

Pupil premium strategy statement 2022-2023

St Joseph's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	70 R-Y6 9-Nursery
Proportion (%) of pupil premium eligible pupils	41.4%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Ashton Headteacher
Pupil premium lead	Lisa Ashton
Governor	Michael Carling and Hayley Hood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year	£3, 915
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	£39, 925

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's, our pupil premium strategy is rooted in our whole-school ethos. We know that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all. Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

St Joseph's Catholic Primary School has high expectations for all pupils in our school, and we believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can be the best possible versions of themselves, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged.

Our strategy works towards a three tiered approach that balances approaches to improve ***quality first teaching, targeted academic support and wider strategies.***

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.</p> <p>Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with language (speaking; Listening and attention; vocabulary).</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas</p> <p>On entry assessments to Reception show that disadvantaged pupils arrive below age-related expectations compared to other pupils.</p>
3	<p>Lost learning due to Covid-19 pandemic-gaps in reading, writing and maths, compounded by disengagement and/or limited aspirations from parents</p> <p>Evidence from home learning indicates some disengagement and limited aspirations from parents.</p> <p>Children are not supported with spellings or home readers. There may be a lack of reading literature, maths and writing equipment at home or parents do not feel confident with their own numeracy or/and Literacy skills.</p>
4	<p>Social and Emotional Wellbeing</p> <p>Observations and discussions with pupils and families have identified that a proportion of our disadvantaged pupils are from vulnerable backgrounds and they are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success.</p>
5	<p>Attendance is a barrier to learning for some pupil premium pupils.</p> <p>Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.</p>
6	<p>Educational and Cultural Experiences</p> <p>Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences</p>

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
Ensure the vast majority of children develop age-appropriate language and speaking and listening (Oracy) skills through the use of a well-structured, cumulative curriculum and high quality teaching and intervention.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Children to: Demonstrate that they have a wide and varied vocabulary Can articulate themselves clearly Understand the nuances of conversation and dialogue and can engage well in a range of speaking and listening activities. Successfully complete interventions such as NELI (90%+ success rate)
Ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and fluency).	Children to: Achieve at least NA for disadvantaged children in the phonics screening. Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6.
Ensure that children have access to a wide range of books 'real' books and/or on-line) and have the opportunity to read regularly (to an adult) to develop fluency and comprehension.	To ensure that work prepared through the Pupil Premium is aimed at accelerating progress moving children to at least age-related expectations in reading following disruption from Lockdown.
Pupils develop writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention	Children to: Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6.
Ensure children develop a deep understanding of maths knowledge and skills through high quality teaching and structured intervention.	Progress of disadvantaged is accelerated, achieving at least NA for disadvantaged pupils at the end of YR, Y2 and Y6.
To achieve and sustain improved attendance	Attendance data is in-line with national data and shows a decrease in persistent absent pupils
To meet the needs of an increased number of pupils who require emotional wellbeing support.	Disadvantaged pupils from vulnerable backgrounds who are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success are given the support needed so that they become the best versions of themselves, academically and socially.

<p>To further strengthen the emotional resilience of all pupils</p>	<p>Improve pupils' self-belief, determination, resilience and readiness to learn. Pupils will be more able to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p>
<p>Ensure that children have a wide range of experiences to develop cultural capital.</p>	<p>Children to report positively about the opportunities provide in the main curriculum and through enrichment activities</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: £17,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality teaching around language development and communication and teaching key vocabulary across the school curriculum</p> <p>Embed the use of a range of strategies for engaging children in speaking and listening activities</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Dialogic Teaching EEF (educationendowmentfoundation.org.uk)</p> <p>It is recommended to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p> <p>Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation. This approach appears to show +2 months gains</p> <p>Dialogic Teaching EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Ensure all relevant staff (including new staff) have received training to support the development of children’s comprehension skills high quality teaching and structured</p>	<p>Research shows that on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3

