# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should 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 for the 2022 to 2023 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

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| Detail | Data |
| School name | St Joseph’s catholic Primary School |
| Number of pupils in school | 114 |
| Proportion (%) of pupil premium eligible pupils | 60% |
| 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 2022 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Debra Hargreaves |
| Pupil premium lead | Sandra Beattie/Debra Hargreaves |
| Governor / Trustee lead | Dave Tindall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 73405 |
| Recovery premium funding allocation this academic year | £7685 |
| 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 | £81090 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Decisions about the use of pupil premium funds to support the children at St. Joseph’s are considered in the context of the school and the subsequent challenges faced. Research guidance from the EEF has supported decisions around the usefulness of different strategies and their value for money.  Our intent at St. Joseph’s, is for all members of staff, our Governing Body and our Trust, to accept responsibility for the ‘socially disadvantaged’ pupils in our care and remain committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment so that each child develops a love for learning and acquire skills and abilities that allow them to fulfil their potential.  The percentage of our pupils eligible for pupil premium is 54% which is more than double the national average (25%).  Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Consideration to barriers to learning which include weak language and communication skills, attendance, and punctuality problems, low self-esteem, lack of confidence, resilience, and digital poverty. There may also be complex family situations that prevent children from flourishing both socially and academically. Less support at home including lack of role models and poor reading and language skills. 47% of pupils in the school are part of an ethnic minority group (national 35%) and as a school we recognise that language use at home is a barrier to learning for some of our children.  Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We aim to achieve this by using a tiered approach as researched in the Education Endowment Fund:  **Principles**   * Quality of teaching and learning meets the needs of all the pupils at St Joseph’s (Improving standards of teaching through professional development/training and support all teachers and support staff to continue improving) * 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/quality 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. (Structured interventions/small group tuition/one-to-one support, behaviour approaches, nurture and 1:1 work with the PSA.)   Whilst prioritising the achievement of children from disadvantaged backgrounds is an important focus, research states that the use of Pupil Premium is at its most effective When it sits at the heart of a whole school effort. |

## Challenges

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

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| Challenge number |  |
| 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. 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 with a high percentage with limited verbal language skills which impacts attainment of ELG and provides a barrier to academic progress in subsequent years. |
| 4 | 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 are significantly higher for disadvantaged pupils. They are monitored closely by the PSA 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 PSA |
| 7 | Lack of role models and aspiration for the future including engagement with school and supporting learning at and from home |

## 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.

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| Intended outcome | Success criteria |
| 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 assessment tool identifies children below age related expectations – interventions put in place and reassessed against objectives.  Participation in the DfE reception year early language programme to deliver the Nuffield Early Language Intervention in academic year 2020 to 2021.  To develop the use of Launchpad for Literacy to support language development.  Continuous provision is language focused and adults model and support quality language experiences.  Pupils eligible for PP in Reception and Nursery class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations or progress is rapid from starting point. |
| Improved progress and attainment for all  PP pupils in reading and writing, with  specific focus on reading for meaning and  developing vocabulary. | 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. |
| Attainment and progress across all 3  stages maintained and improved | Children make expected or better progress from their starting points. Attainment gap is closing. |
| Poor maths language inhibits progress so  mastery approach introduced to build on  language of mastery. | 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+ have increased in line or better than national. |
| Identified children receive intervention to  support SEMH needs.  PSA supports identified families through  external agencies and in school support. | Children show more resilience Parents are more engaged in understanding how family / school influences affect children’s learning. |
| Attendance for whole school including  disadvantaged continues to rise. | Disadvantaged children have good attendance and equates to other children in school. |

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:

