



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	415
Proportion (%) of pupil premium eligible pupils	6.5% (27 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gerry O'Hara, Principal
Pupil premium lead	Lauren Chambers, Vice Principal
Governor / Trustee lead	Aaron Bell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	n/a
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	£37,395

## 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. 7% 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 22% of disadvantaged children have been persistently absent during the autumn term 2022. Absenteeism is negatively impacting pupil progress. Regular weekly calls are being made to these children's parents to help support parents with raising attainment levels.
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"> <li>• Standards of attainment</li> <li>• Progression from starting points.</li> </ul> <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            Y4 MTC            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
Embedding of DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils  Giving staff CPD to develop their teaching of Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.  <u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	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.  <u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></u>	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.	1, 2, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention and teaching assistant support	<p>Embedding diagnostic activities across the school curriculum in line with children's requirements. This 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1, 2, 3
Teaching Assistant to work with children in KS2 giving high quality 1:1 and small group work.	<p>Supporting the implementation of interventions across KS2 and providing opportunities for children to receive support on key learning missed as part of gap and catch up interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3

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

Budgeted cost: £12800

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	3. 5

<p>SLT time to monitor attendance and engage with parents offering support where needed so that attendance can be improved.</p>	<p>Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>
<p>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.</p>	<p>This will foster children's self-esteem, allowing them access to opportunities in line with their non-disadvantaged peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>5</p>

**Total budgeted cost: £37,395 + school budget additional £1,995 = £39390**

## 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 2021 to 2022 academic year. Please read this in conjunction with previous strategy statement for 2021-22 (ending July 2022).

Children were teacher assessed at the end of the 2021-22 academic year. Table below shows the percentage of the total amount of pupil premium children who achieved each standard.

Key Stage 1	Expected or above	Working towards or below
Reading	33% (1 pupil)	66% (2 pupils)
Writing	66% (2 pupils)	33% (1 pupil)
Maths	33% (1 pupil)	66% (2 pupils)
Year 1 Phonics Screening 50% (out of 2 pupils) of Pupil Premium children passed the phonics screening test.		

Key Stage 2	Expected or above	Working towards or below
Reading	33.3% (2 pupils)	66.6% (4 pupils, 3 SEND)
Writing	16.6% (1 pupil)	83.4% (5 pupils, 3 SEND)
Maths	16.6% (1 pupil)	83.4% (5 pupils, 3 SEND)

We have seen progress within our key stage data for example, 23% of our Year 5 pupil premium children have moved up one standard in mathematics, 15% have moved up one standard in reading and 8% have moved up one standard in writing. This result in particular is pleasing as our Year 5 cohort has the highest amount of pupil premium children than any other year group.

Our wider assessments across school indicate that pupil behaviour, well-being and mental health were significantly impacted primarily due to the Covid-19 pandemic. 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 subscribe to the National College to provide further CPD opportunities.

An additional teacher support 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. Children gained from the personal approach and made progress from their starting points in terms of the phonics and Maths.

### 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