

## Pupil premium strategy statement

### St Joseph's Catholic Primary

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

#### School overview

Detail	Data
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	26.66%
Academic year/years that our current pupil premium strategy plan covers	2022/2023/2024
Date this statement was published	December 20 <sup>th</sup> 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Annette Savage
Pupil premium lead	Annette Savage
Governor / Trustee lead	Joan Taylor

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775.00
Recovery premium funding allocation this academic year	£543.75
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21318.75

## Part A: Pupil premium strategy plan

### Statement of intent

At St Joseph's our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This will be achieved through parental engagement, high quality teaching and our nurturing approach.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Embedded into our practice is the importance of wider learning opportunities; cultural visits, residential, educational visits allowing the children to experience the wider world.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	<p>Children typically enter our school with levels of literacy and oracy skills below national average</p> <p>Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps from Reception through to KS2 these are more prevalent among our pupil premium pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest pupil premium pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers</p>
3	<p>Internal and external assessments indicate that maths attainment among pupil premium pupils is significantly below that of non-disadvantaged pupils</p>
4	<p>Our pupils continue to be affected by the impact of the partial school closures during the COVID-19 pandemic, and this has widened the gap between our pupil premium children and non-disadvantaged children.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>On discussion, pupils and families have identified social and emotional issues for many pupils, including a lack of enrichment opportunities.</p> <p>Teacher referrals for support remain relatively high. A number of pupils currently require additional support with social and emotional needs, with numerous pupils receiving small group interventions. Our Pupil premium children make up a large proportion of these numbers.</p>
6	<p>Our attendance data over the last three years indicates that attendance among pupil premium pupils is lower than for non-disadvantaged pupils.</p> <p>Absenteeism and lateness negatively impact on all pupils' progress.</p>

## 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
Develop and improved oral language skills and vocabulary through the use of talk 4 writing and talk boost.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Results in EYFS and KS1 show that PP children perform in line with non-PP children
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	PP children in school achieve at least as well as PP nationally and within 10% of all pupils nationally.
Improving reading throughout school through small group intervention, Lexia, buddy reading and reading in class.	Reading outcomes in school show that a high percentage of pupil premium pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2. Through the use of Mathletics, White Rose resources, Monster Multiplication and Times Table Tutor.	Maths outcomes in 24/25 show that in school a greater number of disadvantaged pupils met the expected target.
Improve knowledge gaps in all subjects but especially Maths and writing through intervention and School Led Tutoring.	To have the gap in knowledge reduce significantly by 24/25 between disadvantaged and non-disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Children are supported to deal with issues which may affect their ability to work to their fullest potential.	Children are better able to behave appropriately at all times ensuring learning isn't disrupted. Behaviour incidents recorded have reduced by the end of the year.
Disadvantaged pupils develop the necessary cultural capital, preparing them for success in their next phase of education and in life outside/beyond school	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</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

Budgeted cost: £ 7,00.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER)</p> <p>Time and training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions</p>	<p><b>1,2,3,4</b></p>
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths hub training and resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">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://www.eef.org.uk/what-we-do/our-guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p><b>3</b></p>
<p>Maintain a robust and consistent approach to phonics / spelling in EY, KS1 and LKS2</p> <p>To establish a love of reading throughout the school.</p> <p>-</p> <p>White Rose Maths planning and recap lessons used consistently across the school in all year groups with WRMs embedded in EYFS.</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Mathematics</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> <li>• Lexia (+ 1 month)</li> </ul>	<p><b>1,2,3,4</b></p>
<p>Improve the quality of social and emotional (ELSA) learning.</p> <p>ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/what-we-do/our-guidance/social-and-emotional-learning">EEF Social and Emotional Learning.pdf</a>(<a href="https://www.eef.org.uk">educat ionendowmentfoundation.org.uk</a>)</p>	<p><b>5</b></p>

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

Budgeted cost: £ 9,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use a range of purchased resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Including Talk boost, talk for writing and Literacy Gold.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase quality online resources to help disadvantaged children access learning which is targeted at individual gaps in learning.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	

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

Budgeted cost: £ 4818.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £21318.75**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a grant from The Well project to allow ELSA training and support. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Offering wrap around care including breakfast and after school clubs and provision where children can participate in extracurricular activities and complete homework tasks.