

St. Joseph's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 RC Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Academic years 2021-2024 to 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D Hargreaves
Pupil premium lead	S Beattie
Governor / Trustee lead	D Tindall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80695
Recovery premium funding allocation this academic year	£8120
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	£88815

Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's we recognise that Pupil Premium pupils are not necessarily low ability and focus on supporting all disadvantaged pupils to achieve the highest levels.

We recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil who we have legitimately identified as being socially disadvantaged.

Decisions about using Pupil Premium funding are made when considering the context of St Joseph's school and the range of challenges faced by disadvantaged learners. Alongside this, EEF research into disadvantaged children identifies common barriers which include: weak language and communication skills including speech and language barriers, less support at home including lack of role models, low aspirations, poor reading skills, SEMH challenges and lack of emotional resilience affecting self-esteem, confidence, attendance, punctuality and digital poverty. Additionally, there may also be complex family situations that prevent children from thriving (ACE's). The challenges are intricate, varied and there is no 'one size fits all' solution.

We ensure that all teaching staff are involved in identifying children and the challenges they face so that all staff are fully aware of strengths and weaknesses across the school. Key interventions and approaches may be adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

Principles

- Quality of teaching and learning meets the needs of all the pupils at St Joseph's
- Provision is made for pupils who belong to vulnerable groups including the socially disadvantaged – achieved through assessment
- We recognise that not all pupils who are FSM will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered/eligible for FSM (therefore we allocate PP funding to support any pupil or groups of pupils the school has identified as vulnerable/socially disadvantaged)
- PP funding will be allocated following a needs analysis which identifies priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of PP interventions at one time

Objectives for disadvantaged pupils:

- Ensure that all children, particularly those with PP and EAL, have strong and secure language skills which enable them to access the curriculum through school. Structured interventions and high-quality teaching will ensure this happens because children are targeted early in the EYFS
- Children build good language acquisition and build a robust range of vocabulary which impacts on reading and writing. Quality first teaching and a clear focus on language from Early Years ensures that the curriculum is built around language acquisition including the use of mathematical language
- SEMH is given high priority so that children are supported and develop resilience by targeted intervention from PSA and Alliance psychology services
- ELSA trained member of staff supports emotional wellbeing
- Narrowing the gap for disadvantaged pupils focused on structured intervention which relate to language, key reading strategies, mastering number (EYFS/KS1), and mastery of maths across school

School Context

St. Joseph's is a Catholic Primary School belonging to Bishop Hogarth Catholic Education Trust within the Diocese of Hexham and Newcastle. The school is in the town of Hartlepool and has a mix of single cohort classes and mixed year group classes currently.

In Hartlepool, 22.8% of the population was income-deprived in 2019. Of the 316 local authorities in England (excluding the Isles of Scilly), Hartlepool is ranked 5th most income deprived. In the most deprived neighbourhood, 47.5% of people are estimated to be income deprived. The gap between these two, which we will call internal disparity, is 44.1 percentage points in Hartlepool. We also know the overall income deprivation score for Hartlepool is 22.8%.

Although there are areas relatively near to the school which have lower than average levels of deprivation, the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. The income, employment, health, education and crime deprivation indicators are all very high.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged nationally and also within internal school data
- For disadvantaged pupils in school to exceed nationally expected progress rates in order to reach ARE at the end of Year 6

Key principles to achieving objectives

The range of provision for this group of children may include and would not be limited to:

