

Pupil premium strategy statement

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Catholic
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mark Dyson
Pupil premium lead	Mark Dyson
Governor / Trustee lead	Lyn McLaughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65905
Recovery premium funding allocation this academic year	£7540
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	£73445

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's school is in the most deprived ward in the city and the lowest 10% of wards in the country with an IDACI of 0.317. As a result, we are aware of the level of deprivation some of our children experience on a day to day basis. Not only does this statistically demonstrate that disadvantaged children have low starting points on entry to school, they also require more support and attention in their social, emotional and behavioural needs too.

As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers. We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

Our disadvantaged pupils have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects.

Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our curriculum provides our children with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies, for example, the educational psychologist.

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.

2	Lack of access to appropriate technology during the COVID-19 pandemic has resulted in a significant widening of the attainment gaps for some Pupil Premium children as they were unable to access daily learning.
3	Children typically enter St. Joseph's Catholic Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Attendance of disadvantaged children is below other children and below the National average In addition, the % of disadvantaged pupils who were persistently absent is 14% compared to 4% for the whole school. A total of 8 children are persistent absentees, of these 8, 7 are disadvantaged.

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
<i>Academic gap between disadvantaged and non-disadvantaged pupils is closed.</i>	<p>Disadvantaged children make as much progress in learning in every year group.</p> <p>National data – such as GLD, Y1 phonics, KS1 r/w/m, Y4 MTC and KS2 r/w/m shows that disadvantaged children are closer in their attainment to non-disadvantaged children.</p>
Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others.	<p>Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum.</p> <p>A significant proportion of children achieve the expected standard across foundation subjects.</p> <p>Opportunities are provided throughout the curriculum for children to experience that they would never normally have done within their time at home.</p>
Attendance data for disadvantaged pupils improves and meets national expectations or at least gets closer to meeting these	Attendance for disadvantaged pupils is at least in line with national other

	<p>Persistent absence is halved for disadvantaged pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p>
<p>Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.</p> <p>SEMH Outcomes will improve across school.</p>	<p>Pupils involved in pastoral interventions make at least expected progress</p> <p>The % of disadvantaged pupils who receive fixed-term exclusions is reduced. Targets for disadvantaged pupils on individual social and emotional plans are met.</p> <p>Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help.</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: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see The Pupil Premium How schools are spending the funding successfully to maximise achievement	1, 3
<i>HLTA to provide targeted support for disadvantaged pupils across the school</i>	High numbers of PP children are achieving lower than those who are not PP. Previous data shows this in both 2018 and 2019 where PP outcomes were significantly lower.	1, 2, 3
<i>50% of SENDCo on improving opportunities and outcomes for those children with SEND</i>	Of our 21 children who are SEND, 10 are disadvantaged (48%) Gap between SEND and non-SEND is significant and needs to be narrowed in reading, writing and maths. In latest figures for y6 (unpublished) none of our SEND children achieved ARE in either reading, writing or maths. Of the SEND pupils in y6, 75% were disadvantaged.	1, 2, 3

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchasing of books matched to the phonics level</i>	Despite various companies suggesting their books match the RWI phonics sounds, the only sure method of books that match are the RWI bookbag books to be purchased in November 2021.	1, 3
<i>Purchasing of maths resources</i>	Introduction of Power Maths requires the right resources to be purchased to enable all learners the opportunity to be successful.	1, 3
<i>Purchasing software licenses</i>	Sign up to online initiatives such as: TT Rockstars, Numbots, Accelerated Reader	1, 2, 3
<i>Supply to release teachers to provide targeted conferencing/feedback time</i>	EEF suggests that feedback is a highly effective tool to improve attainment and progress. Teachers know their children best – so we feel they are best placed to provide children with targeted intervention and feedback whilst the rest of the class is taught by a ‘specialised’ supply.	1, 3

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

Budgeted cost: £13445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PSA to support with improving attendance</i>	Involvement with social care families include supporting the running of EHATs and TAMs.	5
<i>PSA to encourage parents into school to support with their children at home and to help raise aspirations</i>	It is important to get parents into school as often as possible. Sometimes this will be for informal coffee mornings, sometimes it may be to engage on a more formal level via meetings with additional professionals and other times	1, 3, 4, 5

	it may be to engage with their child's learning such as partaking in lessons, exhibitions or assemblies. The PSA will be responsible for getting parents in as regularly as possible (Covid permitting)	
1 <i>All children to engage with activities that support cultural capital, such as pantomime visits, trip contributions etc</i>	Cultural capital is an important part of our school curriculum – providing children with Essential Learning Experiences such as trips to the beach, local walks or residential visits. Some may be pertinent to a specific year group whereas others will be whole-school based, such as a trip to the pantomime.	4

Total budgeted cost: £ 73445

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.

Year 2

RWM Combined			
All pupils		PP	
30	2	6	2
EXP+	GD	EXP+	G
14	0	1	0
47%	0%	17%	0%
16	1	1	0
53%	3%	17%	0%
15	0	1	0
50%	0%	17%	0%

Year 6

RWM Combined			
All pupils		PP	
25	2	11	2
EXP+	GD	EXP+	G
14	1	4	0
56%	4%	36%	0%
17	2	5	1
68%	8%	45%	9%
18	3	5	1
72%	12%	45%	9%

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
TT Rockstars	TT Rockstars
IXL	IXL
Accelerated Reader	Oxford University
Comparative Judgement	No More Marking