

Pupil premium strategy statement – St Joseph’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by Headteacher	P. McIlroy
Pupil premium lead	W. Hughes
Governor / Trustee lead	M. Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,085
Recovery premium funding allocation this academic year	£11,998
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>	£5,148
Total budget for this academic year	£ 112,231

Part A: Pupil premium strategy plan

Statement of intent

Key Priorities:

- Provide all children with high-quality teaching.
- Raise the attainment for all Pupil Premium eligible children to ensure achievement is in line with, or better than national by the end of KS1 and KS2.
- Narrow the gap between Pupil Premium pupils and their non-disadvantaged peers in reading, writing and mathematics across school.
- Provide high-quality, targeted academic support for children below the expected standard or those who are not making expected progress.
- Ensure barriers, including attendance, behaviour, social, emotional and mental health, are addressed.
- Enhance the cultural capital of children in receipt of Pupil Premium; providing a breadth of experiences.

Key Objective:

Our key objective is to ensure all Pupil Premium eligible children achieve to the best of their ability and the gap between PP children and their nondisadvantaged peers is narrowed. Our Pupil Premium strategy works towards achieving this objective through the scrutiny of school data, targeted support and carefully researched strategies and initiatives (Education Endowment Fund)

Challenges

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

Challenge number	Detail of challenge
A	Poor language and communication skills are evident on entry to EYFS for many of our PP-eligible children, which has the potential to impact early reading, as well as future reading and writing attainment and progress.
B	Percentage gap between Pupil Premium and non-Pupil Premium pupils achieving expected standard in the phonics screening test.
C	High ability pupils who are eligible for Pupil Premium are making less progress in their overall attainment than other high ability pupils who are not eligible for Pupil Premium
D	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
E	Attendance is currently below the national average at 94.1% Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.9% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

	External Barriers
F	Limited opportunities to develop speech and communication.
G	Attitudes towards attendance and punctuality.
H	Emotional, social and mental health needs are impacting upon behavioural needs. A number of Pupil Premium pupils are faced with difficult and complex home lives, which impact on academic achievement, self-esteem, self-confidence, resilience and mental health
I	Cultural capital deficit owing to poverty and narrow experiences of life outside of school. Pupils' experiences and understanding of the world are limited and have the potential to impact on academic progress in all curriculum areas.

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>A and H. Pupil Premium children have well-developed speech, language and communication skills.</p> <p>B. Narrow the gap between Pupil Premium and nonpupil premium children in phonics.</p>	<p>EYFS baseline assessments and WELLCOMM used to identify speech and language difficulties; as well as other key areas for development and to identify target children. INTERVENTIONS Provide support for speech and language through the WELLCOMM Intervention.</p> <p>CT/TA interventions to be carried out to target children's early reading (Phonic Bug) and mathematics skills (Number Sense & Mastering Number).</p> <p>Purchase subscriptions for 'Tapestry' to make and record ongoing observations and assessments of children which can be communicated to parents. Tapestry (or seesaw) to be used to promote parental engagement in activities that can be carried out at home to support children's development.</p> <p>Termly data analysis and ongoing impact of provision/interventions are measured and show progress. Termly Pupil Progress meetings to monitor and track the progress of Pupil Premium children who are accessing specific interventions.</p> <p>Learning Mentor to support metacognitive, self-regulation, attention and self-control for a small group of PP children. LM to liaise with PP lead.</p> <p>IMPACT MEASURES Speech, Language and Communication outcomes for Pupil Premium pupils at the end of EYFS are in line with or above none Pupil Premium pupils and national expectations.</p> <p>Gap has narrowed between the number of Pupil Premium and</p>

