

St. Joseph's Catholic Primary School

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	199
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	1.12.2021
Date on which it will be reviewed	1.12.2022
Statement authorised by	Elaine Mathews, Headteacher
Pupil premium lead	Hilary Hall, Deputy Headteacher
Governor / Trustee lead	Michael Keller, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,940
Recovery premium funding allocation this academic year	£13,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,695

<p>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</p>	<p>£127,645</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and ensure progress for those who are already high attainers. We wish to increase the enrichment opportunities within our curriculum so that all pupils access a broad, balanced and ambitious curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who live in poor quality accommodation. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in the targeted support delivered by support staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment and knowledge of the pupils.

St. Josephs key principles of our strategy plan are:

- To reduce the deficit that both Covid-19 and FSM-Ever 6 has on our pupils in the core curriculum areas of reading, writing and mathematics
- To develop and further enhance pupils' life experiences and enrichment activities linked to the curriculum so that learning is memorable
- To ensure that pupils have access to the necessary resources to overcome barriers to learning
- To ensure disadvantaged pupils are challenged in the work that they are set
- To act early to intervene at the point need is identified
- To ensure pupils' have access to mental health and well being support where needed.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate limited oral language skills and vocabulary gaps among many pupils. This is evident from Reception through to KS2.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly at 'transition points' (Yr 1 from EYs, Yr 3 from KS1, Yr 5 from LKS2).
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in gaps in knowledge leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure and difficulties accessing home learning / remote learning online. These challenges particularly affect disadvantaged pupils.</p> <p>Referrals for support have increased during the pandemic. The demand for counselling has increased with counselling capacity increased by 50% to accommodate demand.</p> <p>All children benefit from additional support in class, receiving small group interventions.</p>
6	<p>Our attendance data over the 3 years prior to 2019-20 showed an improving trend with attendance reaching above 96%. Attendance in 2019-20 and 2020-21 fell just below 96%.</p> <p>The number of persistent absentees was a falling trend prior to 2019-20 however this number rose significantly in 2019-20. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p>

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils. (Oral language skills in Early Years are significantly lower than those nationally, impacting on reading, writing and maths attainment at the end of Early Years).</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Pupils in Early Years make rapid progress so that they attain a good level of development (GLD).</p>
<p>Improved reading and maths attainment for disadvantaged pupils at the end of KS2 to reduce the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>KS2 reading and maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.</p>
<p>To overcome barriers to learning linked to mental health and well-being.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and staff observations • improved attendance and a reduction in the level of persistent absenteeism
<p>To provide opportunities to enable pupils to develop their interests and skills across a wide range of enrichment activities.</p> <p>All classes to resume their programme of visits out of school to support and enhance the curriculum delivered in the classroom</p>	<p>Sustained provision of whole class instrumental tuition at KS2 so as not to discriminate against those who are unable to access peripatetic tuition.</p> <p>All pupils are offered a variety of extra-curricular activities which will seek to expand their learning experience beyond the school day.</p> <p>Pupils demonstrate greater resilience, perseverance and engagement in learning, as well as improved teamwork and problem solving skills, through participation in the Commando Joe's Character Education Programme.</p> <p>Pupils are able to engage in first hand learning experiences to give a 'real-life' context to their learning</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3% • the percentage of pupils who are persistently absent being below 10%
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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 (for example, CPD, recruitment and retention)

Budgeted cost: **£27,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Retention of Level 3 Teaching Assistant</p>	<p>EEF – Teaching Assistant Making Best Use of Teaching Assistants Education Endowment Foundation EEF</p>	<p>1, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><i>2 staff participating in 4 year - programme, launched 25.11.21</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£48,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Early Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	4

A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£51,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour management (to include social and emotional support / programmes) and anti-bullying approaches with the aim of further strengthening our school ethos. Maintain provision of 1-1 counselling service in school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Maintain the Parent Support Adviser role on the school staffing structure and Attendance Officer SLA to improve attendance and reduce level of persistent absenteeism	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Maintain Commando Joe's programme Maintain an extensive programme of experiences beyond the classroom	A programme of character building and teamwork opportunities to promote self – esteem and achievement beyond the classroom	5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £149,800

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.

Our internal assessments during 2020/21 suggests that the performance of pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19 which disrupted all our subject areas with a significant amount of 'lost learning' for some pupils. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Despite our resolution to maintain a high quality curriculum, including during periods of partial closure, aided by use of online resources such as those provided by White Rose and Oak National Academy, families found it difficult to access online and remote learning.

Attendance remains a focus of our current plan as we recognise the importance of good attendance for all pupils. Our aim is to raise overall school attendance to above 97% and to reduce the number of pupils whose attendance falls below 90% and are therefore identified as 'persistent absentees'

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Staff have noted that from September 2021, since returning to more usual daily routines, behaviour is noticeably improved compared to pre-pandemic. Pupil's team work, peer support and consideration for the well-being of others is tangible.

Externally provided programmes

Programme	Provider
Commando Joe's	NUFC
Reading Plus	Reading Plus
Lexia	Lexia