

Pupil premium strategy statement – St Joseph’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Howells Natalie Guoite
Pupil premium lead	Natalie Guoite
Governor / Trustee lead	Nicola Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,456
Recovery premium funding allocation this academic year	£2320 for 16 PP children
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£1,385 (21 children)</p> <p>£320 (1 child)</p> <p>£2,410 (5 children)</p>
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£47,891

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St Joseph's Catholic Primary School is that all pupils REACH in all that they do to be the best they can be, making good progress across the curriculum. The intention of our pupil premium strategy is to highlight disadvantaged pupils to best support them in achieving this vision.

We will consider the challenges that our vulnerable pupils face, such as children receiving support from our Pastoral Lead or/and other outside agencies. Our intentions outlined in this statement support their needs, to enable them to have equal opportunities.

High quality teaching is essential and focuses on target areas of which disadvantaged pupils need additional support. Evidence proves that this has the greatest impact on closing the gap, whether pupils are disadvantaged or not.

Our strategy is essential to target those children who need additional support for educational recovery, regardless of whether they are disadvantaged or not, through the National Tutoring Programme.

Based on robust assessments and response to common challenges, our approach targets the individual pupil's needs with no assumptions being made. The approaches we use will be carefully considered in order to help our pupils to be the best they can be. We will:

- *Set appropriately challenging work*
- *Identify and respond to pupil's needs by responding immediately*

Ensure that all staff take responsibility for disadvantaged pupil outcomes, in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Phonics than their peers. This will have a negative impact on their development in Reading (word recognition and comprehension) and Writing (spelling) across the school.</i>

2	<i>There are particularly long wait times to access support from a range of external agencies, including Educational Psychologists and Advisory Teaching Service, delaying EHCP assessments for our disadvantaged and high needs pupils.</i>
3	<i>Observations, discussions and our well-being surveys have identified social and emotional issues for many of our pupils. This is having a noticeable impact on social interactions with peers, supported by restorative practice.</i>
4	<i>There is a significant difference between the attendance of those children who are disadvantaged and those children who are not. This is also having a significant impact on the progress made across the curriculum by our disadvantaged pupils.</i>

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
<i>Improved Reading and Writing attainment among disadvantaged pupils across KS1 and KS2.</i>	<p><i>To ensure a consistent delivery of Phonics/Spellings across the school and improve attainment in Reading and Writing. Children are targeted to 'keep up' not 'catch up'.</i></p> <p><i>All staff to be highly trained and consistent in approaches ensuring high quality delivery of interventions.</i></p>
<i>To ensure that our disadvantaged pupils have access to the right support at the right time, so that they continue to make good progress.</i>	<i>To rigorously chase services and ensure a timely response to school's requests. Disadvantaged pupils to have access to external services, such as Educational Psychologists and the Advisory Teaching Service, to provide expert advice on how to meet the needs of these pupils in school.</i>
<i>To improve the relationships between peers, particularly our disadvantaged pupils.</i>	<p><i>Consistent use of P.A.C.E and restorative practice so that children are able to resolve conflict independently.</i></p> <p><i>Use of Wellbeing Ambassadors in Key Stage 2 to support the most disadvantaged pupils to build relationships with their peers.</i></p> <p><i>Introduction to peer mentors in all KS2 classes, supporting our most vulnerable children.</i></p>

	<p><i>Mental Health Lead to continue to work towards our Mental Health Award with GHLL, providing a consistent approach for all pupils.</i></p> <p><i>Extensive RSHE curriculum, using the TenTen resources.</i></p>
<p><i>To improve the attendance of those children who are disadvantaged.</i></p>	<p><i>Review and relaunch of attendance policy. Attendance.</i></p> <p><i>Designated Lead for attendance will contact families for early support.</i></p> <p><i>Designated Lead for attendance will work with families to understand issues and support resolution.</i></p>