- All plans for PP will be focused on accelerating progress and moving children towards ARE
- Allocation of an experienced TA to work across key year groups providing small group work focused on overcoming barriers to/gaps in learning
- DHT during release time to support pupils not achieving objectives in Y6 (small group tuition)
- Continuous CPD for teaching and learning – RQT and Teaching Triads to support pedagogical development amongst teaching staff
- 1:1 support for those identified children with SEMH needs - Work with Alliance Psychology Services and internal work with a trained practitioner to deliver ELSA
- RSHE curriculum further supports children SEMH needs
- Dedicated wellbeing sessions with trained TA in school which supports good mental health and promotes strategies to self-regulate
- Access external provision e.g. Sports Coach to support with enhanced curriculum experiences
- Parenting events e.g. EYFS parent workshops focused on early language development, Being a Parent (led by parents) and sessions with external agencies e.g. school nurse,
- Transition Leader for Year 6 and internal transition between classes each year
- Booster Classes in Spring term for Year 6 to support accelerated progress towards ARE KS2 outcomes
- Pay for educational visits for PP and FSM families where needed, subsidise residential visits, retreats with MAT/Diocese/Parish and ensure PP and FSM children access enhanced curricular experiences
- CPD for teaching staff through Archimedes Hub for Maths (including Mastering Number EYFS-Y2 and TRG for embedding mastery across whole school), Wellcomm assessment and intervention in EYFS
- CPD for new phonics scheme
- Targeted resourcing for reading – classroom reading areas/book provision, enhanced phonic scheme books
- Support families so that no child lives in ‘digital poverty’ – access to hardware and internet access subsidised by school for identified children at home and in school
- Assistance with uniform and PE kits for identified families who need support
- Targeting PP children to attend wider curriculum provision, particularly sport

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates are seen from pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of Covid 19 pandemic has meant that this gap has widened for a number of PP children. Socio-economic needs of the children restricts access to learning – children’s aspirations are low
2	Poor language acquisition and breadth of vocabulary impacts on reading, writing and maths across school. Poor communication and language skills can often also include speech and language difficulties and there is a lack of exposure to a wide range of vocabulary.
3	Entry to EYFS is significantly below expected standard for communication and language which provides a barrier to academic progress in subsequent years. High % enter with little or no verbal language skills – evident in Wellcomm profiling results on entry.
4	Children’s SEMH needs have been significantly impacted post-pandemic which transfers into school from home, therefore many children need additional support to overcome barriers. Some PP children show anxiety behaviours such as weaknesses in learning behaviours, both physical and emotional (lack of self-belief, determination, resilience and readiness to learn). They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
5	Attendance and Punctuality issues have to be monitored closely by the Inclusion and Family Support Worker to ensure they reach acceptable levels and ensures parental engagement maximised.
6	Complex family lives and involvement from external agencies. Parental engagement of PP and vulnerable families continues to require substantial support from the Inclusion and Family support worker and team within school (SEMH needs of parents have increased post-pandemic).
7	Lack of role models and aspiration for the future including engagement with school and supporting learning at and from home.
8	Access to digital hardware and broadband services are not always available therefore children are ‘digitally poor’ and struggle to access online learning or resources including remote learning.

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
<p>Improve skills in the prime areas of learning, especially in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.</p>	<p>Wellcomm assessment tool identifies children below age related expectations – interventions put in place and reassessed against objectives</p> <p>Continuous provision is language focused and adults model and support quality language experiences</p> <p>Pupils eligible for PP in Reception and Nursery class make rapid progress by the end of the year so that many pupils eligible for PP meet or exceed age related expectations or progress is rapid from starting point.</p>
<p>Improved progress and attainment for all PP pupils in reading and writing, with specific focus on reading for meaning and developing vocabulary.</p>	<p>Pupils are able to read longer texts with greater pace and answer questions accurately. Further direct teaching of reading skills through quality-first teaching, specific intervention, and the EEF inference training gives pupils a wide range of vocabulary and understanding of more complex texts.</p>
<p>Attainment and progress across all 3 stages maintained and improved</p>	<p>Children make expected or better progress from their starting points and from there last statutory measure</p>
<p>Poor maths language inhibits progress, so mastery approach builds on language of mastery</p>	<p>Maths mastery supports a more rigorous maths curriculum so that progress for PP children increases to be in line or better than national. Embedding Maths reasoning across all 3 key stages in school is evident in progress of children in each year group/class – outcomes of EXS+ increase in line or better than national</p>