	<p>non-Pupil Premium pupils attaining a GLD. The percentage of Pupil Premium pupils achieving a GLD is in line with or above non-Pupil Premium pupils and national expectations.</p> <p>A consistently good or better quality of teaching across EYFS, which is evident in from learning walks, work scrutiny and pupil voice</p>
<p>B. Narrow the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening</p>	<p>Ensure that phonics teaching is high quality across EYFS and KS1 and provides pupils with the right opportunities to enable them to make rapid progress.</p> <p>All phonics sessions are planned by class teachers using a structured programme (Phonic Bug) and there is evidence of regular assessment and reviewing of groups.</p> <p>Additional phonics sessions delivered as appropriate within an amended weekly timetable for all pupils in R, Y1 and Y2.</p> <p>Additional, small group interventions provided by a teaching assistant (small group precision teaching) to target individuals.</p> <p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Phonic Bug phonics scheme.</p> <p>All pupils to be tracked and reassessed every 6 weeks to ensure the bespoke phonics curriculum is targeted at the appropriate level for individuals.</p> <p>Termly analysis of Phonics data ensures regular scrutiny around the quality of provision and identifies further need.</p> <p>Reading will be a focus in each classroom with extended reading time, 1:1 reading will be in place for all identified targeted pupils.</p> <p>All classroom teaching assistants and teachers who provide phonics interventions to receive additional training, as necessary, in house. This need should be determined by the EYFS/KS1 lead through informal/formal observations, assessment-data and on request from staff.</p> <p>Covid-catchup staff to be employed in Y2 for phonic intervention.</p> <p>IMPACT MEASURES</p> <p>Increased number of Pupil Premium pupils passing the Phonics Screening Test in Year 1 (Summer 2022) and in the current Year 2 (December testing).</p> <p>Reception, Year 1 and 2 pupils have more secure phonetic understanding which supports greater reading fluency.</p>
<p>C. Raise the attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups. Ensure</p>	<p>Class teachers to identify gaps that exist within the core and wider curriculum due to school closers, and make adaptations to sequences of learning to address gaps and ensure key learning is in place.</p>

attainment and progress is in line with, or above National at the end of KS1 and KS2.

Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.

PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group to be identified and communicated to class teachers via Autumn Pupil Progress meetings.

Identified children will be targeted in class through high quality 'first teaching' and with bespoke interventions planned and monitored by the class teacher. SEND support and interventions to be put in place as necessary.

Children should be closely monitored and decisions made as to whether monitoring, in addition to formal assessment periods, is needed for key children on a class by class basis.

READING AND WRITING

Dedicated reading sessions for all KS1 and KS2 classes (3 times per week) whole class, guided-reading programme.

Reading booster sessions to be provided by teachers for identified PP children in all year groups in small groups (Target individuals at risk of not making good or better progress or meeting the national standard).

High-quality modelled and shared writing to take place in English lessons through Literacy Pathways. Teachers and CTAs to provide high-quality guided writing sessions for all children. PP children to also be targeted during weekly extended writing in the foundation curriculum.

Provide reading and writing support through small group interventions via high-quality classroom teaching assistants as well as one-to-one support as deemed necessary.

Interventions to be planned and over-seen by class teachers. Regular discussions/updates on progress and barriers to learning to take place between class teachers and CTAs. Regular formative and summative assessments to take place to determine progress and impact.

CT & TA Performance Management observations and 'drop-ins' from HT, DHT or SLT will ensure quality and effective interventions are taking place. CT/TAs will keep records of interventions and progress.

MATHEMATICS

Class teachers to use the NCETM Curriculum Prioritisation in Primary Maths curriculum maps as a guide to structure long-term planning.

Class teachers will continue to use the Power Maths schemes of learning for short term planning.

Mathematics teaching will continue to embed the mastery approach with a focus on number, place value and securing number facts. The teaching of problem solving and reasoning will take place throughout units and in most lessons. Mathematics tuition/booster taught by teachers to take place for small groups of children at risk of not achieving the national standard at the end of KS1 and KS2. These will take place following formal assessments in the Autumn and impact and the quality of provision reviewed regularly.

	<p>Provide mathematics support through small group interventions via high-quality classroom teaching assistants as well as one-to-one support as deemed necessary.</p> <p>Interventions to be planned and over-seen by class teachers. Regular discussions/updates on progress and barriers to learning to take place between class teachers and TAs.</p> <p>CT & TA Performance Management observations and 'drop-ins' from HT, DHT or SLT will ensure quality and effective interventions are taking place. CTAs will keep records of interventions and progress.</p> <p>Monitor progress of pupils receiving small group support and tuition via regular meetings and ongoing assessments.</p> <p>IMPACT MEASURES</p> <p>The gap between Pupil Premium pupils and others (in school and nationally) at the end of KS1 and KS2 is closing in Reading, Writing and Mathematics.</p> <p>KS1 data shows that Pupil Premium pupils are in line with or above non-Pupil Premium pupils and national figures in Reading, Writing and Mathematics by the end of KS1.</p> <p>KS2 data shows that Pupil Premium pupils are in line with or above non-Pupil Premium pupils and national figures in Reading, Writing and Mathematics by the end of KS2.</p> <p>Pupil Premium pupils are making expected or better progress from their starting points.</p> <p>Termly tracking of attainment in Reading, Writing and Mathematics on O-Track will evidence good progress for Pupil Premium pupils and will show that the gap between them and non-Pupil Premium pupils is closing.</p> <p>Assessment outcomes form part of Pupil Progress mid-year and end-of-year reviews; enabling bespoke interventions and learning strategies to be delivered and reviewed.</p> <p>Assessments before and after interventions show the improved outcomes.</p> <p>Case studies evidence the continued good or better progress of Pupil Premium pupils in Reading, Writing and Mathematics between key stages.</p> <p>Planning and work scrutiny of core subjects (by SLT) and learning walks evidence high quality teaching across KS1 and KS2.</p>
<p>D. Vulnerable children are being supported via highly targeted intervention from Learning Mentor.</p>	<p>Learning Mentor to work with vulnerable children on a one-to-one, or small group basis to provide emotional, social and mental health support and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>Learning Mentor to research effective interventions for metacognition and self-regulation approaches which are shown to have a quick and</p>

