

2021 – 2022 Pupil Premium strategy statement - St Joseph's Catholic Primary School

School overview

Detail	Data
School name	St Joseph's Catholic Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23, 23-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss C Marsden
Pupil premium lead	Miss C Marsden
Governor / Trustee lead	Mrs S Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,940
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£78,335

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's Catholic Primary School we believe each child belongs to God's family and everyone is created to be unique and special. At our school, each member of staff is determined to provide the highest quality educational opportunities, regardless of pupil's background, in order for them all to reach their full potential.

Our ultimate objective is to close the attainment gap and ensure all of our pupils make good progress and achieve successful outcomes.

As part of the additional provision for pupils who are vulnerable to underachievement, our governors ensure that the needs of lower achieving pupils are adequately assessed and addressed through termly pupil progress review meetings.

The range of additional provision offered includes:

- Employment of a Pastoral Manager to meet the emotional and behavioural of disadvantaged pupils and provide additional support to parents
- Additional targeted support in Early Years
- Additional targeted phonics support
- Opportunities to engage in after school extra-curricular activities
- Enhanced music opportunities through the teaching of Ukulele
- Trained staff providing catch-up intervention in Reading, Writing and Maths
- Caritas counselling
- Parent workshops

The Headteacher will monitor the ongoing programme of support for closing the gap for pupil premium pupils. This will be reported to governors through the Quality of Education committee.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations using CPOMs and discussions with teachers and other professionals suggest disadvantaged pupils have greater difficulties regulating their emotions which leads to disruptive behaviour and lack of engagement in learning and lessons.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and confidence than their peers. This negatively impacts their ability to access the wider curriculum.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations, and discussions with staff and other professionals indicate that disadvantaged pupils arrive below age related expectations with low starting points.
6	Assessments, observations and discussions with staff and other professionals indicate that our disadvantaged pupils are not ready to enter full-time school due to lack of parental engagement.
7	Our attendance data over the last year (20-21) indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils.
8	Discussions with pupils and analysis of extra-curricular activities indicate that disadvantaged pupils do not attend after school clubs in line with non-disadvantaged pupils and do not therefore receive the same experiences and 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
Disadvantaged pupils have a wide range of strategies to use to support them in regulating their emotions and behaviour.	Pupils will have improved behaviour and levels of engagement in lessons. This will be measured through the reduction in recorded CPOMs incidents.
To achieve and sustain wellbeing of pupils in our school, particularly the disadvantaged.	Sustained levels of wellbeing through prioritising pupils for additional counselling sessions.
Improved phonics attainment for disadvantaged pupils.	Phonics outcomes in 24-25 show an increase in meeting expected standard for disadvantaged pupils.
Improved reading attainment amongst disadvantaged pupils.	Reading outcomes in 24-25 show an increase in meeting expected standard for disadvantaged pupils.

Improved oral language skills and vocabulary amongst disadvantaged pupils.	Improved engagement in lessons through formative assessment.
Disadvantaged pupils arrive prepared for school on entry and parents are prepared to engage with school to support their child.	Pupils enter school ready to learn and there is a home-school partnership in place.
Attendance for disadvantaged pupils is in line with attendance for non-disadvantaged pupils.	Disadvantaged pupils attendance is improved and in line with National average.
Disadvantaged pupils are offered the opportunity to participate in extra-curricular after school clubs.	Disadvantaged pupils engage with extra-curricular activities through after school provision.

