

# St. Joseph's Catholic Primary School

## Pupil premium strategy statement 2021 – 2024

### 2022 / 23

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Joseph's Catholic Primary
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan 2021/22 <b>2022/23</b> 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms R Gowers
Pupil premium lead	Ms R Gowers
Governor / Trustee lead	Mrs C Tilley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year	£1,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£16,830</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Joseph's Catholic Primary school, we want all pupils to thrive emotionally, socially and academically. We are committed to all pupils making good or better progress from their starting points and achieving well in order to prepare them for the next step in their education and beyond.

Some of our pupils face specific challenges which form barriers to them being able to achieve these goals. Therefore, the focus of our pupil premium strategy is to address these barriers and to provide support so that disadvantaged pupils, including those who already attain well, experience success and make progress.

As part of our whole school approach we continue to consider challenges and vulnerabilities faced by pupils whether or not they are eligible for pupil premium funding. These challenges and vulnerabilities may include, but are not exclusive to, challenging family circumstances, being in the role of a Young Carer, physical and mental health needs of the child or within the family as well as SEND needs and EAL.

Our strategy is rooted in high-quality teaching for all pupils, which is proven to have the greatest impact on outcomes for pupils who are disadvantaged whilst also benefitting those who are not disadvantaged. The outcomes detailed below outline our commitment to sustained improved attainment and progress for pupils who are not disadvantaged alongside those who are.

Our strategy is integral to wider school plans for recovery with a focus on areas where pupils need the most support. It addresses school-wide challenges as well as being responsive to individual needs.

Ours is a whole school approach where all staff understand that improving outcomes for all pupils is the most effective way of improving outcomes for pupils who are disadvantaged; where all staff take responsibility for the outcomes of pupils who are disadvantaged and have raised 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	Internal data shows that <i>some</i> eligible children have low attainment in reading, writing and maths.
2	Some pupils have social and emotional needs which impact on their learning. These can lead to lower levels of independence and resilience. These arise from complex family circumstances including physical and mental health needs, as well as SEND needs.
3	Internal data identifies that 35% of eligible children have SEND needs which impact on their progress and attainment.
4	Internal data identifies that 35% of eligible children have EAL.
5	Attendance records show that <i>some</i> eligible children continue to have lower % attendance.

## 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
<b>Improved progress and attainment in reading, writing and maths for disadvantaged pupils as a result of Quality First Teaching.</b>	<p>Internal data and termly pupil progress meetings show that:</p> <ul style="list-style-type: none"> <li>• non SEND PP pupils make at least expected progress in reading, writing and maths.</li> <li>• PP pupils with SEND needs make measurable progress in reading, writing and maths.</li> </ul> <p>Lesson observations, learning walks and work in books demonstrate that the work is well-matched to the needs of all pupils enabling them to make progress and experience success.</p>
<b>Pupils' emotional needs are well supported so that the impact of these on learning is reduced/eradicated.</b>	<p>Timetabled support is in place for pupils identified as having emotional needs. As a result, they report that they have strategies to help them cope with their feelings and they are able to engage in their learning.</p> <p>Parents report that they feel their child is well-supported. Parents report that they are well-informed and feel supported by school.</p>

	<p>Teachers report improvements in well-being and levels of engagement, independence and resilience.</p> <p>Children are able to self-regulate.</p>
<p><b>Improved attendance for pupils with low attendance</b></p>	<p>Attendance data for these pupils shows a decrease in absence</p> <p>Positive parental engagement with school</p>
<p><b>Improved levels of independence, resilience and ability to self-regulate.</b></p>	<p>Teachers report that pupils are becoming more independent and less reliant on adults. They are more willing to take risks in their learning and as a result their confidence is improved.</p> <p>Lesson observations and learning walks identify that pupils have the confidence and resilience to 'stick' at activities that they find challenging.</p> <p>Pupils can talk about strategies they use to manage their emotions.</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: £4,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Professional development for teachers and TAs in providing high quality teaching and learning, with a specific focus on reading, writing and maths.</p> <p>Impact of CPD to be recorded and monitored.</p>	<p><i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”</i></p> <p>The EEF Guide to the Pupil Premium Autumn 2021</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	<p>1, 3, 4</p>
<p>Further work on developing a whole school approach to the teaching of reading and writing, with a strong foundation in pedagogy in line with DfE and EEF guidance.</p> <p>Additional resources including high quality texts will be purchased where the need is identified.</p>	<p>DfE guidance draws upon research in the teaching the foundations of literacy including evidence from the EEF.</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>EEF ‘Improving Literacy in KS1’ and ‘Improving Literacy in KS2’.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1, 3, 4</p>
<p>Enhance maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>1, 3, 4</p>

