

## 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 RC Primary
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	18.86%
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	October 2024
Statement authorised by	A O'Brien
Pupil premium lead	A O'Brien & S Ingham
Governor / Trustee lead	J. Killalea

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41, 023
Recovery premium funding allocation this academic year	£4, 423
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	£45, 440

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF will be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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
- 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include the following, which is not intended to be an exhaustive list:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a named Teaching Assistant to support higher levels of Pupil Premium / SEN in two year groups
- 1-1 support - ELSA
- Additional teaching and learning opportunities provided through trained TLA's or external agencies (NTP)
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target higher attaining children on Free School Meals to achieve above Age Related Expectations
- Support payment for activities, educational visits and resources/uniforms. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Supported places at Breakfast Club

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Many of our children who are entitled to support from the Pupil Premium also fit into another vulnerable group, such as having an additional special educational need
3	A number of our children who are entitled to support from the Pupil Premium need to develop a more active and self-motivated approach to learning
4	Many of our children who are entitled to support from the Pupil Premium do not have the same rich and varied experiences as non-pupil premium children, meaning that their knowledge of the world and vocabulary acquisition is limited
5	

## 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
Accelerated progress in Reading	<ul style="list-style-type: none"> <li>•Children entitled to support from the pupil premium develop a love of reading</li> <li>•Relevant children in KS 2 quiz (successfully) regularly within the Accelerated Reader programme</li> <li>•An increased percentage of children pass the phonics check in Year 1 (and re-sits in Year 2)</li> </ul>
Accelerated progress in Writing	<ul style="list-style-type: none"> <li>•An increased percentage of children entitled to support from the pupil premium achieve age related expectations (ARE) in writing</li> </ul>
Accelerated progress in Maths	<ul style="list-style-type: none"> <li>•An increased percentage of children entitled to support from the pupil premium achieve age related expectations (ARE) in maths</li> </ul>
Improved spoken and written language, developed by new approaches to vocabulary teaching and acquisition	<ul style="list-style-type: none"> <li>•Increased focus on vocabulary teaching is evident in children’s independent writing.</li> <li>•Increase in standard scores from the British Picture Vocabulary Scale (BPVS)</li> </ul>
Greater motivation and engagement shown towards learning	<ul style="list-style-type: none"> <li>•Identified children evidence increased scores using Leuven’s involvement and well-being scale.</li> </ul>
For children entitled to support from the pupil premium to enjoy the full range of enrichment activities offered by the school	<ul style="list-style-type: none"> <li>•A range of extra-curricular activities will be offered to tap into our children’s interests and passions.</li> <li>•Financial support can be applied to families for enrichment opportunities including trips and visits and access to certain resources.</li> </ul>
	<ul style="list-style-type: none"> <li>•</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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kagan Structures– Refresher training for school staff	Had already been shown to be effective when widely used in school prior to the pandemic. EEF teaching and learning toolkit – high impact for low cost. +5 months	3
Purchase of high quality texts to support newly implemented Literacy Counts scheme  <i>Bespoke CPD to be provided by Literacy Counts as part of a whole package.</i>	Monitoring of work in children’s English books evidenced significant impact. Explicit teaching or reading comprehension strategies - EEF teaching and learning toolkit – very high impact for very low cost. +6 months	1, 2, 3 & 4
Development of Mastery approach in Mathematics – engagement with Maths Hub	Mastery approach has been used for over 8 years and has had significant impact on children’s deeper understanding of mathematical processes and concepts. EEF teaching and learning toolkit – high impact for very low cost. +5 months	1, 2 & 3
Embedding principles of Metacognition into teaching across the school – working with the Blackpool EEF research school	EEF teaching and learning toolkit – very high impact for very low cost. +7 months	1, 2 & 4
Embedding principles of instructional coaching to support class teacher’s professional development (Learning Walkthrus)	Walkthrus have been developed by Educational experts - Dylan Wiliam, Craig Barton, John Tomsett, Sonia Thompson, May Myatt and Rob Coe	1
Actions linked to the school development	EEF guidance reports	1, 2 & 3

<p>plan – provision of appropriate CPD</p>	<ul style="list-style-type: none"> <li>• Implementation guidance</li> <li>• Teacher feedback to improve pupil's learning</li> <li>• Metacognition and self-regulated learning</li> <li>• SEN in mainstream schools</li> <li>• Literacy and Mathematics improvement guidance</li> </ul>	
<p>Purchase of validated systematic synthetic phonics scheme (SSP) to ensure a consistent approach is taken to teaching</p>	<p>This area was identified in the school's last Ofsted inspection. Although teaching was felt to be secure, the approaches lacked fidelity to one scheme so provision could be further strengthened</p> <p>EEF teaching and learning toolkit – high impact for very low cost. +5 months</p>	<p>1</p>

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for a small number of children using the NTP approach of 15 hours dedicated tuition.	DFE approved activity as part of catch-up programme. EEF teaching and learning toolkit – high impact for moderate cost. +5 months	1
Delivery of small group or 1:1 interventions according to children's identified needs (e.g. NELI, Beat dyslexia) Delivery of Structured interventions for children with SEN (small group tuition) – e.g. bespoke mathematics teaching, Ready for Sounds programme),	Planned interventions have been in place for a number of years and have had positive impact. EEF teaching and learning toolkit – moderate impact for very low cost. +4 months	1 & 2
Lego therapy training and resources to support expressive and receptive language barriers	EEF teaching and learning toolkit – moderate impact for very low cost. +4 months	1, 2 & 4
Purchase of resources to enhance support (e.g. clicker, wooden letters)	Support for children with recording difficulties	1 & 2
Additional adult support for two classes to enable personalised instruction (e.g. phonic 'keep up not catch up', mastery in mathematics etc, allowing for personalised feedback)	EEF teaching and learning toolkit – very high impact for very low cost. +6 months (feedback) Moderate impact for very low cost. +4 (individualised instruction)	1

