



## **St Joseph's Catholic Primary School Pupil Premium strategy evaluation (2021/2022)**

### **2021 – 2022 Pupil Premium Grant Summary**

Pupil numbers: 175	Vulnerable Pupils Lead: Natalie Guoite
Proportion (%) of pupils eligible for pupil premium: 9%	Last review: July 2021
Funding: £26,523	Pupil Premium Governor: Nicola Connolly

### **Introduction**

Pupil Premium is the amount of money a school will receive for each student who is in receipt of Free School Meals (FSM) or who received FSM at any point during their time in Primary School.

The purpose of Pupil Premium funding is to close the attainment gap between those children who are in receipt of FSM and those who are not. At St Joseph's Catholic Primary School, 9% of our children are currently eligible for pupil premium. This is lower than the national average, which currently stands at 25%.

We currently have no children who are eligible for Service Premium.

### **Main barriers to educational achievement faced by disadvantaged pupils**

In line with our Pupil Premium Statement 2021-2022, we have identified the main barriers to education achievement at St Joseph's Catholic Primary School.

- After completing baseline assessments in the Early Years Foundation Stage, we have identified that pupils have indicated under-developed oral language skills and are showing signs of vocabulary gaps. Vocabulary gaps and under-developed oral language skills will impact progress in other areas such as Literacy, as well as building positive relationships with their peers. These gaps are also evident throughout Key Stage 1 and Key Stage 2.
- The children's progress in Reading is significantly impacted, after facing greater difficulties with Phonics, compared to their peers. This has an impact of progress over time in other areas, due to lack of confidence and resilience within this area of learning.

- The well-being of our pupils has been impacted by the partial school closures, indicated with thorough assessments and observations of pupils. Supported by national studies, this has led to these children being identified as disadvantaged. This has had a negative impact of these children's attainment and they are now falling further behind age-related expectations in Phonics, Reading and Writing.
- A small proportion of our disadvantaged children required support with social and emotional needs, due to difficulties in social interactions with peers and adults. This has been supported by our well-being survey.

### **Overcoming identified barriers and impact**

<b>Priority</b>	<b>Success Criteria</b>	<b>Evidence/Impact</b>
To provide vocabulary rich learning environments and lessons to address vocabulary gaps and underdeveloped oral language skills.	<ul style="list-style-type: none"> <li>Teaching Assistants in EYFS and Year 1 to be trained in 'Early Talk Boost' intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing assessments</li> <li>Gaps have been identified and addressed where needed from these assessments.</li> <li>Staff in both EYFS and KS1 have been trained in 'Early Talk Boost' and delivered the programme within EYFS and Year 1.</li> <li>Therapeutic dog programme read with those children who have been identified as working towards age related expectations in Reading.</li> <li>Personalised small group interventions across the school</li> <li>Use of school library which received additional literature for the children.</li> <li>Introduction of the 'Reading Shed', accessed by all children at lunchtimes.</li> </ul>
To deliver high quality Phonics teaching, consistently across the school to improve outcomes for Phonics.	<ul style="list-style-type: none"> <li>Research and purchase a DfE validated Systematic Synthetic Phonics programme</li> <li>To ensure clear steps of progression within the reading scheme in Key Stage 2.</li> <li>Pupils with SEND make good progress with My Plan targets.</li> </ul>	<ul style="list-style-type: none"> <li>My Plan reviews, monitoring by SENDCo and Pastoral Lead.</li> <li>Lesson observations of Teachers to ensure Quality First Teaching throughout the school, by SLT.</li> <li>Termly Pupil Progress meetings</li> <li>Gaps in knowledge and understanding remain across the school, however we are addressing these and they are narrowing.</li> </ul>

		<ul style="list-style-type: none"> <li>- All support staff were trained in Precision Teaching by an Educational Psychologist. All classes have target children who receive this 4x per week.</li> <li>- Use of colourful semantics which supports sentence structure and understanding of the key components of a sentence.</li> </ul>
To improve the quality of Social and Emotional (SEL) Learning across the curriculum.	<ul style="list-style-type: none"> <li>• Support for all pupils through GREAT DREAMs.</li> <li>• High quality teaching of our extensive RSHE curriculum, using Ten Ten resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from Pastoral Lead for any social and emotional needs that may arise.</li> <li>- SLT book look/monitoring the teaching and learning of RSHE to ensure Quality First Teaching is evident across the school.</li> <li>- Pupil conferencing</li> <li>- Pupil wellbeing surveys</li> <li>- Staff wellbeing surveys</li> <li>- Pastoral Lead is qualified as a 'Advanced Designated Mental Health Lead' at a Level 4.</li> </ul>
To ensure that pupils are supported with any on-going social, emotional and wider wellbeing needs.	<ul style="list-style-type: none"> <li>• 1:1/small group work with our Pastoral Lead</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from Class Teachers</li> <li>- We have supported families by paying for the Residential trip so that they accessed the same opportunities as their peers.</li> <li>- Pastoral Lead has been trained in 'Drawing and Talking Therapeutic Play' and 'Sand Play', which has been offered on a 1:1, small group or a whole class basis.</li> </ul>

## Progress matrices for Pupil Premium

### Progress matrix for Reading

#### 2021-2022 Sum2 Main Assessment

2021-2022 Aut2 Main Assessment		No Data	Below	Just Below	On-track	Above
	No Data	3 pupils (17%)				
	Below		3 pupils (17%)	2 pupils (11%)		
	Just Below			1 pupil (6%)	3 pupils (17%)	
	On-track				4 pupils (22%)	2 pupils (11%)

### Progress matrix for Writing

#### 2021-2022 Sum2 Main Assessment

2021-2022 Aut2 Main Assessment		No Data	Below	Just Below	On-track
	No Data	3 pupils (17%)			
	Below		4 pupils (22%)	2 pupils (11%)	
	Just Below			3 pupils (17%)	1 pupil (6%)
	On-track			2 pupils (11%)	3 pupils (17%)

### Progress matrix for Maths

#### 2021-2022 Sum2 Main Assessment

2021-2022 Aut2 Main Assessment		No Data	Below	Just Below	On-track
	No Data	3 pupils (17%)			
	Below		1 pupil (6%)	4 pupils (22%)	
	Just Below			3 pupils (17%)	2 pupils (11%)
	On-track				5 pupils (28%)