<p>Additional resources will be purchased where the need is identified.</p>	<p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and group support in reading, writing and maths.</p>	<p>EEF Guidance:</p> <p><i>“Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	<p>1, 3, 4</p>
<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.</p> <p>EEF guidance on phonics.</p>	<p>1, 3, 4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole school approach to improving independence, resilience and self-regulation.</p> <p>Introduce Zones of Regulation throughout school.</p> <p>Develop nurture in a dedicated nurture space as well as within classrooms.</p>	<p><i>“Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly.....</i></p> <p><i>Evidence indicates that explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of their learning can be effective.”</i></p> <p>EEF guidance on metacognition and self-regulation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2
<p>Further develop pastoral support.</p> <p>School Counsellor to provide 1:1 support to pupils as well as training TA to run group support sessions.</p> <p>Counsellor to run parent workshops.</p>	<p>Internal evidence shows that pupils who have received this support have reduced levels of anxiety in school, have strategies to support them in managing their emotions and are better able to engage in their learning.</p> <p>Parental reports of improved well-being.</p>	2
<p>Embedding principles of good practice set out in the DfE’s advice.</p> <p>Office staff to meet regularly, reporting back to SLT and communicating with parents.</p>	<p>DfE’s guidance on improving school attendance.</p> <p><a href="#">Improving School Attendance</a></p>	5

<p>Funding allocated to support pupils in accessing curriculum enrichment activities such as educational visits, purchase of books etc.</p>	<p>Some of our families need financial support in order for their children to access the full range of opportunities on offer.</p>	<p>2</p>
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**Total budgeted cost: £ 16,830**



## 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.

*Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2020 to 2021. The following is based on evaluations undertaken during the 2021 to 2022 academic year, including standardised teacher administered tests.*

Outcomes	Success criteria	Review
<p><b>Improved progress and attainment in reading, writing and maths for disadvantaged pupils as a result of Quality First Teaching.</b></p>	<p>Internal data and termly pupil progress meetings show that:</p> <ul style="list-style-type: none"> <li>• non SEND PP pupils make at least expected progress in reading, writing and maths.</li> <li>• PP pupils with SEND needs make measurable progress in reading, writing and maths.</li> <li>• Lesson observations, learning walks and work in books demonstrate that the work is well-matched to the needs of all pupils enabling them to make progress and experience success.</li> </ul>	<p>Percentage of non-SEND PP pupils making at least expected progress:</p> <p>Reading: 87%</p> <p>Writing: 75%</p> <p>Maths: 75%</p> <p>PP pupils with SEND needs all made measurable progress in reading, writing and maths.</p> <p>Learning walks identified an increase in Quality First Teaching Strategies being used.</p> <p>Review of SEND by Local Authority identified an improvement in inclusive practice.</p>
<p><b>Pupils' emotional needs are well supported so that the impact of these on learning is reduced/eradicated.</b></p>	<p>Timetabled support is in place for pupils identified as having emotional needs. As a result, they report that they have strategies to help them cope with their feelings and they are able to engage in their learning.</p> <p>Parents report that they feel their child is well-supported. Parents report that they are well-informed and feel supported by school.</p>	<p>Pupils benefitted from timetabled 1:1 sessions with the school counsellor.</p> <p>Positive parent feedback on a parent workshop on managing anxiety.</p> <p>Teachers reported that this helped them to engage with their learning, that they had strategies to manage their emotions. Data indicates that they made progress.</p>

	<ul style="list-style-type: none"> <li>Teachers report improvements in well-being and levels of engagement, independence and resilience.</li> </ul>	
<b>Improved attendance for pupils with low attendance</b>	<p>Attendance data for these pupils shows a decrease in non-Covid 19 related absence.</p> <p>Positive parental engagement with school</p>	<p>School had two major outbreaks of Covid 19 which significantly impacted pupil attendance throughout the school.</p> <p>However, attendance of PP pupils in Years 5 and 6 improved.</p> <p>This will continue to be an area of focus during 2022 / 23.</p>
<b>Improved levels of independence, resilience and ability to self-regulate.</b>	<p>Teachers report that pupils are becoming more independent and less reliant on adults. They are more willing to take risks in their learning and as a result their confidence is improved.</p> <p>Lesson observations and learning walks identify that pupils have the confidence and resilience to 'stick' at activities that they find challenging.</p> <p>Pupils can talk about strategies they use to manage their emotions.</p>	<p>This is an area which is improving, with resilience and independence being regularly rewarded through star of the week awards and assemblies. Children can explain what it means to be resilient and independent and they know that this is important for their learning.</p> <p>However, due to the ongoing disruption caused by major Covid 19 outbreaks during 2021 / 22, this will continue to be a focus area.</p>

## Externally provided programmes

Programme	Provider
NA	
NA	

## Service pupil premium funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school receives less than £500 in Service Pupil Premium. The outcomes for these pupils is tracked internally in the same way as Pupil Premium pupils. The mobility of these pupils is low and the funding forms part of this strategy. Service Pupil Premium children made at least expected progress except for one pupil in writing.
What was the impact of that spending on service pupil premium eligible pupils?	