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Emotional Literacy Support Assistant to support children who are troubled.	EEF moderate impact for low cost (Behaviour interventions)	2
Provision of supported places at Breakfast club to ensure that all children have a positive start to the day.	Children who are hungry are not sufficiently prepared to learn. Families were supported last year through vouchers or food boxes and the impact was noticeable.	2
A small amount is set aside to ensure all children have appropriate school uniform / educational resources such as revision materials	We have made this provision for a number of years and it has a positive impact on children's self-esteem.	2
Exciting experiences 'moments that matter' planned for children to enhance the curriculum (including residential for Year 6).	Developing children's cultural capital is an underpinning ambition of the national curriculum	4

**Total budgeted cost: £55,000**

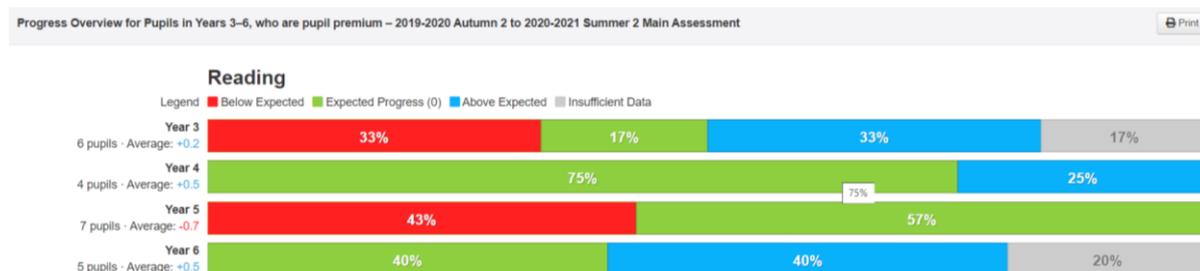
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

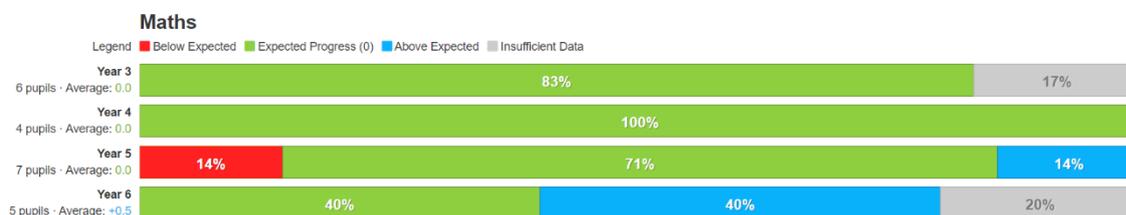
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021. The last complete assessment point we have for all pupils in school is Autumn 2 2019 (as the country entered a national lockdown during the spring term 2020). The following tables show progress for our children entitled to support from the pupil premium from that point to the end of the summer term 2021.*

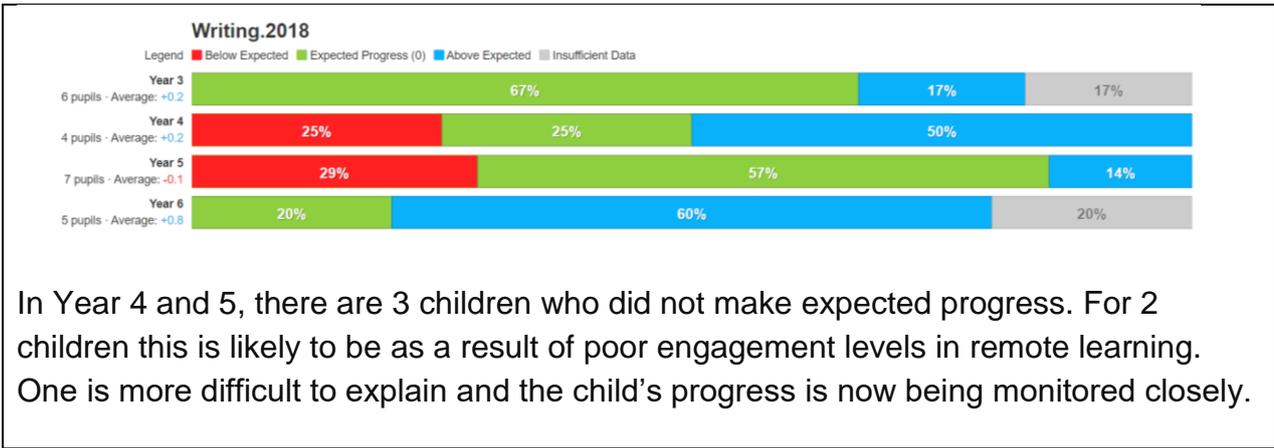
*The high percentage of children who have made expected or above levels of progress during such a disruptive period of education evidences the effectiveness of the strategies employed to support children who are entitled to support from the pupil premium at St. Joseph's.*



In Year 3 and 5, there are 5 children who did not make expected progress. For 4 children this is likely to be as a result of poor engagement levels in remote learning. One is more difficult to explain and the child's progress is now being monitored closely.



In Year 5, only one child did not make expected progress. Again, this is likely to be as a result of poor engagement levels in remote learning.



## 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
White Rose Maths	NCETM
Lancashire Remote learning packs and English bridging units	Lancashire Professional Development Service
Times Tables Rock Stars	
Accelerated Reader	Renaissance