

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 School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Stephanie Brown, Headteacher
Pupil premium lead	Stephanie Brown, Headteacher
Governor / Trustee lead	Elizabeth Brooks Tercy Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£41,550.00

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

St Joseph's is an average sized primary school. Children join the school from several different nursery settings as well as from St Joseph's Nursery.

The proportion of pupils who are eligible for pupil premium funding is below average.

The proportion of SEN pupils is below average.

The proportion of pupils who come from ethnic minority groups is high.

Our aim is to ensure that all of our pupils are given the opportunity to reach their full potential and not be disadvantaged as a result of their socio-economic context. We want all pupils to make good progress and achieve high attainment across all subject areas. We believe that with the correct support all pupils can achieve their full potential and all can achieve as our vision statement says 'better than their best'.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.
- For all pupils to develop into happy, confident, caring and supportive children, fully able to contribute to the life of the school.

At St Joseph's we ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Quality first teaching is also crucial as this is proven to have the greatest impact on closing the gap between disadvantaged and non-disadvantaged.

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our approach will be responsive to common challenges and individual needs, rooted in daily pupil feedback and formative assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate there are underdeveloped oral language and vocabulary skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Assessment and data analysis suggest disadvantaged pupils require further support and intervention with maths.
4	Assessment and data analysis suggest disadvantaged pupils need more intervention with phonics. This negatively impacts on their development as readers.
5	Assessment and data analysis highlights children requiring further support and regular intervention to narrow the gap in reading.
6	Assessment and data analysis highlights children requiring further support and regular intervention to narrow the gap in writing.
7	Access to broader, enrichment curriculum activities. It is important that PP pupils have access to cultural capital and a broad range of experiences.
8	Our attendance/punctuality data indicates that attendance data among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils.
9	After lockdown teacher observations identify that several more disadvantaged pupils have been identified as having social and emotional issues.

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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among

	disadvantaged pupils. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.
Phonics	Whole school approach to the teaching of phonics: Phonics training for all staff Educational Psychologist assessments for children with specific difficulties. 100% of PP children passing the PSC by the end of KS1 Achieve above national average expected standard in PSC
Improved attainment in reading	Read, Write Inc. Bug Club Better than expected progress in reading by the end of each Key Stage.
Progress in Writing	Better than expected progress in writing by the end of each key stage. Introduce Trust Moderation Assessment Tool.
Progress in Mathematics	Whole school approach to the teaching of Maths and Maths intervention Mastery approach to teaching Maths Better than expected progress in mathematics by the end of each key stage
Other	Ensure attendance of PP pupils is above school target of 95%
Access to cultural capital	Music tuition Choir Subsidised trips and school visitors Residential visit to Derwent Hill and Youth village
Disadvantaged pupils with an SEMH need	Access to School Counsellor

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: £9950.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – training in Read, Write Inc.	High quality CPD is essential to follow EEF principles. This is followed up during Staff meetings. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,5 -
Read, Write, Inc. Development days	Cycle of training involving coaching and mentoring. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,5
Read Write Inc. Portal – videos for pupils and staff	Supporting use of one phonics scheme. Providing additional support for staff and online learning for children. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4,5
Purchase of standardised diagnostic Reading assessment. Training for staff to ensure assessments are administered and interpreted correctly.	Standardised tests can provide reliable insights into strengths and weaknesses of each pupil so they receive the correct additional support. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	5
Curriculum Continuity Project - Curriculum planning is rooted in knowledge and skills that children need to succeed in later life. Teachers are adequately trained to deliver quality first teaching across subjects.	NFER research ‘The quality of teaching is the most important school-based factor affecting children’s attainment, particularly for those from disadvantaged backgrounds.’ DFE – Subject curriculum	7
Specialist support from our educational psychologist to ensure appropriate interventions are in place and relevant	Sage journals - Psychology, learning and Teaching July 2021	9

referrals have been made to other agencies.		
Maths, Reading, Writing – Supporting the lowest 20%	Staff training by Together for Children for activities to support children with Quality First Teaching.	3, 4

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

Budgeted cost: £ 19600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before and after school booster groups to deliver catch-up sessions using teaching assistants.	Pupils make accelerated progress. The average impact of the deployment of teaching assistants is approximately four months progress over the course of a year.	3,4,5
Whole school approach to the teaching of Maths using The Mastery Approach. TA support in class for disadvantaged children	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation	3
Additional small group/one to one phonics sessions for disadvantaged pupils	Read Write Inc. phonics programme has a strong evidence base that indicates a positive impact on the accuracy of word reading indicating an additional five months progress over a year	4,5
Additional small group sessions in Maths	Same day intervention. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation	3
Delivery of the Talk Boost intervention	Many children enter Nursery/Reception with weak language and communication skills. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after an eight week intervention.	1,2
Mathletics programme and TT Rockstars – additional small group/one to one sessions for disadvantaged pupils	EEF Teaching and Learning Toolkit: targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	3

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

Budgeted cost: £ 12000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the School based counsellor for children with SEMH	Needs dependant for Pupil Premium pupils.	9
Attendance Officer	Attendance figures are slightly below for Pupil Premium pupils. A higher percentage of Pupil Premium pupils are late to school than non-Pupil Premium pupils.	8
Access to School Trips and Visitors including residential trips	Every child has the right to attend school trips. It is essential for their well-being that they experience outdoor and adventurous activities in the Lake District. Pupils also have a residential visit to the Emmaus Youth Village. https://www.early-education.org.uk/cultural-capital	7
Senior Mental Health Lead and Mental Health First Aiders – x2	Pupils who have emotional wellbeing difficulties rely on staff to have 1:1 sessions to ease their worries and make them ready to learn.	9

Total budgeted cost: £ 41500.00

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

We have taken the following data into account when evaluating our strategy.

- 2022 Phonics Screening test results 97% all pupils, 80% (4 out of 5 pupils) Pupil Premium pupils achieved the pass mark.
- Before and after school booster sessions for Pupil Premium with Teaching Assistants.

End of KS1 2021-22

(5 pupils)	All	PP
Reading EXS	80%	60%
Reading GDS	27%	0%
Maths EXS	73%	40%
Maths GDS	10%	0%
Writing EXS	73%	40%
Writing GDS	10%	0%

Combined EXS	97%	100%
Combined GDS	30%	0%

End of KS2 2021-22

(2 pupils)	All	PP
Reading EXS	100%	100%
Reading GDS	57%	0%
Maths EXS	97%	100%
Maths GDS	47%	0%
Writing EXS	100%	100%
Writing GDS	40%	0%
Grammar, Punctuation and Spelling EXS	100%	100%
Grammar, Punctuation and Spelling GDS	80%	0%
Combined EXS	97%	100%
Combined GDS	30%	0%

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	Maths Circle
Bug Club	Pearson
Maths Shed	Education Shed Ltd
Spelling Shed	Education Shed Ltd

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.