

Pupil premium strategy statement – St Joseph’s Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

Statement of Intent

At St Joseph’s Catholic Primary School, our disadvantaged pupils make up a large percentage of our school community. Each and every one of them is valued and we are committed to removing any barriers to ensure they reach their full potential, now and in their future. We are committed to ensuring that teaching and learning opportunities meet the needs of all the pupils and that each pupil leaves ‘secondary ready’: as confident reader; being able to read fluently and are aware of a wide range of authors and texts. As writers, they will be able to engage readers and understand the importance of the purpose of their writing, as well as the audience. They will make links across the curriculum and build on previous knowledge to gain a deeper understanding of a range of concepts. They will be passionate about and engaged with their learning and be able to discuss this confidently.

School Overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Suzanne Long
Pupil premium lead	Suzanne Long
Governor / Trustee lead	Susan Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 128,587
Recovery premium funding allocation this academic year	£5,075
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£133,662

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carer's. 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Engagement during lockdown varied and as a result gap in learning prevent disadvantaged children working at age related expectations.
2	Disadvantaged children joining our EYFS do so with lower than typical starting points.
3	Children's active engagement in lessons is low preventing children from gaining a deeper understanding of key concepts and build links across the curriculum.
4	Some disadvantaged children have multiple barriers to learning including SEN/CIN/CP/SEMH.
5	Regular attendance in school is a challenge for a % of our disadvantaged pupils.

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
Teachers will have a clear understanding of assessment and plan effectively to narrow any gaps.	<ul style="list-style-type: none"> Increased number of children achieving ARE in reading, writing and maths at the end of KS2. Afl will be consistent and feedback moves children on in their learning. End of year expectations embedded across the school. Interventions are purposeful and support the bottom 20% to make rapid progress. QFT meet the needs of all children and fill gaps in knowledge. Environment is vocabulary rich and children are able to use the vocabulary correctly.
Children will engage in all aspects of learning with high levels of motivation and lead their own learning across the curriculum.	<ul style="list-style-type: none"> Planning will show key questions to promote oracy and deepen children's understanding of key concepts. Sentence stems are modelled, displayed across the school and used across the school to promote discussion. Increase engagement and love of learning evident through pupil voice.

	<ul style="list-style-type: none"> All children will have access to a consistent wider curriculum based on knowledge with a focus on vocabulary enabling children to make links. Kagan structures are embedded across the school.
For all disadvantaged children to attend school regularly and on time. PA below 8.5% for the year.	<ul style="list-style-type: none"> Attendance and punctuation will improve for targeted children will improve in line with all pupils. PA will be reduced across the year to below 8.5%
Reduce the gaps of local social economic gaps.	<ul style="list-style-type: none"> Outcomes for disadvantaged children will continue to rise through opportunities to develop school leadership roles. Disadvantaged children will be prioritised for school based after school clubs. All disadvantaged children will attend school trips to widen their experiences. 40% of leadership roles across the school to be represented by disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 66,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastering number (R, 1 and 2)	Teachers to engage with the most up to date thinking utilising the experts available. EEF T and L tool kit teacher knowledge EEF t and L tool kit teacher knowledge.	1, 2, 3
Whole school metacognition training and support in planning E	EEF t and l toolkit	1, 2, 3, 4

Employ 2 x part time teacher to support school led tuition with a focus on year 6 (2 mornings per week)	EEF t and l tool kit	1
School / partnership level project to develop consistent whole school Oracy approach	EEF t and l tool kit	1,2,3,4
Whole school training and support around kagan structures	EEF t and l tool kit	1,2,3,4
Phonic training of new scheme for staff in reception and KS1 Phonics lead to evaluate effectiveness of phonics	DFE reading framework Phonics tool kit EEF DFE accredited phonics program Phonics strategy EEF T and L toolkit.	1,2,4
Supply Budget– to enable release for leaders to support school improvement with teaching and learning		1,2,3,4

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

Budgeted cost: £ 34,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of interventions and identify those children falling behind. - Non negotiables regarding end of year expectations identified. - Training for TA's in targeted interventions. - Entry and exit data to monitor impact of interventions.	EEF T and L toolkit	1, 2, 3, 4

<ul style="list-style-type: none"> - Focus groups embedded during whole class reading - After school club in all year groups (1-6) for pupils not on track to make expected progress 		
<p>SEND assessment review and targeted CPD to support planning for children with SEND</p>	<p>EEF blog five evidence based strategies to support high quality teaching for pupils with SEND</p>	<p>4</p>
<p>Disadvantaged, service children, previously looked after, looked after and those subject to a CP/CIN plan. Needs will be met to make similar progress of better than other pupils so they reach age related expectations.</p> <ul style="list-style-type: none"> - Access to mentor, school councillor and draw and talk sessions. - Wave document in place to identify support in a timely manner. - Staff trained in relationships and the importance of these with a focus on disadvantaged children. - Mindfulness embedded across the school and support for self-regulation 	<p>PHE, link between well-being and attainment Nurture UK EEF and T and L toolkit (social and emotional wellbeing)</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 32,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to attend ELSA training.	Nurture UK EEF and T and L toolkit (social and emotional wellbeing)	1, 2, 3, 4, 5
<p>Improve PA attendance for 14 disadvantaged children identified across the school.</p> <p>Attendance officer and SLT to meet with parents to discuss barriers and appropriate support to put in place e.g. collection, dropping off, dual registration.</p> <p>Teacher aware of target children and work with the children to encourage them to attend each day.</p> <p>Attendance office to have a robust monitoring system in place and build positive relationship with identified families.</p> <p>Raise profile of this group through communication with teachers, leaders and governors.</p>	EEF T and L toolkit parent engagement	1, 2, 3, 4, 5
Disadvantaged children to be invited to breakfast club with access to Timetable Rockstars	EEF T and L toolkit	1,5

Total budgeted cost: £ 133,662

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was above figures for disadvantage figures across England in 2022 at the end of KS2. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in KS1 has grown since the start of the pandemic. This demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Headlines:

KS2

- RWM combined, writing and maths the gap between disadvantaged and non-disadvantaged children has decreased
- Disadvantaged children at St Joseph's achieved better in all subjects compared to children their peers across RBG

KS1

- Disadvantaged children achieved better than their peers across RGB and nationally in reading and writing

Phonics – Year 1

- Disadvantaged children did not achieve as well as non-disadvantaged children which was in line with RBG and nationally

Phonics – Year 2

- The gap between disadvantaged and non-disadvantaged children had started to close by year 2

Absence

- 49% of PA pupils are Disadvantaged.
- Improving attendance is an area for improvement this academic year which will support higher attainment for Disadvantaged pupils

These results mean that we are not yet on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section. This includes small group tuition and specialist 1:1 tuition for those who have been identified as not yet achieving their potential.