadvantaged pupils	Sustained high levels of well-being demonstrated by qualitative data from student voice, parent surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Sustained improved attendance demonstrated by rates of attendance for disadvantaged pupils being in line with their non-disadvantaged peers and the percentage of disadvantaged pupils with persistent absences reducing. Families feel supported and able to attend school. Number of late arrivals in the morning have reduced.
Financial support made available to ensure all children have access to the wider and extra-curricular opportunities	An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £7590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
CPD and management time dedicated to providing effective feedback for children in order to maximise their learning and on quality first teaching to close the attainment gap and benefit all children.	There is strong evidence that immediate feedback from adults supports children's attainment and progress. The EEF found that low attaining pupils tend to benefit more from explicit feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2
CPD and MAC wide work on teaching and learning strategies, including meta-cognition	CPD time and follow-up work to look at the science of learning, including Chris Quigley inset and MAC wide work with the teaching and learning group – looking at teachers modelling their own thinking, opportunities for pupils to reflect and providing enough challenge to support learning and progress and this is linked to the working of children's long-term memory. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention and	Embedding diagnostic activities across the school curriculum in line with children's requirements. This	1, 2, 3

teaching assistant support	<p>includes work on phonics and reading comprehension strategies that are a key element of our school development plan, the Lexia programme, online reading subscription, as well as key facts and vocabulary in maths and further purchase of maths manipulatives to support learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
Engaging with the National Tutoring Programme to train current staff in order to provide tutoring in small groups for disadvantaged children. (A top up of £810 taken from this budget.)	<p>Tuition will be targeted at specific needs and knowledge gaps to support lower attaining pupils or those falling behind and whose education has been impacted by the pandemic.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3

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

Budgeted cost: £10800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of internal staff training and external agency support where needed to target children's specific needs, e.g. counselling, mentoring, Rainbows, etc to boost well-being, self-esteem and confidence.</p> <p>Whole staff training on behaviour management and emotional coaching</p>	<p>Approaches to improve children's behaviour, social skills and self-esteem can contribute to their academic progress along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3. 5
SLT time to monitor attendance and engage with parents offering support where needed so that attendance can be improved.	Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers.	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Financial support offered to families with disadvantaged children so that they can take part in educational visits, residential stays, music lessons and extra-curricular activities where needed.	This will foster children's self-esteem, allowing them access to opportunities in line with their non-disadvantaged peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
Purchase of curriculum resources – class set of 30 Ipads	This resource can provide curriculum, well-being and behaviour support in the form of rewards and can be utilised for home learning for disadvantaged children in the event of any bubble / school closures.	1, 2, 3, 5

Total budgeted cost: £24390

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Children were teacher assessed at the end of the 2020-21 academic year.

100% of Y6 disadvantaged children (6 children) achieved the expected standard in reading, writing and maths.

Our wider assessments across school indicate that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due the Covid-10 pandemic and school and bubble closures. We have used pupil premium funding to provide well-being and targeted intervention where required.

We purchased resources to support teaching and learning, particularly in English and maths (class novels, a maths folder of resources for each individual child – to take home during school closures, as well as the purchase of online resources – Oxford Owl, Purple Mash, TTRS, Education Shed and Letter-Join and Toolkit Tracker.

CPD was provided for staff on quality first teaching and assessment for learning. We subscribed to the National College to provide further CPD opportunities.

An additional teacher was employed for a half term to boost progress in KS1 in the area of phonics and reading.

Additional staff were also purchased to support children's well-being where needed, for example – Rainbows and mentors from the Our Place Hub.

Children gained from the personal approach and made progress from their starting points in terms of the phonic and maths. Teachers observed improvements in these key areas. interventions. Progress was restricted due to the Covid-19 interruptions.

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
Lexia Core	Lexia Learning Systems