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: £25,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure clear progression in our Writing genres across the school.</i></p> <p><i>To ensure clear progression in the level of questioning within the reading scheme in KS2.</i></p> <p><i>To rigorously monitor the level of questioning within the reading scheme across the school.</i></p>	<p><i>Identify appropriate set texts for all genres, to provide appropriate language and writing styles, encourage a desire to engage with writing.</i></p> <p><i>To provide appropriate challenge to improve reading comprehension, at an age appropriate level.</i></p> <p><i>Integrate formative assessment into the classroom teaching strategies, providing rapid provision of support.</i></p> <p><i>Teaching staff to model and scaffold strategies, supporting pupils to increasingly use reading comprehension strategies.</i></p> <p><i>Staff to plan for opportunities for writing across the curriculum.</i></p>	1
<p><i>Improve the quality of interventions in place for our disadvantaged pupils who require access to external agencies.</i></p>	<p><i>Identify the specific support needed for our disadvantaged children using recommendations from specialists when reports have been returned to school.</i></p>	2
<p><i>Improve the quality of social and emotional (SEL) learning.</i></p>	<p><i>Introduction to 'peer mediation' for classes 1 to 6.</i></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and</i></p>	3

	<p><i>in later life (e.g. improve academic performance, attitudes, behaviour and relationships with peers).</i></p> <p><i>Support for all pupils through GREAT DREAMs.</i></p> <p><i>Extensive RSHE curriculum, using the TenTen resources.</i></p>	
<p><i>Improve the attendance of those children who are disadvantaged.</i></p>	<p><i>Introduction of a Designated Attendance Officer - Parental communication interventions aim to increase awareness of the consequences of absenteeism or target commonly held parental misbeliefs undervaluing the important of regular attendance. The aim of these interventions are that greater awareness or eradicating misconceptions will lead to parents taking a more active role in improving their child's attendance.</i></p> <p><i>Reference - EEF – Rapid Evidence Report</i> https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670405578</p>	

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

Budgeted cost: £16,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging with the National Tutoring Programme to provide a bend of tuition, mentoring and school-led tutoring for pupils who education has been most impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged.</i></p>	<p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</i></p> <p><i>Our Phonics scheme has indicated a positive impact on pupils, particularly disadvantaged backgrounds.</i></p> <p><i>Precision teaching, formative assessment and daily interventions are used to secure the daily sounds in the session.</i></p> <p><i>All staff are trained in Precision Teaching to ensure understanding and high quality and consistent delivery across the school.</i></p>	<p>1</p>

<p><i>Supporting Anxiety and Trauma through embodiment of the outdoors weekly activities will provide emotional support for our disadvantaged children.</i></p> <p><i>Engage with a therapeutic programme called 'Drawing and Talking', targeting children with Level 1 and Level 2 Mental Health Needs through whole class, group or 1:1 as needed.</i></p>	<p><i>School-level approaches to developing a positive school ethos, which also aims to support greater engagement in learning.</i></p> <p><i>Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils, and encouraged children to be able to effectively manage their emotions. A school and classroom environment which fosters this approach for our children will help to improve the emotional well-being of pupils, improving their focus within lessons.</i></p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole school staff training on Phonics and consistency or Reading across the school.</i></p>	<p><i>The average impact of the adoptions of phonics approaches is about an additional five months' progress over the course of a year. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><i>Whole school approach to 'peer mediation', improving the whole school ethos of pupil relationships.</i></p> <p><i>Continuous delivery of GREAT DREAMs across the whole school,</i></p>	<p><i>Targeted intervention and universal approaches.</i></p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p><i>including CPD within staff meetings.</i></p> <p><i>Whole school to use P.A.C.E when dealing with and managing conflict between pupils.</i></p>		
<p><i>Whole school approach to improve the attendance of our disadvantaged pupils.</i></p>	<p><i>The school weekly attendance trophy enables the children to think about their attendance collectively – working as a team to achieve.</i></p> <p><i>To support children to be excited about their day they have the opportunity to come in a bit earlier so that they can take part in Rise and Shine which supports by increasing alertness and provides the children with a short burst of activity first thing in the morning. If the children are excited to come to school.</i></p> <p><i>Clear policy detailing the steps that will be taken to support good attendance.</i></p> <p><i>An attendance officer and Designated attendance lead reviewing attendance weekly means that as well as proactively promoting good attendance the school can react to trends and concerns.)</i></p> <p><i>Using a variety of approaches research suggests that they will have a positive effect on attendance figures.</i></p> <p><i>Reference - EEF – Rapid Evidence Report – https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670405578</i></p>	

Total budgeted cost: £47,891

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see alternative document named – ‘Pupil Premium Statement Evaluation’

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.