

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	419
Proportion (%) of pupil premium eligible pupils	5% (23 pupils although funding is based on 15 pupils from the October census)
Academic year/years that our current pupil premium strategy plan covers	2 years
Date this statement was published	September 21
Date on which it will be reviewed	September 23
Statement authorised by	Bernadette Matthews Headteacher
Pupil premium lead	Lisa Wilson Inclusion Lead
Governor / Trustee lead	Angela Podmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175 (based on the Oct. census 2020)
Recovery premium funding allocation this academic year	£1269.00
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	£21,444.00

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all children to leave St Joseph's knowing that we have given them optimum experiences and opportunities to succeed and that we have done our very best irrespective of disadvantages they may face. We want our pupils to take their place in society, become good citizens in the future and have high aspirations of self. We also want our pupils to make good progress in their learning and for their results to be comparable to children who are non-Pupil Premium.

We have looked at the challenges faced by our Pupil Premium children in order to consider where our focus and spending needs to be. We know that Quality First Wave Teaching is integral to the impact and progress made by disadvantaged children and the same is also true for our non-disadvantaged pupils. We therefore want to ensure that the attainment gap will continue to be closed and that all pupils progress is sustained and improved.

We are also in receipt of School-Led Tutoring Program for Pupil Premium children. Alongside this, we are running the Recovery Premium for a wider cohort of children whose education has been most affected by the Pandemic.

Our approach will be to look at areas where there appears to be a common theme but equally we must explore each individual's needs and ensure that we are responsive and diagnostic in our assessment of need.

Challenges

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

Challenge number	Detail of challenge
1 internal	Our on-entry data, coupled with observations and on-going assessment, suggests that our Disadvantaged pupils have greater difficulty with phonics than their peers. Without this strong foundation, reading development can be negatively impacted throughout school.
2 internal	Internal data (due to C19) indicates that maths attainment among disadvantaged pupils is quite significantly below that of non-disadvantaged pupils. Maths on-entry data for Reception over the last 2 years, shows that 0% of our disadvantaged pupils arrive 'on-track' compared to 53 % for all other pupils

3 internal	<p>Internal data (due to C19) indicates that reading attainment among disadvantaged pupils is also significantly below that of non-disadvantaged pupils.</p> <p>Our disadvantaged children do not have the same quality literature as their peers and being exposed to books and read to regularly helps foster a love of books and reading.</p>
4 internal	<p>Internal data (due to C19) indicates that writing attainment among disadvantaged pupils is significantly below that of Non-disadvantaged pupils.</p> <p>Writing on-entry data for Reception over the last 2 years, shows that 0% of our disadvantaged pupils arrive 'on-track' compared to 66% for all other pupils</p>
5 internal/ external	<p>Teachers have noticed an increase in children presenting with mental health and wellbeing needs. Many of our disadvantaged pupils have been worse impacted by partial school closures. These findings are also backed-up by national data.</p> <p>We have assessed, observed and discussed these pupils and understand that for learning to happen and progress to be made, children need to have their wellbeing needs met.</p>
6 external	<p>Our attendance data shows a disparity. We would not want to generalise all disadvantaged children as having lower attendance because a high proportion of pupil premium pupils have very good attendance However, we do have persistent absences by some of our families. Our attendance data, so far this year, is 93.4% for Pupil Premium children and 96.2% for non-disadvantaged.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
PP pupils in Y1 and Y2: Meet the expected standard for phonics	Monitoring program in place and pupils not making expected progress in phonics are given additional targeted support in class and also with additional intervention. Our current Year 3 classes will also have extra phonics intervention as due to C19, this cohort did not have consistent phonics teaching in both year 1 and year 2.
Improved reading attainment among disadvantage pupils	KS2 reading outcomes in 2023/24 show an increase in disadvantaged pupils meeting the expected standard.
Improved maths attainment among disadvantage pupils	KS2 maths outcomes in 2023/24 show an increase in disadvantaged pupils meeting the expected standard.

Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2023/24 show an increase in disadvantaged pupils meeting the expected standard.
Targeted pupils across both Key stages: Achieve the Higher Standard in Reading, Writing and Maths across KS1 and standards are maintained for KS2	Assessments and observations indicate that Pupil Premium children show a high level of engagement with learning Formative assessment shows that both attainment and progress has increased Children who were greater depth at KS1, maintain this in KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Levels of wellbeing are improved Teachers use wellbeing questionnaires to gain on entry data for each child. We speak to parents to gain further understanding of need from their perspective. Children are again reassessed at the end of the ELSA intervention by teachers who are able to look for whether the improvement in the group also transcends the class.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance is evident by 2023/24 through: Overall attendance for all pupils being 96% and above and the attendance gap between disadvantaged and non-disadvantaged being narrowed to 2% The percentage of all pupils who are persistently absent is reduced from 11% to 8% and the percentage of disadvantaged pupils persistently absent is reduced from 26% to 20%

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: £6225.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3

<p>We will fund teacher and HLTA release time for training to embed key elements of our new scheme - White Rose and Deepening Understanding which endorse the Mastery approach</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Training given in order that staff are delivering the new Mastery curriculum in Maths</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We have funded Teachers, HLTA and TA training</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Training given in phonics in order that all staff are able to support children in all Key Stages to use a consistent phonic approach</p>	<p>1,2,</p>

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

Budgeted cost: £ 3339.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged children who still require phonic support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. As a school, we have decided that there will be benefits to this tuition being one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) :</p>	<p>1,2,3,4</p>

disadvantaged, including those who are high attainers.		
Engaging with the Recovery Programme to provide school led tuition for Pupil Premium pupils whose education has been impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. As a school, we have decided that there will be benefits to this tuition being one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
- Purchased Number Stacks programme to specifically look at gaps in maths understanding for disadvantaged and all pupils - Purchasing Times Tables Rock Stars (TTRS) to engage children in rote learning of times tables so that understanding is embedded	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Purchase IDL online spelling and reading intervention to benefit Disadvantaged and all pupils	The EEF guidance is based on a range of the best available evidence for explicitly teaching spellings https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,3,4
Purchased Big Cat books online so that children can access books from home. Increased engagement and understanding through comprehension strategies	EEF guidance on Reading comprehensions strategies and increasing access to good quality books for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3,4

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

Budgeted cost: £11,880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing ELSA support for 2 trained staff	ELSA is an intervention recommended by our Borough CAD team. It is supported by EP service who oversee the work carried out and offer support to the ELSA staff in schools.	5,6
BCCS Counselling service	Our counsellor works using a play based model with pupils who are experiencing trauma. We know research shows that the wellbeing of children has a direct link with them being able to learn	5,6
Embedding principles of good practice set out in the DfE's Improving School attendance advice.	The DfE guidance has been informed by engagement. Staff work in collaboration with our Borough advisers	6
Contingency fund for acute issues.	Pupil Premium funding is also used to subsidise parents in a number of different areas. This could be our school helping them with the cost of uniform (we provide vouchers for £100 each child, when requested). We also subsidise music lessons and help with the costs of school trips. Based on our experiences, we know that having an amount of funding set aside to respond quickly to needs that have not yet been identified, is crucial.	All

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Our internal data outlining the performance of disadvantaged pupils during 202/21 was lower in Key Stage 1 than Key Stage 2. We attribute this to the impact that COVID 19 has had on our younger children as they began their journey into learning and have been disrupted over 2 lockdowns. This has had a more significant negative impact in writing than maths and reading and will be a strong focus for us.

We have been proud of the remote learning through Google Classroom that we were able to provide for our children and feel that the impact could have been worse had we not been able to maintain a high-quality curriculum. We were able to offer Zoom intervention sessions for pupils that were not attending, in order that their additional learning was not too compromised and children regularly met their class and Teacher in virtual class assemblies, in order to feel connected to their peers.

Our whole school attendance has remained high however we do have persistent offenders and this is noticeable with some of our pupil Premium children. This area has become a strong focus for us.

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
IDL reading and spelling	IDL
TTRS (Times tables Rock Star)	Times Tables Rock Stars
Deepening Understanding	Deepening Understanding
Big Cat online reading books	Collins
Ed Shed	Part of Literacy Shed, Spelling Shed
White Rose	White Rose Maths
Oddizzi (Geography)	Oddizzi
Charanga (Music)	Charanga

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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