

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	<i>St Joseph's Catholic Primary School</i>
Number of pupils in school	<i>175</i>
Proportion (%) of pupil premium eligible pupils	<i>9%</i>
Academic year/years that our current pupil premium strategy plan covers	<i>2021-22</i>
Date this statement was published	<i>September 2021</i>
Date on which it will be reviewed	<i>July 2022</i>
Statement authorised by	<i>Clare Howells Natalie Jones</i>
Pupil premium lead	<i>Natalie Jones</i>
Governor / Trustee lead	<i>Nicola Connolly</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£24,520</i>
Recovery premium funding allocation this academic year	<i>£145 (Per pupil) £1,740 (12 children)</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£2,003 (CIC, PP)</i>
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	<i>£26,523</i>

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>Baseline assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many</i>

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	<i>disadvantaged pupils. These are evident from EYFS throughout to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>Assessments, observations, as discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Phonics than their peers. This negatively impacts their development as readers.</i>
3	<p><i>Our assessment and observations indicate that the education and well-being of many of our pupils (including mobile and disadvantaged) have been impacted by partial school closures to a greater extent than other pupils. This had led to pupils being identified as disadvantaged. These findings are supported by national studies.</i></p> <p><i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Phonics, Reading and Writing.</i></p>
4	<p><i>Our observations, discussions with pupils and families, our wellbeing survey have identified social and emotional issues for many pupils, notably social interactions with peers and adults.</i></p> <p><i>3 disadvantaged pupils currently require additional support with social and emotional needs, receiving small group and whole class intervention.</i></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
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	<i>Assessments and observation indicate significantly improved oral language among disadvantaged. Engagement in lessons and access to the curriculum is in line with peers.</i>
<i>Improved Reading attainment among disadvantaged pupils across KS1.</i>	<i>Consistent delivery of Phonics across the Key Stage. Children are targeted to 'keep up' not 'catch up'.</i>
<i>To ensure that disadvantaged pupils achieve age related expectations by the end of Key Stage 2.</i>	<i>School – led tutoring to improve outcomes for Writing and Maths, for targeted children.</i>
<i>To improve relationships between peers and staff, particularly our disadvantaged pupils.</i>	<p><i>Qualitative data from student voice, student and parent surveys and teacher observation.</i></p> <p><i>Use of P.A.C.E. and restorative practice. All children have the ability to manage conflict confidently and independently.</i></p> <p><i>Use of Therapeutic Play to build relationships and a sense of acceptance</i></p>

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	<p><i>and belonging individual/group and whole class.</i></p> <p><i>Senior Mental Health Lead training to support our ongoing commitment to sustaining and improving our approach to mental health.</i></p>
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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: £11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistants in EYFS and Year 1 to be trained in 'Early Talk Boost' intervention.</i></p> <p><i>Using a diagnostic assessment to identify area of need.</i></p>	<p><i>There is strong evidence that oral language interventions are inexpensive with high impact.</i></p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p><i>Research and purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> <p><i>To ensure clear steps of progression within the reading scheme within KS2.</i></p>	<p><i>Phonics approaches have a strong evidence base (+5 months) that indicates a positive impact on the development of early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils.</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Identifying the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p>	2

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<p><i>Improve the quality of social and emotional (SEL) learning.</i></p>	<p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improve academic performance, attitudes, behaviour and relationships with peers).</i></p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p><i>Support for all pupils through GREAT DREAMs.</i></p> <p><i>Extensive RSHE curriculum, using the TenTen resources.</i></p>	<p>3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase a programme to emphasise the importance of spoken language and verbal interaction in the classroom.</i></p>	<p><i>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation or ideas and spoken expression.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p><i>Additional Phonics keep up intervention targeted at disadvantaged pupils who require further Phonics support. This will be delivered in collaboration with our local English hub.</i></p>	<p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantages backgrounds.</i></p> <p><i>Daily assessment and reinforcement for those children who have not secured the sounds within the Phonics session.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>

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<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff training on GREAT DREAMS, Developing the whole school ethos of pupil mental health and well-being.</i></p> <p><i>Whole staff training on RSHE and the delivery within Catholic education.</i></p>	<p><i>Targeted intervention and universal approaches.</i></p>	

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<i>Whole school staff training on Phonics and consistency of Reading across the school.</i>		
<i>Contingency fund for acute issues.</i>	<i>Setting aside pupil premium money to ensure that all disadvantaged children have the equal opportunities across the curriculum, in line with their peers. For example, swimming and residential trips.</i>	

Total budgeted cost: £ 26,523

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 school assessments during 2021 suggests that performance of disadvantaged pupils were lower in key areas of the curriculum.

The reasons for these outcomes point primarily to the impact of COVID-19 and the disruption that was caused across all areas of the curriculum, including social and emotional development. Similarly, in school across the country, the first lockdown was detrimental to our disadvantaged pupils where they were unable to benefit from our teaching and targeted interventions. Having learnt from best practice and our determination to maintain a high quality curriculum during persistent periods of partial closures, we developed a remote learning curriculum which enabled all pupils to continue with teaching and learning regardless of whether they were in school or not.

In addition to the high quality remote learning we developed, we also set high expectations for Reading, Writing and Maths. Staff were supported to identify KPIs in Reading, Writing and Maths and supported teachers to ensure that we were able to fill gaps and build upon prior knowledge.

Across the school, staff developed their understanding of P.A.C.E, enabling children to manage conflict independently. By meeting the children's emotional needs, there was an improvement in well-being, supported by the findings of the pupil well-being survey. We provided well-being support for all pupils, providing targeted interventions when required which will be built upon this academic year.