

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	570
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	(2020/21), 2021/22, 2022/23, 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	T Lawlor Headteacher
Pupil premium lead	A De Sampayo Deputy Headteacher
Governor / Trustee lead	B Barrett Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,200
Recovery premium funding allocation this academic year	£1,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£68,900

Part A: Pupil premium strategy plan

Statement of intent

The objective of our strategy is to ensure that disadvantaged pupils at St Joseph's make good or better progress and that barriers to learning are removed to allow for high attainment. We aim to close the attainment gap by ensuring equity of provision.

Our key principles are:

- Staff, pupils and parents are involved in the identification of barriers to learning.
- We take a holistic view of pupils to prevent compounded factors of disadvantage, taking into consideration of care, learning, emotional, economic and environmental needs when planning provision.
- Disadvantaged pupils are not prevented from accessing all aspects of school life because of any of the aforementioned needs.
- Reading is a priority to enable access to a broad curriculum and develop vocabulary, so that aspirations and future prospects are not limited.
- An exciting and challenging curriculum that is rich in knowledge, opportunity for independent thought and new experiences provides children with the motivation to learn and achieve.

High quality, inclusive teaching for learning lies at the heart of our strategy for pupil premium. A daily diet of needs-led provision in class, within the context of a rich curriculum, is proven to have the greatest impact on closing the attainment gap. Forming the foundation of this is effective formative and formal assessment, to ascertain gaps in pre-requisite knowledge and skills.

A pupil premium strategy that dovetails with the whole school plan for development ensures consistency of approach and focus. This includes an approach that is synchronised with our plans for educational recovery, which targets a broad range of children, including disadvantaged pupils. For example the four recommendations in the Education Endowment Fund guidance report on Special Educational Needs in Mainstream Schools ([Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)) apply to our approach to meeting the needs of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Lower attainment in reading and phonics
3	Limited vocabulary
4	Difficulty with identifying and regulating behaviour (including behaviour for learning)
5	Dips in attendance and engagement levels
6	Increased need for the co-ordination of external service intervention (e.g. through CAMHS, bereavement, EHCP provision, Children's Services)

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
Gap between progress of disadvantaged pupils and their peers in reading is reduced.	KS2 Progress scores in 2023/24 show pupils achieve at or above the national expected standard in reading.
Gap between progress of disadvantaged pupils and their peers in phonics is reduced.	Phonic Screening Check scores in 2023/24 show pupils achieve at or above the national expected standard in phonics.
Development of vocabulary is evident in reading, writing and GPS progress and attainment.	Use and understanding of vocabulary is evident in KS2 Progress scores in 2023/24 in writing show pupils achieve at or above the national expected standard.
Children identified as having language and communication difficulties make progress.	Children identified make progress on Speech and Language Link Programme and/or Speech and Language Therapy targets (within review cycles).
Children accessing wellbeing support have improved engagement with learning.	Good or better progress scores for identified children show sustained engagement with learning.
Good attendance rates for disadvantaged pupils.	<ul style="list-style-type: none"> ➤ Attendance rates are 95% or above ➤ There is greater engagement from parents in working together to improve attendance

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: £ 21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – Focus on High Quality Inclusive Teaching and Subject Leadership</p> <p>National College Membership</p>	<p>EEF guidance supports focus on CPD to improve outcomes and refresh workforce expertise. Key areas of activity are careful design of core offer for CPD, consideration of mechanisms in place to ensure that CPD is effective and careful implementation that allows for application of professional learning and ensures that it is aligned with identified CPD needs.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Phonics – materials to support use of DfE validated Systematic Synthetic Phonics programme</p> <p>Teacher (Part time to support with Y3 phonics catch up)</p>	<p>There is strong evidence that supports the use of synthetic phonics to develop accuracy with reading</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Reading</p> <p>Improving access in guided reading sessions</p> <p>Using ‘Read Theory’ to promote love of reading</p>	<p>The Early Reading Framework outlines importance of ensuring that reading skills are secure to enable children to access the full curriculum.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	1,2,3
<p>Vocabulary development</p> <p>Purchase ‘Word Aware’</p>	<p>There is much evidence that shows how developing a rich vocabulary and building connections between words and vocabulary schema has a great impact on children’s ability to access and understand texts in the context of a broad and exciting curriculum.</p>	3

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

Budgeted cost: £ 31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition (1:1 and groups)	<p>Grouping and focus of intervention is needs led; the majority of tuition is centred on content that will close the gap and help pupils access core learning more easily.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Lexia Reading Programme targeted at pupils who are falling behind their peers</p> <p>Programme and staffing</p>	<p>The diagnostic tool is in line evidence that clear understanding of which areas need development and the programme provides systematic skill development for each area including comprehension.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Language link</p> <p>Programme and staffing</p>	<p>Evidence shows that developing receptive language and supporting oral language sharpens children’s understanding and ability to articulate their thinking</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EYFS tool kit Communication and language approaches.</p> <p>Education Endowment Foundation EEF</p>	1,3
Targeted Interventions to support high quality inclusive teaching	<p>This approach needs careful consideration to ensure that disadvantaged pupils have their needs supported in lessons and interventions where appropriate, but that there is effective deployment of Teaching Assistants in and out of the classroom.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4

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

Budgeted cost: £ 16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support</p> <p>Staff training on supporting learning behaviour as well as conduct</p>	<p>Evidence shows that developing emotional self-regulation, enables children to access learning more consistently. This research underpins our Behaviour for Learning and Relationships policy. Also collaborative approaches with outside agencies and parents support holistic development.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>4,6</p>
<p>Attendance</p>	<p>Working in partnership with parents is proven to support improved outcomes for pupils. This is key to our approach in improving attendance</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Hardware</p>	<p>Supporting access with home and remote learning by loaning Chrome Books</p>	<p>1,2,3,5</p>

Total budgeted cost: £ 68,900

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.

Our internal assessment information shows that our disadvantaged pupils performed less well than their peers in 2020/21, with the exception of the Year 4 multiplication check and Year 1 Phonics Screening, where their performance was slightly above the overall figures.

Our self-evaluation shows that, as with schools across the country, the impact of the Covid-19 disruption was felt by disadvantaged pupils. Pupil premium funded interventions and teaching were not able to be delivered as planned. A robust remote teaching offer, mechanisms for the loan of hardware, monitoring of engagement for disadvantaged pupils and offer of vulnerable learner places were put in place for the second lockdown as mitigation for the negative impact that was evident.

Our strategy for pupil premium funding going forward has taken key vulnerabilities into account. Focus on reading and oracy as well as wellbeing has been identified as crucial for securing foundations for effective 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
Word Aware	Thinking Talking
TT Rockstars	Maths Circle
Read Theory	
Lexia Reading	

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

Further information (optional)

Sports Premium funding to fund – Real PE – legacy PE approach to embedding physical education. Inclusion of all children in physical activity. Promotion of sports and physical activity at home.

Support for disadvantaged pupils in terms of paying for sports clubs, trips and outings.

Our strategy development was guided by EEF research and guidance as well as our school self-evaluation. We also work with the Local Authority (SAfE) and their work to support schools in closing the disadvantage gap. We will continue to monitor and evaluate our strategy to ensure maximum impact.