

Pupil premium strategy statement



School overview

Detail	Data
School name	St Joseph's Catholic Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	4.57
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	17 th December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	
Pupil premium lead	Kevan Nicholson
Governor / Trustee lead	Helen Bilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555
Recovery premium funding allocation this academic year	£ 3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,945.69
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	£ 30545.69

Part A: Pupil premium strategy plan

Statement of intent

The pursuit of excellence in all that we do at St Joseph's Catholic Primary School is demonstrated by an uncompromising and highly successful drive to maintain the highest levels of achievement and personal development for all pupils. To this end, the leadership team are tightly focused on ensuring that all pupils make excellent progress in reading, writing and mathematics and across all areas of the curriculum. We, at St Joseph's Catholic Primary School, aim to provide the best possible education for all pupils, matching our broad and balanced curriculum to the needs and abilities of our pupils. We provide pastoral care and support and learning opportunities, which are fair and equitable to all.

We use our Pupil Premium funding to make a real difference in closing the gap for all underperforming groups of children. We recognise that closing the gap between children eligible for Free School Meals (FSM) and their peers is a key component of the Government's Social Mobility Strategy along with raising standards in all schools and raising aspirations for all children and we have made it a key priority for our school.

St Joseph's Catholic Primary has used current research, its own case studies, the school's knowledge of its pupils, its community and what works best for our children to inform the strategic planning and delivery of our Pupil Premium strategy. Research conducted by EEF is one essential document that has underpinned the strategic decisions around effective strategies to use for increasing the attainment of our disadvantaged pupils and underperforming groups. In line with the EEF guidance, we have followed the tiered approach (see below):



Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through -

- Ensuring that teaching and learning opportunities meet the needs of all the pupils through 'Quality First Teaching.'
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed .
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged .
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	SEND needs has a significant impact on 5 of PP funded learners. 1 of the PP learners are currently undergoing a statutory assessment. Diagnosis of autism, specific SEND diagnosis i.e. dyslexia, dyspraxia, ADHD
2	Pupil Premium learners have lower access to high quality text and reading habits at home are not embedded.
3	Pupils Premium learners have lower attendance and punctuality issues.
4	29% of the Pupil Premium learners are EAL and this has a significant impact on some learners and their families.
5	Limited life experiences and opportunities to join in enrichment opportunities

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>1. All learners with Pupil Premium and SEND to make expected or better progress based on their starting points in Reading, Writing and Maths</p>	<p>Achieve above national average progress scores in KS2 Reading, Writing and Maths.</p>
<p>2. Phonics</p>	<p>Achieve above national average expected standard in Phonics Screening Check Improved phonics and reading fluency to impact on reading skills and influence reading for pleasure. In addition, evidence of improved oral language and vocabulary skills. (SIP) across the school. All PP learners to receive access to high quality text and a unique lending library to ensure quality text are being read in the home environment.</p>
<p>3. Attendance and punctuality for PP learners improves</p>	<p>Ensure attendance of disadvantaged pupils is above 95%</p>
<p>4a. All PP learners to have access to the schools Learning Mentor to ensure high levels of mental health and wellbeing</p> <p>4b Personalised tutoring programme accessed for all PP learners</p>	<p>Increased Well Being opportunities to support Social, Emotional and Mental Health (SEMH).</p> <p>Access to high quality adult support via targeted interventions.</p>
<p>5. Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.</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: £ 7620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching CPD for all Staff</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET days. We are part of the BOSCO Academy which provides specialist lead support for Maths and English. All staff to lead a staff meeting on their Subject over the academic year.	1,2
<i>Assistant Heads and Middle leaders to coach and mentor other staff across the school.</i> <i>All teaching staff to become Pupil Premium Champions for individual learners.</i>	EEF- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on learners eligible for Pupil Premium.	1,2, 4a
<i>National College – signpost Teachers, HLTA’s and TA’s to Pupil Premium / SEND/ EAL courses through directed time.</i> <i>St Joseph’s is a recognised trainer for Sussex ECT’s across the South East. Senior leaders are providing high quality CPD and generating additional funding that will impact of Pupil Premium outcomes.</i>	Ambition institute – High Quality CPD for teachers has a significant effect on pupils’ learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes compares to the impact of having a teacher with ten years experience rather than a new graduate. Teacher CPD may be a cost-effective intervention for improving pupil outcomes.	1, 2 4b
<i>Speech and Language training for all staff. EAL training for all staff.</i>	EEF – Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.	4a 4b

