



Pupil Premium Strategy Statement 2021/22

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 Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	39% Pupil Premium
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Lazell
Pupil premium Lead	Jacki Keogh
Governor / Trustee Lead	Susan Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117,980
Recovery premium funding allocation this academic year	£ 7,105
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	<u>£125,085</u>

Part A: Pupil premium strategy plan

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 aware of a wide range of authors and text. 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.

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	Some children's engagement in lessons is low preventing them 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/Traveller.
5	Regular attendance in school is a challenge for a % of our disadvantaged pupils. PA to drop below 8.5% for the academic year 2021/22.

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>Teachers will have a clear understanding of assessment and plan effectively to narrow any gaps.</p>	<ul style="list-style-type: none"> • Increased 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.
<p>Children will engage in all aspects of learning with high levels of motivation and lead their own learning across the curriculum.</p>	<ul style="list-style-type: none"> • Planning will show key questions to encourage and deepen children understanding of key concepts. • Modelling supports children's understanding and independence. • Increase engagement and love of learning evident through pupil voice. • All children will receive a diverse and developed curriculum that builds on previous learning and vocabulary, enabling children to make links.
<p>For all disadvantaged children to attend school regularly and on time. PA below 8.5% for the year.</p>	<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%

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

Budgeted cost: £65,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (Reception)	Nuffield foundation closing the language gap	2
Mastering number (R, 1 and 2)	Teachers to engage with the most UpToDate thinking utilising the experts available. EEF T&L tool kit. Teacher knowledge.	1, 2, 3
Employ 1 p/t teacher (0.4) to support school led tuition with a focus on Year 6	EEF T&L tool kit.	1
Phonic training of new scheme for staff in reception and KS1 Phonics lead to evaluate effectiveness of phonics teaching across R – Y2 (see phonics SDP)	DFE Reading Framework Phonics tool kit EEF DFE accredited phonics program Phonics strategy EEF T & L toolkit.	1, 2, 4
Embed feedback policy feedback embedded through PDM	EEF T and L toolkit	1, 2, 3, 4

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

Budgeted cost: £37,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of interventions and identify those children falling behind.</p> <ul style="list-style-type: none"> - Non negotiables regarding end of year expectations identified. - Training for TA's in targeted interventions. - Entry and exit data to monitor impact of interventions. - Focus groups embedded during whole class reading 	<p>EEF T and L toolkit</p>	<p>1, 2, 3, 4</p>
<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, PA and those subject to a CP/CIN plan.</p> <p>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 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. - Zones of Regulation embedded across the school and support for self regulation 	<p>PHE, link between well-being and attainment</p> <p>Nurture UK EEF and T and L toolkit (social and emotional wellbeing)</p>	<p>1, 2, 3, 4, 5</p>

Wider strategies (eg related to attendance, behaviour, wellbeing)

Budgeted cost: £21,943

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 well being)	1, 2, 3, 4, 5
<p>Improve PA attendance for disadvantaged children identified across the school.</p> <ul style="list-style-type: none"> • Attendance officer and HoS to meet with parents to discuss barriers and appropriate support to put in place e.g. collection, dropping off, dual registration. • Teacher aware of target children and work with the children to encourage them to attend each day. • Attendance office to have a robust monitoring system in place and build positive relationship with identified families. • Raise profile of this group through communication with teachers, leaders and governors. 	EEF T and L toolkit parent engagement	1, 2, 3, 4, 5
Disadvantaged children to be invited to Breakfast Clubs with access to Times Tables Rockstars and additional reading support.	EEF T and L toolkit	1, 5

Total budgeted cost: £125,085