<p>Identified children receive intervention to support SEMH needs</p> <p>Inclusion and family support worker supports identified families through external agencies and in school support</p>	<p>Children show more resilience</p> <p>Parents are more engaged in understanding how family / school influences affect children's learning</p>
<p>Attendance for whole school including disadvantaged continues to rise</p>	<p>Disadvantaged children have good attendance and equates to other children in school.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching – staff CPD (White Rose Maths Programme and Resources, Sounds Write Phonics CPD, Pathways CPD, for new teachers, Archimedes Maths Hub, Mastering Number Project EY-Y2)</p>	<p>EEF – Improving Mathematics in the Early Years and Key Stage 1, published 24th January 2020</p> <p>EEF – Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds, October 2017</p> <p>EEF- Guide to Pupil Premium, September 2021</p> <p>Government approved Maths and English Hubs</p> <p>EEF – Mastery Learning, September 2021</p> <p>EEF Phonics, July 2021</p> <p><i>Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	<p>1-7</p>
<p>Level 3 TA working with small groups of targeted children or 1:1</p>	<p>EEF – Small Group Tuition, July 2021</p> <ul style="list-style-type: none"> • <i>Small group tuition conducted on reading shows on average 4+ months with mathematics showing a slightly smaller positive impact – 3+ months</i> • <i>Frequent sessions, three times a week or so, lasting up to an hour over 10 weeks typically show the greatest impact</i> • <i>Low attaining pupils particularly benefit from small group tuition</i> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can</i></p>	<p>1,2,3,4</p>

	<p><i>support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p> <p>EEF 1:1 Tuition, July 2021</p> <p>EEF Teaching Assistant Interventions, June 2021</p> <p>EEF Phonics, July 2021 <i>Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	
HLTA working with small groups of targeted children or 1:1	<p>EEF – Small Group Tuition, July 2021 <i>(As above)</i></p> <p>EEF 1:1 Tuition, July 2021</p> <p>EEF Teaching Assistant Interventions, June 2021</p>	1,2,3,4
Pathways to Read, Mastery approach to Reading, Training, CPD	<p>EEF Reading Comprehension Strategies, July 2021</p> <p>EEF Improving Literacy in KS1 and KS2 Reports, <i>Teaching reading composition strategies through modelling and supported practice</i></p>	1,2,3
Pathways to Write, Mastery approach to Writing, Training, CPD	<p>EEF Improving Literacy in KS1 and KS2 Reports, November 2021 <i>Teaching writing composition strategies through modelling and supported practice</i></p>	1,2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Archimedes Hub maths interventions, associated purchase of resources	EEF – Improving Mathematics in the Early Years and Key Stage 1, 24 th January 2020	1,2,3
Wellcomm intervention to screen all children on entry to Nursery	<p>EEF Early Years Toolkit – Communication and language approaches 7th May 2018 updated</p> <p><i>‘...Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that</i></p>	1,2,3,4

Reception Baseline Assessment/Wellcomm intervention programme post-assessment	<p><i>children's language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.'</i></p> <p>EEF – Teaching and Learning Toolkit – Oral Language Interventions – very high impact for low cost – updated July 2021</p>	
Transition project Year 6 to secondary school/PSA support transition for vulnerable pupils	<p>EEF - Getting transition right (part 1 of 2) – four practical, evidence-based strategies to support pupils moving from Y6-Y7</p> <p>DfE – Transition project for transition from KS2 to KS3</p>	4,5,6
Targeted interventions – First Class Number	<p>EEF – Teaching Assistant Interventions, June 2021</p> <p>Supporting the attainment of disadvantaged pupils – Briefing for school leaders November 2015 DFE</p> <p><i>More successful schools identify the strengths of each member of staff and find the best ways to use them... They ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.</i></p>	1,2,7
Vulnerable children and families - Targeted support from PSA	EEF – Parental Engagement, July 2021	4, 5,6,7
Ten Ten subscription for RSHE curriculum support	<p>EEF – Social and Emotional Learning, July 2021</p> <p>High quality resources and materials used from EYFS to Y6 to support delivery of a robust and effective RSHE curriculum to all children.</p>	1,2,3,4,7
TT Rockstars whole school	EEF – Homework, August 2021	1,8

