



St Joseph's Catholic Primary School Pupil Premium strategy evaluation (2022/2023)

2022 – 2023 Pupil Premium Grant Summary

Pupil numbers: 166	Vulnerable Pupils Lead: Natalie Guoite
Proportion (%) of pupils eligible for pupil premium: 17%	Last review: July 2022
Funding: £41,456	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, 17% of our children are currently eligible for pupil premium. This is lower than the national average, which currently stands at 23.8%.

We currently have one child who is eligible for Service Premium.

Main barriers to educational achievement faced by disadvantaged pupils

In line with our Pupil Premium Statement 2022-2023, 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, as well as baseline assessments and observations across Key Stage 1, we have found that 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.
- 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.
- After observations and the completion of our well-being surveys, we have identified social and emotional issues for many of our pupils. This is having a noticeable impact on social interactions with peers and is supported by restorative practice.

- We have also found that there has been a significant difference between 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.

Overcoming identified barriers and impact

Priority	Success Criteria	Evidence/Impact
To continue to deliver high quality Phonics teaching, consistently across the school to improve outcomes for Phonics.	<ul style="list-style-type: none"> • To embed our validated Systematic Synthetic Phonics programme in all classes who have children who are still decoding. • To ensure that there is a clear progression in the reading scheme from EYFS to the end of Key Stage 2. • To ensure that pupils with SEN make good progress with specific and measurable My Plan targets. 	<ul style="list-style-type: none"> - My Plan reviews, monitoring by SENCo. - Lesson observations of Teachers to ensure Quality First Teaching throughout the school, by SLT. - Termly Pupil Progress meetings - Gaps in knowledge and understanding remain across the school, however we are addressing these using specialised interventions from our SSP (ULS). - All support staff were trained in 'Unlocking Letters and Sounds' with an accredited trainer to deliver these interventions. - All classes have target children who receive this at least 4x per week, in response to the learning in the classroom. - Use of colourful semantics across the school which supports sentence structure and understanding of the key components of a sentence.
To ensure that there is a priority for those children waiting for external support, ensuring that they have the right assessments for an EHCP.	<ul style="list-style-type: none"> • To liaise with external agencies to schedule timely visits throughout the academic year. • To build relationships with external agencies, such as Advisory Teaching Service, so that advice can be sought outside of visits. 	<ul style="list-style-type: none"> - There is a clear overview of SEN throughout the year. - All staff are aware of the timings of the EHCP reviews and evaluating these are supported by the SENCO. - Our most disadvantaged children are prioritised on the graduated pathway to ensure they have the right assessments for an EHCP.

<p>To improve the quality of Social and Emotional (SEL) Learning across the curriculum.</p>	<ul style="list-style-type: none"> • Support for all pupils through GREAT DREAMs. • High quality teaching of our extensive RSHE curriculum, using Ten:Ten resources. • High quality teaching of PSHE, using Ten:Ten. • Responsive curriculum by teaching timely lessons, based on what the children need. 	<ul style="list-style-type: none"> - Feedback from well-being surveys for any social and emotional needs that may arise. - SLT book look/monitoring the teaching and learning of RSHE/PSHE to ensure Quality First Teaching is evident across the school. - Pupil conferencing - Staff wellbeing surveys - Feedback from Class Teachers - We have supported families by paying for the Residential trip so that they accessed the same opportunities as their peers.
<p>To improve the attendance of disadvantaged children so that it is more in line with those children who are not.</p>	<ul style="list-style-type: none"> • To support families in getting the children to school, if they are unable to. • School attendance officer and Head Teacher to track the absences and identify focus families. 	<ul style="list-style-type: none"> - Children who are disadvantaged will make the same progress as their peers across the curriculum. - Attendance is improved by children who are disadvantaged.

Progress matrices for Pupil Premium

Progress matrix for Reading

2022-2023 Sum2 Main Assessment		Below	Just Below	On-track	Above
2022-2023 Aut1 Main Assessment	No Data		1 pupil (4%)	1 pupil (4%)	
	Below	4 pupils (14%)			
	Just Below		5 pupils (18%)	2 pupils (7%)	
	On-track			7 pupils (25%)	2 pupils (7%)
	Above		1 pupil (4%)		5 pupils (18%)

Progress matrix for Writing

2022-2023 Sum2 Main Assessment		No Data	Below	Just Below	On-track	Above
2022-2023 Aut1 Main Assessment	No Data	1 pupil (4%)	2 pupils (7%)			
	Below		5 pupils (18%)	3 pupils (11%)		
	Just Below			1 pupil (4%)	5 pupils (18%)	
	On-track				10 pupils (36%)	1 pupil (4%)

Progress matrix for Maths

2022-2023 Sum2 Main Assessment		Below	Just Below	On-track	Above
2022-2023 Aut1 Main Assessment	No Data		1 pupil (4%)	1 pupil (4%)	
	Below	1 pupil (4%)	4 pupils (14%)		
	Just Below	1 pupil (4%)	2 pupils (7%)	1 pupil (4%)	
	On-track			12 pupils (43%)	1 pupil (4%)
	Above		1 pupil (4%)	1 pupil (4%)	2 pupils (7%)