



Pupil premium strategy statement

School overview

| Detail | Data |
|---|--------------------------|
| School name | St Joseph's RC Primary |
| Number of pupils in school | 127 |
| Proportion (%) of pupil premium eligible pupils | 22.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | 24.11.21 |
| Date on which it will be reviewed | 30.3.22 (interim review) |
| Statement authorised by | Hayley Francis |
| Pupil premium lead | Hayley Francis |
| Governor / Trustee lead | Rob Hunter |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £37, 315.00 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £37,315.00 |

Part A: Pupil premium strategy plan

Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***
 - To ensure that teaching and learning opportunities meet the needs of all the pupils
 - To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
 - *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
 - Ensure ALL pupils are able to read fluently by the end of Key Stage 1 and with good understanding to enable them to access the breadth of the curriculum
 - Enable pupils to look after their social and emotional wellbeing and to develop resilience
 - To access a wide range of opportunities; developing their knowledge and understanding of the world both in and outside of school

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

To achieve our objectives and overcome identified barriers to learning we will:

- Provide staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention based on rigorous assessment throughout the school to quickly address identified gaps in learning, including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture and pastoral support to enable pupils to access learning within and beyond the classroom.

Challenges

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

| Challenge number | Detail of challenge |
|--------------------------------|--|
| 1 ATTENDANCE | Low attendance and persistent absenteeism of PP/disadvantaged children. This has been further affected during the lockdown periods, with challenges in ensuring that PP children accessed all home school learning |
| 2 COMMUNICATION | Difficulty with oracy and new vocabulary |
| 3 PASTORAL | Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn |
| 4 CURRICULUM DEVELOPMENT | Gaps in reading, writing, maths and phonics |
| 5 HOME SCHOOL COMMUNICATION | Limited parental engagement with school and learning in some circumstances resulting in reduced homework completion, a lack of readiness for school |

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 |
|---|---|
| <ul style="list-style-type: none"> Increased Attendance for all pupils | <p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Rigorous monitoring of attendance and support from the school's EWO – working with targeted families will show an increase in PP pupils' attendance and a decrease in persistent absence.</p> |
| <ul style="list-style-type: none"> Confident speakers and listeners | <p>Increased involvement in presenting a higher standard of performing skills</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> Pupils feel happy, content and in the right head space for learning | <p>Pupil and parent feedback from targeted interventions demonstrates effective support in place.</p> <p>Staff feedback during pupil progress meetings recognises the positive difference in targeted pupils' attitude towards learning in all aspects of school life</p> |
| <ul style="list-style-type: none"> Pupils to make at least expected or accelerated progress from initial statutory assessment in reading, writing and maths | <p>Individualised learning curriculum provided where appropriate, e.g. one to one maths and reading tuition</p> <p>Learning tasks tailored to specific needs of pupils – diminishing gaps in understanding.</p> <p>Pre-teaching embedded to prepare pupils for future learning to build confidence and give higher level starting points to learning. To include: pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> |
| <ul style="list-style-type: none"> Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. | <p>Pastoral support worker/SENCo and Head Teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Nurture, positive play, Lego Therapy sessions with trained support staff and one to one sessions with school's pastoral support worker</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Parents of supported children notified via letter of homework support available, if required alongside 'how to support my child at home' and regular parent workshops</p> |

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: £ 2,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Talk Boost initial Intervention training</i> | 64% of PP children in EYFS and KS1 are currently working towards the expected standard in speaking and listening 20% of all Pupil Premium children receiving speech and language therapy in addition to in school interventions | 2 |
| <i>Training in Precision Teaching</i> | 61% of PP children partake in pre-teach and over teach sessions whereby the precision method is used effectively to support slow progress and attainment gaps | 4 |
| <i>ELSA training for support staff</i> | 28% of PP children require additional social and emotional interventions | 2 and 3 |
| <i>Music -peripatetic teachers (piano, strings and woodwind)</i> | To provide equal opportunity for all pupils regardless of financial situation and encourage pupils to develop new skills | 3 |
| <i>Numicon training for support staff</i> | 38% of PP children are working towards expected standard in maths | 4 |

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

Budgeted cost: £ 26,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Staff delivering targeted academic interventions (including resources)</i> | Identified PP children are receiving targeted interventions as a result of assessment outcomes | 4 |

| | | |
|--|--|---------|
| <i>One to one pastoral support and nurture groups</i> | Identified PP children require additional social and emotional interventions | 3 |
| <i>One to one tutoring for reading with specialist teacher</i> | Identified PP children are working towards expected standard in reading – from Autumn term baseline assessment | 4 |
| <i>Homework Club targeted at PP children</i> | Providing all pupils the opportunity to complete homework with the necessary resources and support in place | 4 and 5 |

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

Budgeted cost: £ 5,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>Education Welfare Officer annual service level agreement – supporting the school</i> | Attendance data demonstrates 21% of PP children have lower than expected attendance | 1 |
| <i>Subsidising school trips and extra-curricular activities</i> | To provide equal opportunity for all pupils regardless of financial situation thus developing the whole child in addition to academic achievement | 3 and 5 |
| <i>School milk provided for PP children</i> | To provide equal opportunity for all pupils regardless of financial situation and encourage healthy living | 3 |

Total budgeted cost: £ 34,200

(carry forward - £3,115 to review in March 2022)

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.

End of Year Data – July 2021

| Maths | No | Below Age | At Age | Above Age | % Below Age | % At Age | % Above Age |
|---------|----|-----------|--------|-----------|-------------|----------|-------------|
| | | | | | | | |
| PP | 28 | 7 | 17 | 4 | 25 | 61 | 14 |
| Non PP | 94 | 1 | 67 | 26 | 1 | 71 | 28 |
| Reading | No | Below Age | At Age | Above Age | % Below Age | % At Age | % Above Age |
| PP | 28 | 9 | 14 | 5 | 32 | 50 | 18 |
| Non PP | 94 | 4 | 61 | 29 | 4 | 65 | 31 |
| Writing | No | Below Age | At Age | Above Age | % Below Age | % At Age | % Above Age |
| PP | 28 | 9 | 17 | 2 | 32 | 61 | 7 |
| Non PP | 94 | 6 | 68 | 20 | 6 | 72 | 22 |

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|------------------------|-------------------------|
| Reading Eggs | 3Ps Learning |
| Times Tables Rockstars | Maths Circle Ltd |
| 123 Maths | 123 Learning |
| Third Space Learning | Virtual Class LTD |
| My Maths | Oxford University Press |