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality First Teaching – staff CPD (White Rose Bar Modelling), Archimedes Maths Hub, Mastering Number Project EY-Y2  EEF Metacognition  Project | EEF – Improving Mathematics in the Early Years and Key Stage 1, published 24th January 2020  EEF – Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds, October 2017  EEF- Guide to Pupil Premium, September 2021  Government approved Maths and English Hubs | 1-7 |
| Use of Launchpad for Literacy  This framework supports language across the school. | EEF Early Years Toolkit – Communication and language approaches 7th May 2018 updated  Launchpad for Literacy Skills Framework underpins the approach of early language skills.  Skill strands are broken down into systematic, incremental skill steps through which children need to progress in order to be ready for all aspects of literacy. | 2, 3 |
| HLTA to work with targeted small groups | EEF – Small Group Tuition, July 2021 | 1, 2, 3, 4 |
| Staff development 2 PD days and twilight to develop subject content knowledge and pedagogical content knowledge as well as metacognitive and self-regulation strategies.  EEF Metacognition  Project | [Metacognition and self-regulation )](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) EEF Metacognition and Self-Regulation - +7 months  Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. Pupil premium children are less likely to use these strategies unless they are explicitly taught by their teacher. | 1-4 |

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

Budgeted cost: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *National Tutoring* | EEF – Small Group Tuition, July 2021  Part funded by DfE through the National Funding Prpogramme | 1, 2, 3, 4 |
| Building on Success early years professional development programme | EEF – Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds, October 2017  EEF – Teaching and Learning Toolkit - Mastery Learning – High impact for low cost – updated September 2021 | 1,2,3 |
| Archimedes Hub maths interventions, associated purchase of resources | EEF – Improving Mathematics in the Early Years and Key Stage 1, published 24th January 2020 | 1,2,3 |
| Wellcomm Language Intervention | EEF – Teaching and Learning Toolkit – Oral Language Interventions – very high impact for low cost – updated July 2021 | 1,2,3 |
| EEF Inference Toolkit | EEF – Teaching Assistant Interventions, June 2021 | 1,2, |
| Y6, Targeted support from PSA | EEF – Parental Engagement, July 2021 | 5,6,7 |
| TT Rockstars whole school | EEF – Homework, August 2021  Effective app which is an essential tool for engaging children effectively in school and at home.  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 | 1,8 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PSA role effectively deployed to address wellbeing and support pupil’s SEMH and parental engagement and support | DFE document: Mental Health and Behaviour in Schools November 2018  EEF Guidance on SEMH Learning November 2019 | 4,5,6,7 |
| Establish a Young Leadership Team  School Council  Mini Vinnies  SNAG Group | Developing Life Skills and Enrichment  -EEF  Development of like skills including, oracy, resilience and social skills, | 4,7 |
| Alliance Mental Health Support Service | Specialists from the Alliance Mental Health Support team 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. | 1, 2, 3 |

**Total budgeted cost: £81090**

# 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 2021 to 2022 academic year.

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| Reading and oral skills continue to be a focus for improvement at St. Joseph’s.  The Sounds Write programme has been heavily invested in in resources and staff training. Training has been rolled out to the staff and new staff are to be trained.  KS2 data for reading highlights the positive impact of interventions and deployment of staff according to greatest need and with regard to PP children as well as SEND.  All staff are given opportunities to attend high-quality CPD.  There was a positive impact on interventions at KS2 on pupils’ attainment in reading with both the within school progress gap and the national progress gap for disadvantaged children closing. 100%of disadvantaged children in the 2022 cohort attained ARE in reading with 28.5% achieving GDS. In writing the within school progress gap for disadvantaged children is shown as closing however the attainment gap widened only 40% achieving ARE. Maths showed a similar pattern with the within school progress gap for disadvantaged pupils closing but ARE gap widened as 40% of disadvantaged children attained expected standard. Those working towards include children with other characteristic including SEN/Attendance and home issues. This impacted on CRWM outcomes.  The gaps between disadvantaged and other in phonics at Y1 is closing and by the end of Y2 all children passed phonics screening.  At KS1 reading, writing and maths was above national for 2019. The combined score RWM show that the within school gap is closings  Intervention group in EYFS were affected by staff ratios/absences and the impact is seen in the number achieving ELG below national particularly communication, language, and literacy particularly writing. Staff who are now highly trained in Sounds Write phonics, will now look to close theses gaps.  The PSA continued to work with families and children, supporting attendance, and group/1:1 nuture and well being activities. |

## 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*

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| 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 |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| 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)

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| *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.* |