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

Budgeted cost: £ 15844

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>THRIVE Small Groups across KS1 led by SENDCo.</i></p> <p><i>5 hours every other Monday.</i></p>	<p>Linked to neuroscience and developing disadvantaged pupil's metacognition.</p> <p><i>EEF evidence 'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i></p>	<p>1,2,3, 4a, 4b</p>
<p>EAL Group/Individual Support by dedicated teacher.</p>	<p><i>EEF evidence ' Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	<p>1,2, 4b</p>
<p>Additional tuition TA led programmes 5 x afternoons</p> <p>Using recovery funding</p>	<p>Additional facilitation of interventions.</p> <p>This will support accelerating progress in academic areas.</p> <p><i>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</i></p>	<p>1,2</p>

Speech and language therapist	Increased number of children have weak language and communication skills. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1, these children are unlikely to use talk to connect ideas.	1, 2
PIRA and PUMA assessments to support internal data to establish strengths and gaps where targeted intervention is needed either through 1 to 1 tutoring or small intervention groups.	<p>These assessments support identifying early those pupils who need additional support or one to one tutoring. Through the analysis, it enables all staff to know the gaps for the individual, class and year group to enable individuals or groups to be targeted in lessons at what level.</p> <p>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	1,2

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

Budgeted cost: £ 7081

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School office phones families at 9am if pupil not in school and no contact has been made by the parents. Support is offered.</p> <p>SLT +1 other staff member will pick up child from home if required.</p> <p>School office and SLT monitor PP pupils below 96% regularly monitored and set protocols followed.</p>	Research points to high correlation between low primary school attendance and KS3 exclusions.	3
Continue to have nominated office staff to monitor attendance as part of attendance committee.	Attendance issues. We would like to maintain our consistent approach so our strict measures with the increased staffing should continue. Reports are prepared regularly for attendance	3

	committee and governors in regards to attendance and punctuality. This has had a positive impact over last two years with PP pupils attendance higher than NPP pupils	
Additional Learning Mentor Time	The EEF states that when social and emotional learning is addressed and a child feels more settled and secure than learning increases. It is often a misconception that pupil's wellbeing and social emotional learning is separate from their academic, curriculum based learning.	1,2,3
To support families financially	We continue to use a range of strategies to allow children to enhance the cultural capital through experiences that target aspects of cultural capital and introduce them to stimulus which trigger their interests and raises motivation and encourage home/school links.	

Total budgeted cost: £ 30545



**Disadvantaged Pupil Funding
Overview 2021 - 2022**
St Joseph's Catholic Primary



THRIVE SMALL GROUP KS1	CPD FOR ALL SUPPORT STAFF	ADDITIONAL LEARNING MENTOR TIME	ADDITIONAL TUITION TA 5 X AFTERNOONS	SPEECH & LANGUAGE SUPPORT
linked to neuroscience and developing disadvantaged pupil's metacognition	Quality First Teaching developing classroom practise	Focus on pupil mental health & wellbeing	Additional facilitation of interventions that have been impacted by 1:1 provision	linked to clear focus from EYFS curriculum & KS1 on speech & language and the need to concentrate S&L interventions in KS1

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Academic attendance during lockdown.

Laptops/Kindles provided to enable access to online learning from home for anyone who required help.

Funding used to train an additional member of SLT to become a Thrive Practitioner in school.

Thrive intervention groups and Learning Mentor time to support Social, Emotional Mental Health (SEMH)

Lunch clubs to promote healthy lifestyles in addition to SEMH.

PP coordinator release time to coordinate and oversee the strategy adopted.

Specialist EAL support.

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
THRIVE	The Thrive Approach
Read Write Inc. Phonics	Ruth Miskin Training
NELI	Nuffield Foundation
Real PE	Create Developments

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Laptops provided to enable internet access and engagement in online learning set remotely by class teachers.

Wellbeing packs delivered to whole school.

Summer school. Maths and English lessons recorded by the class teacher made available to all children to maintain knowledge over the summer holidays. Every pupil had access to 5 maths and 5 English lessons.

Personalised St Joseph's tutoring case study