<p>Children’s emotional and behavioural needs being supported quickly and effectively.</p> <p>Specialised support available for all families if required.</p>	<p>sustainable impact on attitudes to learning. These approaches will be used as appropriate to support individuals and groups.</p> <p>Learning Mentor interventions should be timetabled for key children in each year group with ‘spare slots’ available to be allocated on an ‘immediate need’ basis.</p> <p>Provide funding if required to support our most vulnerable families, for example: uniform, footwear, transport, etc so that vulnerable children feel settled and secure and ready to learn.</p> <p>IMPACT MEASURES</p> <p>Vulnerable children feel safe and secure in school and are ready to learn and access the curriculum with their peers.</p> <p>Vulnerable children are making good progress across the curriculum.</p> <p>Pupil Voice questionnaires, discussions with parents, and professional dialogue with class teachers and CTAs highlights an improvement in their overall attitude towards their behaviour and behaviour for learning.</p> <p>Improved attendance of vulnerable children.</p>
<p>E.</p> <p>Ensure whole school attendance is in line with National.</p> <p>Attendance gap between pupil premium eligible pupils and non-pupil premium eligible pupils and is closing.</p> <p>Reduce the number of persistently absent children.</p>	<p>Ensure attendance and punctuality has a high profile across school via headteacher celebration assemblies and work in class. Class teachers to liaise with parents and children to support good attendance.</p> <p>Reintroduce termly attendance rewards / incentives for children who achieve good/better attendance. Ensure children know what the treat/reward will be to provide them with a target/goal to strive for.</p> <p>Certificates for 97%+ attendance presented every term in a special attendance celebration assembly.</p> <p>Learning Mentors to continue to work with the parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer where necessary for children with persistent absence.</p> <p>Learning Mentors to be responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees.</p> <p>Learning mentors to liaise with headteacher and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p> <p>IMPACT MEASURES</p> <p>Termly analysis of attendance data from attendance lead shows improved attendance across school and of persistently absent children. Whole school attendance is 97+%. Termly attendance data report in provided to governors.</p> <p>Comparisons made to same term in the previous year to show improved attendance.</p>

	<p>The attendance gap between pupil premium eligible pupils and non-pupil premium pupils is closing.</p> <p>Half-termly meetings with School Attendance Service to offer support with attendance panels, home visits and interventions showing a positive impact.</p>
<p>I.</p> <p>Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences.</p> <p>Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage.</p> <p>Further enhance the school curriculum through visits and visitors to school.</p> <p>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p>	<p>Provide funding for pupils eligible for pupil premium to attend educational visits and to participate in enrichment activities at school (including experiences such as 'Mad Scientist', drama performances and workshops, circus skills workshops, etc).</p> <p>Provide funding for PP children in Y6 to attend residential trips in order to develop team work and bonding.</p> <p>Trips and enrichment experiences part- or fully-funded via pupil premium to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.</p> <p>IMPACT MEASURES</p> <p>All children are able to experience opportunities, including trips and visits, they would not be able to normally afford.</p> <p>Raised self-esteem and life experiences for Pupil Premium pupils are impacting on social, emotional and mental well-being as well as academic achievement.</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: £ 90,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide CPD for staff to ensure high quality teaching and learning across all key stages</p>	<p>The Sutton Trust Report (2011) states that, <i>ensuring an effective teacher/s 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 top priority for any Pupil Premium spend.</i></p> <p>Regular CPD through courses, INSET, coaching, etc is informed by performance management reviews, monitoring and school improvement priorities ensuring that standards of teaching are always good or better.</p> <p><i>'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes.</i> Education Endowment Foundation</p> <p><i>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.</i> Education Endowment Foundation</p>	<p>A B C D</p>
<p>Learning Mentor provision of support for vulnerable individuals and groups.</p>	<p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective</i></p>	<p>D E H</p>

