



## St Joseph's 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
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	4% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Peter Coldwell
Governor / Trustee lead	Suzanne Fitzgerald

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21520
Recovery premium funding allocation this academic year	£2320
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	£23840

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is an additional amount of funding allocated to schools by the government to support the learning and progress of pupil in receipt of free school meals, looked after by the local authority, previously looked after by the authority or pupil of service personnel. It is for schools to decide how the Pupil Premium is spent and they will be held accountable for how this additional funding is impacting on those for whom the money is allocated.

At St Joseph's there are two fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with attainment and progress rates which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school.

Pupil premium funding represents a small proportion of our budget but offers the ability to enhance educational opportunities for those most in need.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning in reading, writing and maths
2	Enrichment Experiences
3	Mental Health, well-being and behaviour
4	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
<p>Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding</p> <p>Provide a tutoring programme for PPG pupils to address gaps in their learning in reading, writing and maths</p>	<ul style="list-style-type: none"><li>• PPG progress is in line with their peers from their starting points</li><li>• More children making ARE</li><li>• More structured language skills built into lessons</li><li>• PPG pupils achieve in line with their peers in the phonics screening</li></ul>

<p>PPG pupils are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits.</p> <p>PPG pupils have sufficient resources to access online learning</p>	<ul style="list-style-type: none"> <li>• PPG children attend all school trips and residential journey</li> <li>• PPG children participate in at least one after sports club or cultural club during the year at KS2</li> <li>• PPG pupils have access to suitable IT resources for home learning activities</li> </ul>
<p>PPG pupils receive support in mental and emotional health and well-being development. All pupils are able to self-regulate and reduce risk of sanctions and exclusion.</p>	<ul style="list-style-type: none"> <li>• PPG pupils needing additional support identified</li> <li>• Provide individual support coaching for pupils</li> <li>• Provide small group social skills intervention</li> </ul>
<p>PPG attendance is in line with other significant groups within the school</p>	<ul style="list-style-type: none"> <li>• Attendance is at least 92% for all PPG pupils</li> <li>• School liaison with families not meeting threshold</li> <li>• EWO involvement and Families First support for those not meeting the threshold</li> </ul>

## 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: £1950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide effective CPD to all staff on developing reading and phonics  Review of phonics teaching and implement new programme	EEF guidance reports on 1) 'Improving literacy in KS1. 2) 'Preparing for Literacy' 3) 'Improving literacy in KS2' available  EEF guidance report on 'Effective Professional Development'  DfE and Jim Rose review	1 Gaps in learning in reading, writing and maths
Provide effective CPD and implement HfL maths fluency resources	EEF guidance report on 'Effective Professional Development'	1 Gaps in learning in reading, writing and maths
Provide effective implementation of 'Zones of regulation' across the school	EEF guidance Social and Emotional Learning	3 Mental Health, well-being and behaviour

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

Budgeted cost: £14600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading interventions for pupils in EYFS and KS1	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies	1 Gaps in learning in reading, writing and maths
Group and 1:1 tuition delivered at KS1 and KS2 in maths fluency	EEF Teaching and Learning Toolkit, 'Small Group Tuition' Effectiveness of Mastery approach in the	1 Gaps in learning in reading, writing and maths

	teaching of Mathematics	
Booster lessons for Year 6 pupils	EEF Teaching and Learning Toolkit, 'Small Group Tuition'	1 Gaps in learning in reading, writing and maths
Devices purchased and made available for all PPG families to use for homework or remote provision.	EEF Teaching and Learning Toolkit on the accessibility of Homework	1 Gaps in learning in reading, writing and maths

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

Budgeted cost: £7470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment club subsidies: free clubs each term for PPG children, and 50% reduction on other activities.	EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact	2 Enrichment Experiences
School Trips, School Visitors and Residential programmes provided at reduced rate or FOC for PPG pupils	EEF study on Outdoor Learning, and impacts on 'self-efficacy and motivation'	2 Enrichment Experiences
Daily school lunch homemade on site for PPG children	Pupils nutrition link to school performance	3 Mental Health, well-being and behaviour
Uniform vouchers are allocated each year to PPG families to significantly reduce costs	EEF Guidance on School Uniform Implementation,	3 Mental Health, well-being and behaviour
Provide art and play therapy from LA for PPG pupils if needed	EEF Social and emotional learning	3 Mental Health, well-being and behaviour
Provide Behavioural support from LA for PPG pupils if needed	EEF Social and emotional learning	3 Mental Health, well-being and behaviour

**Total budgeted cost: £24020**

## 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.

As a result of the actions put in place during the last two years, we have seen very good progress being made by pupil premium children across the school. The majority of pupils at KS1 and KS2 made progress at least in line with their peers. Some of our KS1 pupil premium children have additional needs and they made good progress against their objectives, particularly in emotional and behavioural targets.

Pupil highlights from the last plan included:

1. Year 6 pupil making very good progress in both maths and English between September 2020 and June 2021.
2. Year 5 pupil maintaining their high standard of work in all areas of the curriculum.
3. Increase in Year 5 pupil's confidence and self-esteem as a result of participating in after school sports clubs.
4. Year 4 pupil continuing to make progress in line with their peers, accessing the curriculum during lockdown and receiving 1:1 remote sessions.
5. Year 2 pupil making very good progress in maths and English.
6. Year 2 pupil maintaining EXS across the curriculum as a result of the school providing a laptop during lockdown, which also enabled them to receive 1:1 remote sessions during lockdown.
7. Year 1 pupil making significant improvements in their learning behaviour as a result of interventions in place; they have made significant steps of progress from WTS to EXS in reading, writing and EXS to GDS in maths.
8. Year 1 pupil made significant steps of progress in their phonics skills – from recognising 0 GPC to 20 GPC.
9. Year 1 pupil making significant improvements in their ability to self-regulate and follow the school rules and keep themselves and others safe as a result of additional TA support and through ASPECTS working to support the family.
10. Year 1 pupil met all targets from their support plan as a result of intervention put in place.
11. Reception pupil made significant steps of progress in PSED and formed positive relationships with their peers as a result of intervention put in place.

## 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*

<b>Programme</b>	<b>Provider</b>
1:1 Empowerment Coaching	JEPECA
Various programmes dependent on the individual needs of children/families	ASPECTS