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: £24,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for Early Careers Teachers (ECTs): A termly one-day teaching programme delivered by external experts and release time for the mentors to work with the ECTs.</p>	<p>Education Endowment Fund:</p> <p>“Quality of teaching is an important driver of pupil attainment and a range of other outcomes. Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive.”</p>	<p>1, 3, 4, 7</p>
<p>Regular CPD opportunities for staff using both internal and external training providers with a focus on building positive relationships and interactions with pupils, literacy including phonics, writing, spelling punctuation and</p>	<p>Teacher Development Trust https://tdtrust.org/about/evidence/</p> <p>“The quality of teaching appears to be hugely important to the outcomes of all learners, and particularly the most disadvantaged (Sutton Trust, 2014).”</p>	<p>1, 2, 3, 4</p>

grammar, mathematics and the wider curriculum.		
Employment of experienced teacher with expertise in early reading and language development	https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).	2, 3, 4, 5
Rotherham Music Service to deliver Ukulele lessons to provide enhanced music opportunities	https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport, a new report by the Social Mobility Commission reveals.	8

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

Budgeted cost: £34,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions including Read, Write Inc phonics tutoring and boosters as additional sessions. Collaborative work with the English Hub.	Education Endowment Fund: “Short, regular sessions appear to result in optimum impact.” “Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all are maintained.”	2, 3, 4, 5

<p>Experienced teacher employed 2 days per week for catch up tutoring with children identified as working below age related expectations identified from pupil progress meetings.</p>	<p>Education Endowment Fund:</p> <p>“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.”</p>	<p>3, 4, 5</p>
<p>One-to-one support for disadvantaged pupils through accessing counselling sessions.</p> <p>This is reviewed on a termly basis.</p>	<p>NHS</p> <p>https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-mental-health-counselling/</p> <p>“Anyone who has new challenges as a student could benefit from talking to someone. This includes if you have:</p> <ul style="list-style-type: none"> • friend, family or relationship issues • low mood or losing interest in things you enjoy • stress or anxiety about your work or anything else <p>Counselling can help you understand these issues and suggest strategies for dealing with your feelings.”</p>	<p>1</p>

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

Budgeted cost: £16,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager to develop relationships and provide support for families who lack engagement or who are persistently late or absent.</p>	<p>https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools</p> <p>Teach First</p> <p>“An effective Pastoral Manager bridges the gap. They are the person who is the link between school and home,</p>	<p>1, 6, 7</p>

	supporting children and their families through difficult periods.”	
Whole school training on fostering positive relationships and interactions with children through Educational Psychologist training and Team Teach.	https://www.teamteach.co.uk/about-us/ “Team Teach provide reasoned, researched and considered positive behavioural management training solutions which are delivered by experienced and knowledgeable trainers and designed to help safely manage the behaviour of children.” Education Endowment Fund: “Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.”	1
Subsidise of school trips and clubs provided to disadvantaged pupils to ensure they have opportunities to access extra-curricular experiences.	The % of pupils attending after school clubs have increased since pupils have had their clubs funded by school.	8

Total budgeted cost: £76,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headlines from 2021-2022 Academic Year:

In FS2, Pupil Premium pupils outperformed Non-Pupil Premium pupils by 25%.

In FS2, 75% of Pupil Premium children achieved GLD compared to 49.5% National.

86% of Year 1 Pupil Premium children passed their Y1 phonics screen compared with 62.4% National.

At the end of KS1 33% of Pupil Premium pupils achieved expected standard or above combined in reading, writing and mathematics compared to 36.8% National.

At the end of KS1 44% of Pupil Premium pupils achieved expected standard or above in reading compared to 51.5% National.

At the end of KS1 44% of Pupil Premium pupils achieved expected standard or above in writing compared to 41.1% National.

At the end of KS1 33% of Pupil Premium pupils achieved expected standard or above in mathematics compared to 51.9% National.

At the end of KS2 75% of Pupil Premium pupils achieved expected standard or above in reading compared to 57.8% National.

At the end of KS2 50% of Pupil Premium pupils achieved expected standard or above in writing compared to 53.6% National.

At the end of KS2 63% of Pupil Premium pupils achieved expected standard or above in mathematics compared to 57% National.

At the end of KS2 38% of Pupil Premium pupils achieved expected standard or above combined in reading, writing and mathematics compared to 40.5% National.