

St Joseph's Catholic Primary School

'Following Jesus in all we do'



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			
Academic Year 2021-2022	Date Published: December 2021		Date of Review: September 2022
Number of Pupils: 354		Number of pupils eligible for PP: 72 (20%) (increase 3%)	
Number of PP & SEN Pupils: 8% (6 / 72 pupils)		Number of PP & EAL Pupils :28% (20 / 72 pupils)	
Pupil Premium funding allocation this academic year	Recovery Premium Funding this academic year	Pupil Premium Funding Carried forward from previous years (enter 0 if not applicable)	Total Budget for this academic year
£95,464	£10,295	£49,657.74	£155,446.74 (145,151.74 PP)

Pupil Premium Responsibility	
Head Teacher	Mrs Louise Bury
Pupil Premium Governor	Mr Chris Bills

Pupil Premium School Lead	Mrs Joanne McDonagh
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Barriers to Future Attainment	
This details the key challenges to achievement that we have identified among our disadvantaged pupils.	
Challenge Number	Detail of Challenge
1	The lack of enriched vocabulary opportunities at home. Input data as evidence
2	The pupils self-esteem and lack of confidence in social situations.
3	Lack of parental engagement and confidence with the understanding of how to help their children at home with reading, which negatively impacts their development as readers.

Intended Outcomes	Success Criteria
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.	
1) To improve progress and attainment in writing	Improved progress and attainment for ALL pupil premium pupils will be apparent and in specific cases accelerated progress will be made.
2) To improve progress and attainment in reading.	Improved progress in the fluence and comprehension of readers.
3) Raise pupils' academic self-belief within all areas of the curriculum and to develop higher aspiration for their life into adulthood.	Involvement of pupil premium children in their own future potential and aspiration for the future.

4) For pupil's to have a positive and healthy social and emotional mind set and develop positive resilience, a resourcefulness emotions.	Generate a positive influence on our pupils social, emotional and mental health, which will allow them to reflect and manage their emotions successfully in the future.
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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 -CPD Recruitment Retention			
Allocated Total Budget £145,151.74 (inc £49,657.74 CF from 2020-2021) Total Spend: £90,564.19 Final Total of CF Budget £ 54,587.25			
Intended Outcome Number	Activity	Evidence that supports this approach	Challenge Numbers Addressed
All	The development of the outdoor classroom to provide an additional learning space and to enhance our outdoor learning.	Evidence has shown that by the school providing an enriched outdoor curriculum has improved pupils behaviour and attitude to learning and their social, emotional and mental health.	One, two and three
3 and 4	Provide financial support to families for school uniform, pupils to able to visit off site educational settings and attend further opportunities to enrich the curriculum.	Evidence has shown that by the school providing financial funding to parents has improved the school's attendance and improvements in pupil behaviour and attitude.	Two
3 and 4	Nurture support 1-1 and group sessions based in the school's nurture room.	Evidence provided by the EEF's teaching and learning toolkit suggests that improving the social and emotional need of pupils can lead to learning gains of +4 months over the course of the year	Two

All	Purchase of computing equipment – Monitoring of usage and skills will be lead by the SLT and Computing Coordinator	Evidence provided by EEF's research into 'using digital technology to improve learning suggests that technology used effectively can be the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom.	One,two and three
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Allocated Total Budget £ 40,000		Total spend from Budget £49,555.62	
Intended Outcome Number	Activity	Evidence that supports this approach	Challenge Numbers Addressed
1	Whole school focus on the newly implemented writing scheme "The Write Stuff. Small group interventions with TAs within the classroom.	The 'write stuff' writing programme is designed around Education Endowment EEF guidance -Improving literacy in KS1 and KS2	One and three
2	Group tutoring reading and comprehension sessions before and after school.	Research provided by the EEF shows that 1-1 tuition is very effective in improving pupil outcomes. Short, regular sessions (30 mins) over a set period of time appear to result in optimum impact. Phonics approaches have a strong evidence base indicating a positive impact on pupils. Please refer to the EEF Phonics toolkit. Research provided by the EEF shows that 1-1 tuition is very effective in improving pupil outcomes. Short, regular sessions (30 mins) over a set period of time appear to result in optimum impact.	One and three
1 and 2	Group tutoring phonics sessions before and after school.		One and three
1 and 2	Weekly group sessions with EAL students to improve the spoken and written word.		One and three