guided reading intervention		
Ensure all relevant staff (including new staff) have received training to support the development of early writing skills through high quality teaching and structured writing intervention	<p>Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children's learning:</p> <ul style="list-style-type: none"> • In KS1, promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling • In KS2, teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice <p>Improving Literacy in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
Ensure all relevant staff (including new staff) have received training to support the development of declarative and procedural maths skills through high quality teaching and structured guided group intervention to ensure mastery of these elements.	<p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction. Commonly, the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years' professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities. Gains using this approach are approximately 5 months</p>	3
Liaise with SENDco, working together to	Track PP progress and discuss with teachers, signposting needs for CPD for targeted intervention	1 2 3 4 5

identify any staff who would benefit from further CPD to support the learning of vulnerable pupils.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group tuition in reading and writing and maths	<p>Small group tuition EEF</p> <p>EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p> <p>Small group tuition can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the tutor to focus exclusively on the needs of the learners and provide teaching that is closely matched to each pupil's understanding.</p> <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p>	3
<p>Reading programmes purchased to be used in school and also encourage home learning.</p> <p>Reading Plus-KS2</p> <p>Lexia-KS1</p> <p>Intervention groups before</p>	<p>Reading at home and/or reading regularly to an adult, ensures that all pupils get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers.</p> <p>Data from Reading Plus and Lexia</p> <p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p>	3

and after school hours for reading-small groups taken by teachers in school		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further strengthening school's social, emotional and mental health provision by implementing and embedding a number of whole school strategies, including zones of regulation and social stories to help children engage academically.	An effective well-being programme shown to improve pupil's engagement. (EEF Toolkit) EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)	4 5
Continue to offer programmes such as Lego Therapy, Worry Monsters, Anxiety Gremlin and other op-		4 5
		4 5

<p>opportunities provided for all children to disclose worries/anxieties in a discrete way.</p> <p>Implement Zones of Regulation approach across school</p> <p>School Counsellor</p> <p>Road Centre engaged to provide weekly 1-1 counselling and group programmes</p>		
<p>Use of school PPG funding for eligible children for all trips including the retreat and residential</p>	<p>Subsidising of trips, as may be required, to enable full access to enrichment activities.</p> <p>To give disadvantaged children the breadth of curriculum enjoyed by no disadvantaged shown to reduce growth in gap</p>	<p>6</p>
<p>Improve attendance and lateness by offering disadvantaged pupils free access to breakfast club.</p>	<p>Pupil premium strategy – ‘interventions may well be one part of an effective pupil premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.</p> <p>Removing potential barriers to participation and increasing attendance and punctuality.</p>	<p>5</p> <p>4 5</p> <p>3 4 5</p>

<p>Offer a wide range of high-quality extracurricular activities.</p> <p>Disadvantaged pupils will be encouraged and supported to participate without charge.</p>	<p>Feedback from pupils and parents tell us that parents do not take children to after school club activities. This may be because of financial reasons or parents lack of motivation. Evidence suggests that extra-curricular activities boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.</p>	<p>6 7</p>
<p>Access to Technology and educational materials.</p> <p>Encourage parental engagement so that all pupils are supported with learning at home.</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Ensure that parents are engaged and understanding of how best to support their child at home. Research shows that the impact of effective parental engagement and support is low cost in implementation and benefits pupil outcomes by +4months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3</p>
<p>Provide a range curriculum and enrichment opportunities to develop children's cultural capital</p>	<p>In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>The Pupil Premium - How schools are spending the funding.pdf</p>	<p>6</p>

Total budgeted cost: £17,095(Teaching) + 12,650(Targeted Academic Support) + £10,180(Wider Strategies) = £39,925

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 2021 to 2022 academic year.

- The purchase of Reading Plus and Lexia for the year enabled our children to have regular reading intervention which increased comprehension, speed and accuracy across KS2. This impacted upon our reading scores with accelerated progress being made.
- Pupils received small group tuition in English and Maths from a tutor which raised confidence, bridged gaps and improved outcomes.
- Attendance was improved from previous year and in line with National
- Counsellor from the Road Centre worked with many of our pupils in groups and 1:1 and this impacted significantly upon emotional wellbeing of our children.
- Parents were reassured that Breakfast and Tea-time club were available for their children and all children were fed if hungry coming to school.
- Pupils had a wide variety of educational visits which provided them with a wealth of opportunities and experiences, regardless of family finances, all children were included in these visits.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Outdoor Education and Durham Resilience Project:

- to improve the **emotional resilience** as some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging. Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.