

## 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	215
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Karen Wyatt
Pupil premium lead	Uzma Shah
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£6,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,820

# Part A: Pupil premium strategy plan

## Statement of intent

At St Joseph's, we are committed to ensuring that teaching and learning opportunities meet the needs of all pupils, in particular, those of vulnerable or socially disadvantaged pupils. The Pupil Premium Grant (PPG) is used to ensure that all PPG pupils (FSM children +6 years, and looked after children) are supported in making progress. We do this by relentlessly focusing on improving the quality of teaching and learning and additional targeted adult support for these vulnerable groups of children.

## Challenges

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

Challenge number	Detail of challenge
1	PPG pupils underperforming at national level.
2	Access to a range of resources that would aid learning (books / tuition / study guides / educational visits / etc).
3	Assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils. These pupils often need to develop age appropriate speaking and listening skills too.
4	Having opportunities to engage in quality extracurricular activities (Trips / residential / sports / music).
5	Less time in learning due to lower levels of attendance and punctuality.
6	Lower levels of confidence which can affect attainment and progress.

## 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
To close the gap in attainment for PPG pupils in core subjects.	There are no significant attainment gaps between PPG and non-PPG pupils.
To maintain high expectations and standards for pupils on PPG.	Targets set are aspirational and progress and attainment are carefully monitored.
Pupils attaining at the lowest 20% of each class in reading make good progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.

To ensure that all pupils are given the same opportunities to develop their potential and participate in extra-curricular activities in and outside of school.	PPG pupils take up places in extra-curricular activities and school trips / residential.
To close any attainment gaps that may have developed due to national coronavirus lockdowns.	Targets set are aspirational and progress and attainment are carefully monitored.

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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: £2,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG pupils are monitored and tracked carefully throughout the year during Pupil Progress Meetings (PPM).  Challenging targets for all pupils set.	During previous years, this level of focus, tracking and targeting has had positive results.	1
Class teachers to carefully differentiate planning to cater for needs of pupils (SEN, LA, MA, HA, More Able) including when learning is remote.	Clear and regular differentiation provides the support and challenge that enables pupils to make good progress.	1, 3, 6
CPD for more staff in teaching systematic synthetic phonics.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 3
Staff to use school marking code to give regular quality marking feedback, especially in the use of focused Green Pen Questions (GPQs).	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that effective feedback has a positive impact on pupil achievement.	1, 6

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

Budgeted cost: £33,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to ensure that all PPG children have some additional input (whether in TA target group / More Able group / Booster sessions).</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.</p> <p>Previous year's data has shown this careful provision has led to positive results.</p>	<p>1, 3, 6</p>
<p>Class TAs target groups / individuals in Reading / Writing / Maths.</p> <p>Withdrawn intervention groups for Reading / Writing / Maths.</p>	<p>Targeted, focused small group support can help to address gaps in understanding.</p> <p>Small group allows more time to be given to particular pupils.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.</p>	<p>1, 3, 6</p>
<p>Booster Groups (e.g. Reading Comprehension / 1:1 Reading / Spelling groups / Maths groups / Writing Journals) to support those at risk of underachieving.</p> <p>Groups run by Teachers / Head Teacher / HoS / SENCO / HLTA / Intervention TA.</p> <p>Booster Groups for the More Able to aim for above expected attainment.</p>	<p>Small group, focused teaching allows pupils more time with a member of staff to revise and practise.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 support has a positive impact on pupil attainment.</p> <p>Data from previous years has shown positive benefit of these groups.</p>	<p>1, 2, 3, 6</p>
<p>Consultant with responsibility for EAL targets individuals and groups focusing on language development, Reading, Writing and confidence-building.</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p> <p>Interventions successful in previous years. Pupils enabled to grow in confidence and develop spoken and written English.</p>	<p>1, 3, 6</p>

<p>Mentoring sessions offered after discussion with family to work on specific targets (social skills / behaviour targets).</p> <p>Where appropriate, 1:1 meetings, phone calls and Zoom calls made to families to check in and offer support.</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions which 'seek to improve pupils' interaction with others and self-management of emotions' has a positive impact on pupil attainment.</p> <p>Success of mentoring programmes in previous years.</p> <p>To offer support and a sense of connection with families during the coronavirus pandemic.</p>	1, 5, 6
<p>Trained Inspire Team member takes children for targeted interventions focused on developing pupils' ability to communicate effectively; improve Reading, Writing and Maths attainment.</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that one to one tuition has a positive impact on pupil attainment.</p> <p>Previous experience with Inspire Team member had positive benefit on pupils.</p>	

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

Budgeted cost: £19,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of study guides / resources that children can use to support their learning.	In previous years, pupils engaging in extra home learning attained well and made good progress.	1, 2
Financial support / subsidies available for pupils in relation to uniforms / after school clubs / sports clubs / breakfast clubs / music tuition / school trips / school residential trips (when they resume).	<p>Inclusiveness builds confidence and positive self-esteem.</p> <p>When pupils and families feel included, they often are more committed to all of school life.</p> <p>Opportunities that clubs / trips bring can have positive impact on educational attainment and progress; as well as developing key life skills (independence / keeping safe etc).</p>	2, 4, 5, 6
Funding for Attendance Officer role to follow up daily attendance issues.	National data shows trend between poor attendance and underachieving.	5

<p>Liaise with families / staff / Early Help.</p>	<p>Improving attendance has positive impact on attainment / progress.</p>	
<p>Targeted approach for before school sports club to encourage PPG pupils to be active, engaged and provided with enrichment opportunities.</p>	<p>Inclusiveness builds confidence and positive self-esteem.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that physical activity has a positive impact on pupil attainment and may also have a positive impact on pupils' attendance.</p> <p>When pupils and families feel included, they often are more committed to all aspects of school life.</p>	<p>2, 3, 4, 5, 6</p>
<p>Class sessions and 1:1 sessions with target families on building resilience and wellbeing in children with an Ollie Coach (child/family therapist), focused on post-lockdown recovery.</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions which 'seek to improve pupils' interaction with others and self-management of emotions' has a positive impact on pupil attainment.</p> <p>Positive feedback from staff, children and families on impact of working with an Ollie Coach in previous years. Children given techniques and strategies to deal with difficult or worrying situations.</p>	<p>1, 2, 3, 5, 6</p>

**Total budgeted cost: £54,820**

## 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.

- Due to the coronavirus pandemic and the cancelling of statutory assessments, we are unable to review the impact as we have done in previous years in terms of statutory data collection and comparison. Internal data for Summer 2021 shows no significant gaps in progress between PPG and non-PPG pupils in 2020 to 2021.
- During lockdowns, target PPG pupils were invited into school bubbles to continue learning.
- 100% engagement of PPG pupils with our remote learning offer during national lockdowns and regular contact with family members.
- Through Ollie Coaching, pupils had positive outlet for discussing difficult areas. Staff benefitted from idea sharing and discussing strategies.
- Pupils supported in Breakfast Club, Wrap Around Club and for music tuition. Whole School attendance figure for 2020-21 was 96.7% above the NA of 96% and above the LA average of 96%. The PPG attendance figure for 2020-21 was 94.96%.

### 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
Ollie Coaching Sessions (child/family play therapy)	Ollie Coaching (Alison Knowles)