	<p>Effective app which is an essential tool for engaging children effectively in school and at home.</p> <p>Time dedicated in school timetable for children to practise several times per week and encouraged to practise at home/monitoring of practise at home by teachers</p>	
<p>TA support during SALT appts to enable suggested SALT programme/tasks to be carried out in school</p> <p>TA support with SALT, occupational therapy for specific children (timetabled interventions)</p>	<p>EEF Making Best Use of Teaching Assistants Report, November 2021</p> <p><i>Use TAs to deliver high quality one-to-one and small group support using structured interventions Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</i></p>	1,2,

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSA role effectively deployed to address wellbeing and support pupil's SEMH and parental engagement and support</p>	<p>DFE document: Mental Health and Behaviour in Schools November 2018</p> <p><i>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils... A school's approach to mental health and behaviour should be part of a consistent whole school approach... to mental health and wellbeing. Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils...</i></p> <p>Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos...</p> <p>Identification: recognising emerging issues as early and accurately as possible;</p>	4,5,6,7

	<p>Early support: helping pupils to access evidence based early support and interventions; and</p> <p>Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</p> <p>EEF Guidance on SEMH Learning November 2019</p> <p><i>‘Self-awareness is concerned with the ability to recognise our emotions and thoughts, and to understand how they influence our behaviour. It also means being aware of our strengths and having a belief in oneself (‘self-efficacy’). Good self-awareness is associated with reduced difficulties in social functioning and fewer externalising problems, in particular aggression. Two areas that teachers can support are children’s knowledge of emotions, and ability to express emotions. The terms ‘self-management’ and ‘self-regulation’ refer to the ability to understand and regulate our emotions, thoughts, and behaviours in different situations. It includes being able to:</i></p> <ul style="list-style-type: none"> <i>• regulate or manage reactions to emotions like frustration, anxiety, or excitement;</i> <i>• calm down after something exciting or upsetting;</i> <i>• focus on a task; and</i> <i>• control impulses.</i> <p><i>The development of self-regulation skills enables children to behave in socially acceptable ways by, for example, giving them the ability to take turns, share, and express emotions (such as anger or frustration) in appropriate ways.</i></p> <p><i>Social awareness refers to the ability to understand the perspective of others and empathise. In the early years of life, children are naturally more egocentric and more inclined to think about themselves and their own needs. Understanding the perspectives of others and developing a sense of empathy are considered fundamental building blocks for the positive development and mental health of children. Longitudinal research has shown that good social skills—including high levels of empathy—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.’</i></p>	
<p>PSA addressing punctuality and attendance issues and promoting culture of good attendance with pupils through rewards scheme</p>	<p>DFE - Mental Health and Behaviour in Schools November 2018 Embedding principles of good practice set out in DfE’s ‘Improving School Attendance’ advice.</p> <p>EEF - Guidance on SEMH Learning November 2019</p>	<p>4,5,6</p>

	Attendance and punctuality issues. Attendance figures are currently good for PP pupils, and we would like to maintain this and improve further particularly with targeted persistent absentees some of which are PP.	
Mindfulness/Wellbeing delivered by trained TA Trained TA delivers wellbeing sessions to KS2 pupils during timetabled sessions or after school club	<p>Evidence for the Impact of Mindfulness on Children and Young People, Katherine Weare, Emeritus Professor, Universities of Exeter and Southampton, April 2012</p> <p><i>Two systematic reviews and twenty individual studies of mindfulness interventions with school aged children, all with reasonable numbers of participants, have been published in reputable peer reviewed scientific journals. The interventions involved all age ranges, volunteers and conscripts, children without problems, children with a range of mental and physical health problems, and took place in school, clinical and community contexts. The weight of evidence from these studies concludes that:</i></p> <ul style="list-style-type: none"> • <i>Mindfulness for young people is easy to carry out, fits into a wide range of contexts, is enjoyed by both students and teachers, and does no harm</i> • <i>Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. It has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy</i> • <i>Mindfulness can contribute directly to the development of cognitive and performance skills and executive function. It can help young people pay greater attention, be more focused, think in more innovative ways, use existing knowledge more effectively, improve working memory and enhance planning, problem solving and reasoning skills</i> <p><i>The studies also show that adolescents who are mindful, either through their character or through learning, tend to experience greater wellbeing and that being more mindful tends to accompany more positive emotion, greater popularity and having more friends, and less negative emotion and anxiety.</i></p> <p><i>Mindfulness is therefore likely to have beneficial effects on the emotional wellbeing, mental health, ability to learn and the physical health of school students. Such interventions are relatively cheap to introduce, have an impact fairly quickly, can fit into a wide range of contexts and are enjoyable and civilising, for pupils and staff.</i></p>	1,2,4,7
Alliance Mental Health Support Service	Emotional health and wellbeing problems such as anxiety, low mood, worry and stress are on the increase and experienced by many of our children and young people, particularly since the	4,5,6,7

