



St. Joseph's Catholic Primary School

Pupil Premium Strategy Statement 2021-2022

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	616
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Julian Rakowski Headteacher
Pupil premium lead	Jessica Sargeant Inclusion Manager
Governor lead	Anita Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

At St. Joseph's Catholic Primary School our intention is that **all** children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We recognise that some children will require extra help and therefore the focus of our Pupil Premium strategy is to support disadvantaged children (whether entitled to Pupil Premium funding or not) to achieve their goals, including progress for those who are already high attainers and to narrow the gaps between all groups of learners.

We endeavour to improve outcomes by:

- Providing quality first teaching.
- Providing effective additional adult support where required.
- Providing all staff with effective CPD to ensure needs are met.
- Providing effective intervention programmes for phonics, reading, spelling and writing.
- Supporting children's development of their Personal, Social, Emotional and Mental Health and Wellbeing needs.
- Supporting families so that their children will be able to access all areas of the curriculum, including educational visits and visitors to school, participate in extracurricular clubs and school residential trips.

We will ensure that:

- All staff are aware of who our disadvantaged children are and what they need.
- Leaders and staff are involved in continually monitoring pupil progress and addressing gaps in learning.
- Vulnerable children are identified and we address the challenges they face, and support their needs regardless of whether they are disadvantaged or not.
- Our whole school approach to raising expectations is embraced including recovery programmes and targeted support.

At St. Joseph's Catholic Primary School, we acknowledge that parents are their children's first educators and play a vital role in educating their children. We work in unison with parents to ensure that our provision meets everyone's high expectations so that our children are provided with not only the best possible start to their lives, but continued growth and development.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show gaps in learning for our disadvantaged children vary considerably.
2	Some of our disadvantaged children also have an additional special educational need and/or English as an additional language which can be a specific barrier to their learning.
3	Assessments, observations, and discussions with teachers suggest some of our disadvantaged pupils generally have greater difficulties with phonics and subsequently problems with reading, spelling and writing more than their peers.
4	Some of our disadvantaged children have poorer attendance figures which has created gaps in their learning and long-term memory.
5	Assessments show that lowest 20% of each class in Phonics/Reading often include disadvantaged children with little regular adult support at home.
6	Pupils need support with their social, emotional, mental health and wellbeing.

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
1. Each disadvantaged child reaches their full potential.	<ul style="list-style-type: none">• All disadvantaged children make at least good progress across all curriculum areas.• The gap between disadvantaged and non-disadvantaged children is diminishing.• Improved attainment among disadvantaged children evident observations, book scrutiny and ongoing formative assessments.

<p>2. The disadvantaged and vulnerable children with additional special educational needs and/or English as an additional language make good progress from their starting points.</p>	<ul style="list-style-type: none"> • Quality first teaching and targeted interventions result in pupils making good progress. • Planning and teaching meets the needs of all learners. • Progress identified in assessment reports, pupil progress meetings, records of interventions and pupil books. • SENDCO liaises with parents/carers of children with additional needs at least termly and external agencies where appropriate. • Staff receive CPD on addressing specific learning needs.
<p>3. Disadvantaged or vulnerable children achieve good progress with phonics and as a result achieve good progress and with reading, spelling and writing.</p>	<ul style="list-style-type: none"> • Lower and Middle Phases phonics, reading and writing assessment outcomes show that disadvantaged or vulnerable children have made good progress from their starting points and have met the expected standard or better. • Upper Phase disadvantaged or vulnerable children have made good progress from their starting points in reading and writing and have met the expected standard or better.
<p>4. Achieve and sustain improved attendance for our disadvantaged children.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for each disadvantaged child being no more than 5%. • The attendance gap between disadvantaged children and their non-disadvantaged peers being reduced so that their attendance is in line with all pupils, at least 95%. • Strong support for parents/carers to enable increase attendance of their child in school.

<p>5. The disadvantaged or vulnerable children achieve good progress with phonics and subsequently achieve good progress and with reading, spelling and writing.</p>	<ul style="list-style-type: none"> • Children attaining at the lowest 20% of each class in phonics/reading meet their challenging targets. • Parents attend Phonics and Reading presentations. • Families increase use of library.
<p>6. The disadvantaged or vulnerable children are supported with their social, emotional, mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Mental Health and Wellbeing champions see workload reduce. • Referrals to CAMHS cease. • Children have increased self-esteem, are confident, independent and have good mental health and wellbeing. Children use a variety of strategies help regulate their social and emotional wellbeing. • Children know how to look after their mental health and wellbeing.

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: £7,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching of phonics and early reading	EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 2, 3, 5
CPD for class teachers in Early	EEF evidence on the development of language and	1, 2, 3, 5

Language acquisition, phonics interventions, early reading and writing.	literacy being especially important for pupils with English as an Additional Language (EAL).	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led recovery interventions - small group interventions to improve reading, writing and maths skills for who have relatively low spoken language skills or are behind.	Oral language interventions have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment	1, 2, 3, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils and any additional reading books required.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupil	1, 2, 3, 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with social, emotional difficulties are fully supported to achieve good mental health and	EEF - Children are able to thrive in our setting following interventions. Building up of self-confidence and having strategies to cope with issues	1, 4, 6

wellbeing with our school counsellor/ Mental Health Lead		
For disadvantaged pupils fund educational visits and visitors to school	All pupils to continue to have access to extra-curricular opportunities alongside their peers to ensure wide experience of activities and curriculum/life enrichment in line with their peers.	1, 4, 5, 6

Total budgeted cost: £62,580

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.

2020-2021 Assessment results: 46 Pupil Premium pupils

Reading 27/46 (59%) PP achieved EXS+; 5/46 11% achieved GDS

Writing 22/46 PP (48%) PP achieved EXS+; 1/46 (2%) achieved GDS

Maths 26/46 (57%) PP achieved EXS+; 3/46 (7%) achieved GDS

A significant proportion (30%) of our Pupil Premium children are also on our SEND register. All Pupil Premium children have made some progress in reading, writing and maths from their individual starting points to varying degrees. School closures and closing of bubbles due to COVID19 was extremely detrimental to some disadvantaged children.

Some of the children were not able to benefit from our Pupil Premium funded learning activities or targeted interventions because they were self-isolating at home with extremely vulnerable or vulnerable parents at home.

Our high quality provision for online learning allowed many children to thrive but children who relied on parental help to help them access the curriculum found it harder to cope.

Our teachers and SENDCO signposted or prepared resources for individualised learning to meet the individual pupil needs.

Catch-Up funding was used to address gaps in learning with quality first teaching and input in small group work led by the teachers targeting disadvantaged and vulnerable children whilst supply teachers took the rest of the classes.