

St Joseph's Catholic Primary 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 Catholic Primary
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	10/11/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Maria Kemble
Pupil premium lead	Lisa Gudgin
Governor / Trustee lead	Jane Southin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,590 (inc £310 service pupil)
Recovery premium funding allocation this academic year	£3480
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	£36,070

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At the federation of St Edmund's and St Joseph's Primary schools, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children, can be

- less support at home
- weak language and communication skills
- lack of confidence leading to more frequent behaviour difficulties
- attendance and punctuality issues
- complex family situations that prevent children from flourishing

The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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

- In 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 mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
 - 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- PE provision
- Music provision
- Behaviour support (THRIVE)
 - Social and Emotional, Mental Health workshops and support for pupils and families (OM Health and Well-Being)
- Breakfast and Afterschool provision

This list is not exhaustive and will change according to the needs and support our socially disadvantaged and vulnerable pupils require.

The Pupil Premium strategy will link with the wider school improvement action plan and be reviewed annually to reflect the needs of each cohort.

Challenges

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

Challenge number	Detail of challenge
1	Limited language development and communication on entry including EAL pupils observed in class
2	Gaps in learning have increased for disadvantaged children particularly in reading and writing.
3	Limited ability to self-regulate behaviour and express emotions positively- this has been further impacted by the disruption to school during the pandemic when there was limited opportunities to develop social and emotional skills
4	Complex family circumstances (including financial challenges, insecure housing, substance abuse and relationship break down) that prevent parents from support their children's education consistently and children from flourishing
5	Increased regular absence and punctuality issues

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
Children will have made accelerated progress and gaps in learning exacerbated by the pandemic will have been addressed.	Standardised Assessments and Summative assessment data show children have reach aged related expectations.
Children are able to use strategies to support self-regulation appropriately and seek support when necessary	Thrive data tracked over the year shows demonstrates improved scores (individual for each child)
Parents/carers support learning at home, attend learning conversations and OM health referrals	100% attendance at Learning conversations Use of Mathletics; Spelling shed; TTRS and AR in line with KS expectations; home work is completed on time
Children attend school and access remote learning if absent due illness	Attendance above 96% 100% compliance with Fast track/EWO

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: 6 hrs x 6 TA / week = £14,580

Sounds Write training and supply cover (2 staff) £1900

THRIVE practitioner £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for TAs (effectively supporting pupils in the classroom delivered through TA meetings by Senco, improve knowledge and skills using clicker, Neli, Managing meltdowns, Thrive, S&L training, Dyslexia friendly training in the classroom, training for supporting hearing impaired pupils from outside providers)	EEF report-Making best use of teaching assistants	1, 2
CPD for class teachers to improve using Thrive effectively in the classroom, to have inclusive classrooms throughout the school supported by Inclusion surgeries with Senco, to improve and update Clicker skills, to keep up to date with SEMH training.	EEF report-Closing the attainment gap Leadership for closing the gap report-Cordingley Kotter Educational excellence everywhere the school white paper 2016 EEF report-Improving teacher feedback Teacher development trust	1, 2
Purchase, CPD and implementation of systematic, synthetic phonics programme (Sounds Write)	EEF Phonics	2
Improve Social and emotional learning through the implementation of new PSHE scheme of work SEL approaches (THRIVE) will be embedded into all routines and process across the school. CPD to update and upskill staff annually.	EEF Social and Emotional Learning	3

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

Budgeted cost: 51 TA hours/wk – £20,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>One-to-one structured intervention with an experienced TA focussed on overcoming the gaps in learning (Word Wasp, Toe by Toe, Racing to English, SNIP, Beat Dyslexia)</i>	EEF Making best use of teaching assistants for structured interventions	1
<i>Small group interventions with an experienced TA focussed on overcoming the gaps in learning (Dancing bears, Numicon)</i>	EEF Making best use of teaching assistants for structured interventions	1
<i>Thrive one-to-one (SEMH-Lego therapy, Friendship formula)</i>	Thrive EEF report-Self regulation strategies	2

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

Budgeted cost: £ 4,500 [include cost of OM Health & well being & THRIVE subscription]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance tracking & liaison with families to support attendance</i>	EEF- Working with parents to support pupils learning	5
<i>THRIVE profiles completed termly and whole school implementation of the Thrive approach</i>	EEF report-self regulation strategies Thrive Behaviour Policy	2
<i>Social and Emotional, Mental Health work shops and support for families OM Health and well-being consultants</i>	Termly session for years 5 & 6 covering self-help and mental well-being strategies Thrive EEF report-self regulation strategies Termly appointments available for parents with OM Consultancy Learning Conversations for parents each term	3
<i>Parent workshops for different parts of the curriculum such as Early reading, Phonics, Maths courses, Federation videos for acquisition of early skills, so they feel confident to support their children.</i>	EEF- Working with parents to support pupils learning	4

Total budgeted cost: £ 47,035 (£10,965 school budget supporting strategy)

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.

The Federation speech therapist set up programmes for children needing additional language support virtually during remote learning periods to ensure progress was maintained.

Individualised and bespoke learning programmes were provided for vulnerable pupils during remote learning. Feedback from parents indicated this had a positive impact on their children's ability to engage in learning and connection with school.

The Federation purchased registration to more online platforms to support remote learning- scholastic for reading KS1, spelling shed, Mathletics, AR readers [KS2] and times table rockstars to address gaps in learning.

All vulnerable and disadvantaged children and parents were contacted weekly so parents could ask questions and we could ensure that they were accessing the appropriate material. This meant parents felt supported and more able to help their children learn.

Thrive and other SEMH activity sheets were signposted so parents could access activities they could do at home to promote well-being.

The OM consultancy nurses were available for telephone consultations for parents and children needing emotional and mental wellbeing support. Transitional work was completed with the year 6 children before secondary school so they were well prepared for the next steps in their education.

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

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

The Strategy will be supported by

- *Use of DfE grant to fund Senior Mental Health Lead training*
- *Access to extra-curricular activities- music, sports, first aid*
- *Uniform subsidy*
- *Trips subsidy*