	<p>Covid 19 pandemic, the effects of which are largely unknown as yet on young people and their social and emotional wellbeing as well as their learning. Specialists from the Alliance Mental Health Support team currently come into school and deliver a diverse range of evidence-based psychological interventions and support to help improve the lives of children and families by supporting pupils with their thoughts, feelings and behaviours.</p> <p>A specialist comes into school and works one to one, in small groups, whole class workshops and whole school assemblies. Our most vulnerable children are identified and supported, many of those PP children but some which are not.</p> <p>EEF Improving Social Emotional Learning in Primary Schools, 20th September 2019 <i>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</i></p>	
<p>Establish Young Leadership Team: School Council, Mini Vinnies, SNAG group, Eco Council, Road Safety Officers, Chaplaincy Group (transport costs for external visits)</p>	<p>EEF Developing Life Skills and Enrichment <i>Development of life skills including oracy, resilience and social skills</i></p>	1,2,4,7
<p>After-school clubs targeting disadvantaged children, working with parents to get children involved / After school football coach</p>	<p>EEF Physical Activity, July 2021</p>	1,2,4,5,6,7
<p>Supplementing residential/trips for children whose families cannot afford</p>	<p>EEF Outdoor Adventure Learning, July 2021</p>	1,2,3,4,5,6,7
<p>Supplement Reading for Pleasure Spine book purchase</p>	<p>EEF Improving Literacy in KS1 and KS2 Reports, November 2021 <i>Develop pupils' language capabilities. Support pupils to develop fluent reading capabilities.</i></p>	1,2,4,7

Accelerated Reader programme	<p>EEF Reading Comprehension Strategies, July 2021</p> <p>EEF Improving Literacy in KS1 and KS2 Reports, November 2021</p> <p><i>Develop pupils' language capabilities. Support pupils to develop fluent reading capabilities. Target teaching and support by accurately assessing pupil needs.</i></p> <p>Replacing Reading Plus (which is a digital platform) removes the need for children to have electronic devices at home (children are digitally poor) and brings the focus back to high quality books.</p>	1,2,4,8
School Uniform bought for families in need	EEF School Uniform, July 2021	4,5,6,7
Breakfast club for vulnerable children	<p>Adolphus, K., Lawton, C. L., Champ, C .L., & Dye, L. (2016). The effects of breakfast and breakfast composition on cognition in children and adolescents: A systematic review. (Reviewed 2019) / Adolphus, K., Lawton, C. L., & Dye, L. (2013). The effects of breakfast on behaviour and academic performance in children and adolescents.</p> <p><i>Habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores. Most support was found for improvements to Mathematics and arithmetic attainment. Consumption of breakfast was also found to have a positive effect of breakfast on on-task behaviour in the classroom.</i></p>	
Cultural experiences (Pantomime, African Drumming etc.)	<p>Cultural Education in England – An Independent Review (by Darren Henley for the DCMS and DfE 2012)</p> <p><i>All children can and should benefit from receiving a wide-ranging, adventurous and creative Cultural Education. For many young people, cultural activities form a vital part of their everyday lives. These activities are academically, physically and socially enriching, whether they take place inschool or out-of-school.</i></p> <p>EEF Arts Participation, July 2021</p>	1,2,4

Total budgeted cost: £ 88,815

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 2022-2023 academic year.