	<p><i>from nursery to secondary school.</i> Education Endowment Foundation</p> <p>Metacognition and self-regulation approaches aim to help pupils to think about their learning more explicitly.</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies can be particularly effective for low-achieving and older pupils.</i> Education Endowment Foundation</p>	
Learning Mentor provision of support for vulnerable individuals and groups in regard to attendance.	<i>Good attendance is linked to good progress and academic outcomes.</i>	E
Pupil Premium Lead to support vulnerable groups and individuals and to oversee the Pupil Premium approach across the school.		A B C D E F G H I

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

Budgeted cost: £ 18,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of speech and language interventions in EYFS (Nursery and Reception).	<p><i>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately six months' additional progress over the course of a year.</i> Education Endowment Foundation</p> <p>Improved speech and language development through targeted support increases confidence amongst children and reduces barriers to learning by supporting children in communication.</p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i> Education Endowment Foundation</p>	A B

	<p><i>Early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.</i> Education Endowment Foundation</p> <p><i>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches, make approximately six months' additional progress over the course of a year.</i> Education Endowment Foundation</p> <p><i>DFE (2020) have concluded that due to COVID-19, some pupils entering Reception will have missed more than 20 weeks of early education, with most impact being on language development.</i> Education Endowment Foundation</p>	
<p>Phonics/EYFS lead to plan and support phonics across EYFS and KS1, alongside class teachers and trained CTAs, using a structured scheme.</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i> Education Endowment Foundation</p>	<p>B</p>
<p>Provision of structured, bespoke interventions, employment of an academic mentor including high-quality CTA support, in Reading, Writing and Mathematics across school to accelerate attainment and progress.</p>	<p>Short, regular sessions, additional to normal teaching, have been shown to improve outcomes.</p> <p>One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.</p> <p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially,</i></p>	<p>A B C D</p>

	<p><i>these positive effects are only observed when TAs work in structured settings with high quality support and training.</i> Education Endowment Foundation</p> <p><i>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</i> Education Endowment Foundation</p> <p><i>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention that each pupil will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months' additional progress for pupils.</i> Education Endowment Foundation</p> <p>'Closing the Attainment Gap' report states that, <i>targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> Education Endowment Foundation</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School attendance lead to support families with attendance barriers; impacting on improved school attendance.</p>	<p>SSF states that, <i>in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.</i></p> <p>The link between attendance/punctuality and achievement is well documented.</p> <p>Attainment cannot be improved for pupils if they are not attending school. <i>NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p>Learning lost through non-attendance cannot be regained/caught up.</p> <p>The Department for Education (DfE) published research in 2016 which found</p>	<p>E</p>

	<p>that: <i>The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>There's a clear link between poor attendance and lower academic achievement.</p> <p>Advice from the National Strategies (hosted on the National Archives) says that: <i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p>	
<p>Subsidise school trips, enrichment and extended curriculum activities.</p> <p>Continue to offer all pupils a high-quality extended school provision and enrichment opportunities</p>	<p>Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences.</p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as “arts for arts sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g improving Maths by playing Chess; develop children’s character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</i> Education Endowment Foundation</p>	<p>F G H I</p>

Total budgeted cost: £ 112,231

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

• EYS	Achieving • GLD	National
• Overall	• 70% +	• 63%
Disadvan	• 50% +	• 49.1%
• Non	• 75% +	• 68.8%

• Phonics • Y1	• Pass	National	• Local
• Overall	• 90%	• 76%	• 69%
Disadvan	• 80%	• 62%	• -
• Non	• 92%	• 80%	• -

• KS1	Reading	Writing	Maths	Combined
•	83%	79%	83%	• 72%
	67%	58%	68%	
Disadvan	67%	67%	67%	• 56%
	51%	41%	52%	
• Non	90%	85%	90%	• 80%
	72%	63%	73%	

National data in **bold**

• KS2	Reading	Writing	Maths	GPS	Combined
•	• 92%	• 88%	88%	96%	• 81%
	• 74%	• 69%	71%	72%	• 58%
Disadvan	• 91%	• 100%	91%	100%	• 82%
	• 62%	• 55%	56%		• 43%
• Non	• 93%	• 80%	87%	93%	• 80%
	• 80%	• 75%	78%		• 65%

• KS2 Scaled scores	Overall	• Disad	• Non	Difference
• Reading	• 108	• 107	• 109	• -2
• Maths	• 104	• 105	• 104	• +1
• GPS	• 107	• 107	• 107	• 0

Disadvantaged gap index rose to 3.21 nationally

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Pathways to write – catch up units	Literacy Company
Wellcomm	GL Assessment