

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	St Joseph's Catholic Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	8% 8/105
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22 September 2021
Date on which it will be reviewed	22 September 2022
Statement authorised by	Marie Baxendale
Pupil premium lead	Maria Cook
Governor / Trustee lead	Edward Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9690.00
Recovery premium funding allocation this academic year	£1000.00
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	£10690.00

Part A: Pupil Premium Strategy Plan

Statement of intent

All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. St Joseph’s Catholic Primary School is committed to ‘Closing the Gap’ between vulnerable pupils and the pupil premium forms a vital part of that process
To raise levels of attainment and progress for pupils who qualify for pupil premium, the school aims to improve provision and teaching and learning for all pupils. Within this wider approach, the school targets resources on the specific pupils who qualify for the grant.
We use evidence-based approaches (including recommendations for the [Education Endowment Foundation](#)) to support children entitled to this funding as well as strategies and resources we have reviewed and evaluated within school as being effective for our children.

At St Joseph’s Catholic Primary School, the Pupil Premium Strategy outlines how funding to support disadvantaged pupils reaches the children who need it most. All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, spiritual, social and academic needs within the school environment. We are committed to ‘Closing the Gap’ between vulnerable pupils and their peers; the pupil premium forms a vital part of this process.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to engage fully in our curriculum and school life. We use evidence-based approaches (including recommendations for the [Education Endowment Foundation](#)) to support children entitled to this funding as well as strategies and resources we have reviewed and evaluated within school as being effective for our children.

Provision will be made through:

- Facilitating pupils’ access to education
- Facilitating pupils’ access to the curriculum
- Alternative support and intervention within the school

Challenges

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

Challenge number	Detail of challenge
1	Lower than expected attainment in reading, writing and/or maths.
2	Some have difficulty with decision-making, interaction with others and self-management of their emotions.

3	Some pupils who are eligible for PP do not have as wide a range of educational and enriching experiences as non-PP and therefore there is a need for school to develop their cultural capital.
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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
Through the highest quality teaching and targeted intervention, the attainment and progress of pupils eligible for Pupil Premium in reading, writing and mathematics will decrease. This will be measured through ongoing teacher assessment and half-termly formal assessment.	Narrowed gap between attainment of pupils eligible for Pupil Premium and their peers in reading, writing and mathematics and 100% of pupils making at least expected progress in reading and writing during this academic year. This will be measured through internal termly assessment data.
For children to engage in healthy relationships with peers and emotional self-regulation. This may subsequently increase academic attainment.	<p>Narrowed gap between attainment of pupils eligible for Pupil Premium and their peers in reading, writing and mathematics and 100% of pupils making at least expected progress in reading and writing during this academic year. This will be measured through internal termly assessment data.</p> <p>Children will be able to recognise how they feel or how someone else might be feeling, be able to make group decisions and help set classroom rules, co-operate and work as a team teamwork through participation in team sports and games, develop a sense of belonging and enhance academic skill through cross-age mentoring and pairing with younger and older children.</p>
By careful monitoring of access to out of school clubs and trips and learning experiences, pupils eligible for Pupil Premium funding will have access to a range of social, cultural and sporting experiences, visits and activities which will be subsidised where necessary. Measured by monitoring attendance at school clubs and by ensuring 100% attendance on school trips.	Access to a range of social, cultural and sporting experiences, visits and activities where there is no discrepancy in uptake between those eligible for Pupil Premium funding and those who are not. 100% of pupils in receipt of pupil premium funding attend trips and residential trips. Confidence and self-esteem are increased from experiencing and succeeding in a range of experiences

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: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development for Teachers and support staff through using The National Collage and the Lancashire Portal where a key focus of training this year is deepening children's understanding within year group expectations, literacy progression and excellence in reading.	High quality continued professional development for staff across a wide range of curriculum and teaching and learning areas. The Education Endowment Foundation shows that developing reading comprehension strategies has very high impact for very low cost based on extensive evidence and has an impact rating of + 6 months.	1

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

Budgeted cost: £ 7000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled individual and small group support provided by class teacher / teaching assistant to support children's progression in reading, writing and mathematics.	Highest quality teaching, support and intervention provided by highly skilled, nurturing staff members allows children to flourish and gain confidence. Members of staff are able to provide opportunities for over learning of key concepts taught in class and to address misconceptions. The Education Endowment Foundation shows that small group tuition has moderate impact for low cost and has an impact rating of +4 months. Teaching Assistant interventions has moderate impact for	1

	moderate cost with an impact rating of +4 months.	
Targeted weekly 1:1 provision tutoring delivered by a qualified teacher or TA to support children's progression in reading, writing and mathematics.	The Education Endowment Foundation shows that one to one tuition has high impact for moderate cost and has an impact rating of +5 months.	1

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

Budgeted cost: £ 2000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for families through subsidised trips and visits including Chester Zoo, PGL residential visit, Liverpool Cathedral, and watching a pantomime during the academic year, museum and art gallery trips and after school clubs, Forest School.	Our rationale is to provide a rich and inclusive curriculum where all children are valued and can find and develop their strengths and build on these in all areas of learning. Relationships and positive experiences of learning and self are key in engaging pupils in learning and enabling them to engage in school and learning effectively. The Education Endowment Foundation shows that Arts Participation provides moderate impact for very low cost and has an impact rating of +3 months. Although outdoor adventure learning has an unclear impact according to the EEF, our professional judgement demonstrates clear positive impact in children's cultural capital.	3
Peer tutoring within school as a buddy system and with our feeder high school St Peter's Mental wellbeing workshops, Happy to be Me programme, PSHEE SCARF scheme and Sensorial sessions to develop self-regulation and mindfulness.	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately 5+ additional months' progress within one academic year. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	2

<p>Lego Therapy to encourage communication and team work.</p> <p>Mindfulness colouring drop during Monday lunch break.</p> <p>After school clubs linked to children's interests available to PP first. To develop relationships with peers.</p>		
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Total budgeted cost: £ 9700.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. When children returned to school in September 2020 following school closures to most children in the previous spring and summer terms, we quickly carried out baseline assessments of all pupils to enable us to plan teaching and learning as well as catch up support and intervention. School utilised the government COVID Catch up premium to employ a qualified teacher to deliver small group support for the duration of the academic year in KS1. Pupil progress was carefully monitored and the support provided and the individuals identified for support were constantly reviewed and interventions put in place. Assessments at the end of the autumn term showed progress in all year groups. During the spring lockdown, all children in receipt of Pupil Premium were invited in to school and some attended full time. For those continuing to work from home, daily support was provided by school and IT hardware and support were provided to enable children to fully access our remote teaching and learning. This meant that teachers were able to continue to deliver the curriculum effectively and therefore there was less disruption to children's education. When children returned at the end of the spring term, we were quick to continue our programme of support and intervention. End of year assessments show the results of our efforts as they remain good in all areas with 83% of KS2 achieving the standard. The intended outcomes from 2020-2021 have been adapted to meet the needs of the current pupils and to address the current barriers to learning.

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
Sensory therapy	Sensorial