2	Small group interventions with TAs- Better Reading, Rapid reading, AR. EAL support. HLTA to support the development in the enjoyment of reading.		Research provided by the EEF shows that 1-1 tuition is very effective in improving pupil outcomes. Short, regular sessions (30 mins) over a set period of time appear to result in optimum impact.	Two
3 and 4	Woodland Warrior sessions for all classes to support outdoor learning. Small group additional Music lessons for PP and SEN pupils. After school club provision - £248.00 School trips and visits to enrich curriculum £384.50		Evidence has shown that by the school providing an enriched outdoor curriculum has improved pupils behaviour and attitude to learning and their social, emotional and mental health.	
ALL	Installation of outdoor classroom (Nov 2021) and school environment £39,818.13 spent on installation, purchase and developments in the environment		Development of the impact of this to be carried over to 2022-2023 EPPG to further develop and fund pathways on the field to make this space accessible all year round.	ALL

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.			
Wider Strategies			
Related to behaviour or wellbeing etc			
Allocated Total Budget £50,000		Total spend from Budget £41,008.57	
Intended Outcome Number	Activity	Evidence that supports this approach	Challenge Numbers Addressed

3 and 4	Weekly visit to a local rural training facility 'Wildgoose' and nature reserve. This provides opportunities for our pupils to care for farm animals and to learn new skills. £5850.00	Evidence provided by the EEF's teaching and learning toolkit suggests that improving the social and emotional need of pupils can lead to learning gains of +4 months over the course of the year	One and two
3 and 4	Weekly social and emotional group sessions afterschool club	Evidence provided by the EEF's teaching and learning toolkit suggests that improving the social and emotional need of pupils can lead to learning gains of +4 months over the course of the year	Two
3 and 4	Provide access to wrap around care (Breakfast club and after school clubs) in order to continue the improvement of our attendance and enhance pupil wellbeing Includes FSM and tuck £26,474.50 <i>(inc.FYI School run Breakfast club total £6,410.00)</i>	Evidence has shown that by the school providing funding for wrap around care has improved the school's attendance and improvements in pupil behaviour and attitude.	Two
All	Contingency fund for acute issues eg Taxi to school, uniform needs, etc £6,334.75 Learning Resources £2349.32	Based on our experiences we have identified a need to set an amount of funding to respond quickly to needs that have not yet been identified.	All

End of Key Stage Two SATs Results 2021-2022		
	Pupils eligible for PP 16	Pupils not eligible for PP 43
% Achieving Average Scaled Score in reading, writing & maths	67%	84%
% Making Average Scaled Score of progress in reading	74%	88%
% Making Average Scaled Score of progress in writing	72%	87%
% Making Average Scaled Score of progress in maths	81%	91%
% Making Average Scaled Score of progress in SPAG	79%	91%

Evaluation. Date of Evaluation July 2022

The lack of enriched vocabulary opportunities at home. Input data as evidence

Attainment 2021-2022	Exceeding	On Track	OT/EX Combined	Working Towards	Combined M/R/W
Mathematics	(8) 13%	(27) 42%	55%	(29) 45%	38%
Reading	(3) 5%	(33) 51%	56%	(28) 44%	
Writing	(1) 2%	(24) 37%	39%	(39) 61%	

Progress 2021-2022	Exceeding	On Track	OT/EX Combined	Working Towards
Mathematics	(27) 42%	(31) 48%	90%	(6) 10%
Reading	(26) 41%	(29) 45%	86%	(9) 14%
Writing	(26) 41%	(28) 44%	85%	(10) 15%

- During 2021-2022 1-1 reading session have taken place.
- Whole school approach to reading and writing has been implemented.

The pupil's self-esteem and lack of confidence in social situations.

- Music lessons have taken place over 2021-2022.
- Children have visited 'Wild Goose Farm' which has encouraged them to explore their social and emotional needs.
- Breakfast club in 2021-2022 provided pupils with the safe and nurturing environment for pupils to have a calming start to the day.
- 30% of Pupil premium pupils took part in after school activities during 2021-2022
- School provided 14 pupil premium pupil's the opportunity to take part in the school's yearly residential trip.
- School also continue to support with trips and school uniform.

Lack of parental engagement and confidence with the understanding of how to help their children at home with reading, which negatively impacts their development as readers.

- 2021-2022 introduced weekly shared reading with parent and child. This took place on a Friday morning for 15-20 minutes, with parents coming into class and reading with their child. This allowed the teacher to model shared reading and help support parents.
- Nurture sessions continued during 2021-2022 and alongside this provision, the school's family support worker provided afterschool nurture sessions.

Please also refer to the school's Pupil Premium Policy