The impact of Covid-19 has disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Due to Covid, school's data was not nationally published between 2019-2022. Instead, internal assessments were carried out for academic years 2019/2020 and 2020-2021. Data suggests that the performance of disadvantaged pupils is lower than that of other pupils therefore we have looked at new strategies for this academic year in order to address underperformance (particularly in reading and writing – Pathways) and in Maths we have changed from the Power Maths to the White Rose programme with NCETM Mastering Number Reception to Year 2.

TA has carried out valuable phonics interventions and interventions for the Inference Toolkit for Year 6 reading interventions as well as having been involved in SALT meetings in order for children's SALT programmes to continue in school. Additional HLTA has been recruited for 2023-24 academic year in order to raise the profile of evidenced-based interventions.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted from the pandemic, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium and recovery premium funding to provide support for all pupils. We are building on our previous intended outcomes with the activities detailed in this plan.

Intended outcome	Impact
Improve skills in the prime areas of learning, especially in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Wellcomm intervention and assessment accurately targets and identifies children working below age related expectation on entry to Nursery/Two-Year-Old Provision. Children are tracked for progress and exit intervention by the end of EYFS. Provision is centred on communication and language to support quality language experiences. Pupils exit EYFS at or near national standard for communication and language. Continuous provision is language-focused and adults continue to model and support quality language experiences.

<p>Improved progress and attainment for all PP pupils in reading and writing, with specific focus on reading for meaning and developing vocabulary.</p>	<p>Pupils are able to read longer texts with greater pace and answer questions accurately. Further direct teaching of reading skills through quality first teaching, specific intervention, and the EEF inference training gives pupils a wide range of vocabulary and understanding of more complex texts. EEF inference will continue in next PP strategy. Pathways to Read and Pathways to Write introduced in September/October 2023 to improve vocabulary and implement a mastery approach to reading and writing.</p>
<p>Attainment and progress is fluctuating and areas causing concern are being address in this review of PP strategy</p>	<p>See data outcomes below.</p>
<p>Poor maths language inhibits progress so mastery approach introduced to build on language of mastery</p>	<p>Maths mastery supports a more rigorous maths curriculum so that progress for PP children increases to be in line or better than national. Change from Power Maths to White Rose programme in September 2022 with introduction of White Rose Workbooks in September 2023 and Maths Journal introduced for extension of reasoning and mastery (new books purchased).</p> <p>Embedding White Rose programme is still in progress across all key stages – outcomes of EXS+ will be monitored with aspirations to be in line with or better than national</p>
<p>Identified children receive intervention to support SEMH needs</p> <p>PSA supports identified families through external agencies and in-school support</p>	<p>Children have been identified to work with PSA or Alliance (or both) for intervention and support.</p> <p>PSA supported families during pandemic shutdowns and due to increased in SEMH needs and safeguarding duties.</p> <p>Parents are more engaged in understanding how family / school influences affect children’s learning</p>
<p>Attendance for whole school including disadvantaged continues to meet national expectations or above</p>	<p>Disadvantaged children have good attendance and equates to other children in school.</p> <p>Monitoring of attendance by PSA results in increase in PP pupil’s attendance and a decrease in persistent absence.</p>

Data:

ELG Attainment – Number of pupils achieving a good level of development:

Number of pupils = 12

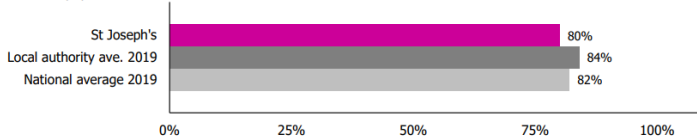
	% of pupils achieving Expected
Pupils achieving a Good Level of Development	33%

Unverified data for GLD 2023 (13 pupils) = 69%

Data shows improvement on pupils achieving GLD from 2022 to 2023.

