

# Pupil premium strategy statement

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

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | St Joseph's Catholic Primary School |
| Number of pupils in school  | 622                                 |
| Proportion (%) of pupil premium eligible pupils   | 8%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22, 2022/23, 2023/24           |
| Date this statement was published   | December 2022                       |
| Date on which it will be reviewed   | December 2023                       |
| Statement authorised by   | T Lawlor<br>Headteacher             |
| Pupil premium lead  | A De Sampayo<br>Deputy Headteacher  |
| Governor / Trustee lead   | B Barrett<br>Chair of Governors     |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 64,370 |
| Recovery premium funding allocation this academic year  | £4,930   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00    |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £69,300  |

# 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://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 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"> <li>➤ Attendance rates are 95% or above</li> <li>➤ There is greater engagement from parents in working together to improve attendance</li> </ul> |

## 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: £ 21,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD – Focus on High Quality Inclusive Teaching and Subject Leadership<br><br>National College Membership  | 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.<br><br><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>          | 1,2,3                         |
| Phonics – materials to support use of <a href="#">DfE validated Systematic Synthetic Phonics programme</a><br><br>Teacher (Part time to support with Y3 phonics catch up) | There is strong evidence that supports the use of synthetic phonics to develop accuracy with reading<br><br><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 2                             |
| Reading<br>Improving access in guided reading sessions<br><br>Using 'Read Theory' to promote love of reading  | The Early Reading Framework outlines importance of ensuring that reading skills are secure to enable children to access the full curriculum.<br><br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a> | 1,2,3                         |
| Vocabulary development<br><br>Purchase 'Word Aware'   | 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.  | 3                             |

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

Budgeted cost: £ 31,800

| 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><a href="#">One to one tuition   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Small group tuition   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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><a href="#">Reading comprehension strategies   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</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><a href="#">Oral language interventions   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>EYFS tool kit Communication and language approaches.<br/><a href="#">Education Endowment Foundation   EEF</a></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>   | 1,2,3,4                       |

|  |  |  |
|--|--|--|
|  | <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF</a><br><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a><br><a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a> |  |
|--|--|--|

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

Budgeted cost: £ 16,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Wellbeing support<br><br>Staff training on supporting and managing learning behaviour as well as conduct | <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><a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF</a><br/> <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF</a><br/> <a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p> | 4,6                           |
| Attendance   | <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><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF</a><br/> <a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>   | 5                             |
| Hardware   | Supporting access with home and remote learning by loaning Chrome Books  | 1,2,3,5                       |

**Total budgeted cost: £ 69,300**

## 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.

End of Key stage data shows that although there are still some children in receipt of Pupil Premium funding who are still working below target, they are all making progress towards closing the gap. Regularly reviewed interventions for pupils, including tutoring, are having a positive impact on progress as well as engagement and confidence.

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.

Focus on language and communication in whole class context as well as in interventions are having an impact and will therefore continue. Training for TAs to support this, as well as input from external services, has been vital in the progress made in this area. This is notable for children who also fall into the SEND group, which includes children with EHC plans, as evidenced by progress made on communication and interaction targets.

Progress has also been supported by access for identified children to our Wellbeing Offer. For example, participation in programmes dealing with managing anger and anxiety, as well as sessions with the Mental Health Support Team or Therapy Dog has supported engagement in 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. Plans are in place to work with Active Surrey to develop opportunities for sport and activity throughout the school day.*

*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.*