Year 1 Attainment: Number of Pupils achieving expected standard in phonics:

Number of pupils = 15



Unverified data for Year 1 Phonics 2023 (12 pupils) = 67%

Data shows drop in pupils from 2022 to 2023 achieving phonics pass mark. TA assigned through pupil premium support to ensure support in mixed Y1/2 class for 2023-24 for phonics support and reading intervention

KS1 Attainment

		Reading						Writing						Mathematics						Science															
		Cohort			Achieved at least the expected standard			Achieved greater depth			Cohort			Achieved at least the expected standard			Achieved greater depth			Cohort			Achieved the expected standard												
		2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022	2018	2019	2022										
National		75%			75%			26%			25%			70%			69%			22%			22%			83%			82%						
All Pupils		13	13	10	77%	69%	80%	23%	15%	20%	13	13	10	69%	54%	70%	23%	8%	0%	13	13	10	77%	69%	80%	15%	8%	20%	13	13	10	77%	69%	80%	
10.1 Disadvantaged Pupils		6	6	5	83%	83%	67%	17%	17%	0%	6	6	5	83%	50%	67%	17%	0%	0%	6	6	5	83%	83%	67%	17%	17%	0%	6	6	5	100%	83%	67%	
Disadvantaged		7	7	7	71%	57%	86%	29%	14%	29%	7	7	7	57%	57%	71%	29%	14%	0%	7	7	7	71%	57%	86%	14%	0%	29%	7	7	7	57%	57%	86%	
Other																																			
Within School Gap					12%	26%	-19%	-12%	3%	-29%				26%	-7%	-6%	-12%	-14%	0%				12%	26%	-19%	3%	17%	-29%				43%	26%	-19%	
National Other					79%	79%		29%	28%					74%	73%		18%	17%					80%	79%		22%	24%					86%	85%		
National Gap					4%	5%	-11%	-12%	-11%	-28%				9%	-23%	-6%	-1%	-13%	-17%				3%	4%	-12%	-8%	-7%	-24%				14%	-2%	-18%	

Data shows opening of gap for disadvantaged pupils in Reading and Maths. Pupil premium funding used as above in these areas for new programmes targeted at raising attainment for all groups of pupils through a mastery approach to reading, writing and maths.

KS2 Attainment

All Pupils			Boys Only			Girls Only		
School	National	Difference	School	National	Difference	School	National	Difference

18.1 Percentage achieving at least the expected standard

Reading test	91%	74%	17%	75%	70%	5%	100%	80%	20%
Writing teacher assessment	73%	69%	4%	50%	63%	-13%	86%	76%	10%
Mathematics test	73%	71%	2%	75%	72%	3%	71%	71%	0%
Reading, Writing and Mathematics	55%	59%	-4%	25%	55%	-30%	71%	63%	8%
Grammar, punctuation & spelling test	64%	72%	-8%	25%	68%	-43%	86%	77%	9%
Science teacher assessment	64%	79%	-15%	25%	76%	-51%	86%	82%	4%

KS2 Data for 2023 is at present unverified but shows areas for improvement needed for reading, writing, maths and combined due to specific cohort needs. Targeted support for pupils is underway with extra HLTA support in class and for interventions and new reading and writing programmes have been introduced as show above in 'Activity this Academic Year' section.

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
Times Table Rockstars	TT Rockstars
Early Mental Health Practitioner (EMHP)	Alliance Psychology Services
Life to the Full RSHE Programme (for Catholic Primary Schools)	TenTen
Accelerated Reader	Renaissance
White Rose	White Rose
Mastering Number	NCETM
Pathways to Read	Pathways Literacy
Pathways to Write	Pathways Literacy
Spelling Shed	Ed Shed

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Pupil Premium funding is allocated to subsidise the cost of uniform, PE kits and shoes. At times, we are required to buy full uniforms and PE kits for children of specific families. We also heavily subsidise school trips and enrichment opportunities that have a cost and some families who are new to the country and where parents are on a student visa with limited income or benefits, school will fund the cost of breakfast club and/or lunches.

Children are selected to be leaders through the Young Leadership Programme we run which includes several 'positions' of responsibility which children apply for and are interviewed for. This allows for communication and social skill development through the children organising and leading games for their peers. This also develops confidence and self-esteem.

Pupil premium children are encouraged and are given specific roles within the school to allow them to feel a sense of belonging, but to also develop their communication skills, social skills and confidence.