# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | St. Joseph’s Catholic Primary School |
| Number of pupils in school | 126 |
| Proportion (%) of pupil premium eligible pupils | 39.6% |
| 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 | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mrs A Reeh |
| Pupil premium lead | Miss R Angeline |
| Governor / Trustee lead | Mr J. Humphries |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £72020 |
| Recovery premium funding allocation this academic year | £7,945 |
| 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 | £ 944, 259 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding at St. Joseph’s Catholic Primary School we know it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.  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.  **Our ultimate objectives are to:**   * Remove barriers to learning created by poverty, family circumstance and background * Ensure each child’s social, emotional and mental health needs are met through early identification and pro-active therapy where appropriate to meet need. * Enable pupils to look after their social and emotional wellbeing and to develop resilience. * Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally * Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum * Develop confidence in their ability to communicate effectively in a wide range of contexts * Access a wide range of opportunities to develop their knowledge and understanding of the world   **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.   **Our School Context**  St. Joseph’s Catholic Primary School is located at the end of Etchells Street in Stockport, Greater Manchester. The postcode is within the Brinnington and Central ward/electoral division, which is in the constituency of Stockport. The area containing St. Joseph’s Catholic Primary School consists predominantly of flats, which is common in inner cities, student neighbourhoods and poorer suburban settings. The area contains a higher than average level of social housing - 52% of household spaces. This contrasts with the national average of just over 18%.  The Index of Multiple Deprivation (2019 based on 2015 census) shows that the school sits in a LSOA at 193 out of 32,844 in England, so within Decile 1, within the lowest 1% most deprived LSOAs in the country.      Map  Description automatically generated  **In order to achieve our objectives and overcome identified barriers to learning we will:**   * Ensure children are ready to learn and that their social, emotional and mental health needs are identified early and appropriate individualised intervention is implemented * Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences * Provide opportunities for all pupils to participate in enrichment activities including sport and music * Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching * Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition   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. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor speech and language skills on entry and continuing throughout KS1 – impacting on phonics and reading, including comprehension. Wider impact across the curriculum also evident. |
| 2 | Pupils’ vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently. |
| 3 | Limited wider experiences – impacting on overall knowledge, vocabulary and understanding. |
| 4 | Deprivation – impacting on basics such as access to food and utility services and also experiential learning and access to resources to support learning and engagement outside of school. |
| 5 | Access to Early Help and engagement with services prior to children becoming school age – and continuing throughout school. Regular and significant involvement with safeguarding, social care and police. |
| 6 | Limited access to home learning opportunities for a large number of disadvantaged pupils in mathematics |

## 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.

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| Intended outcome | Success criteria |
| Implementation of Read, Write, Inc. shows an increase in pupils passing the Phonics Screening Test in Year 1. | Rapid increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation. |
| Specific support for identified pupils to address barriers to learning shows identified pupils are fully engaged in learning. | Therapeutic nurture provision provides essential support and intervention is proactive and impact is measurable. |
| All pupils without other complicating factors are confident readers by the end of KS1. | In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2. |
| Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2. | In house tracking shows accelerated, good or better progress of pp pupils towards their target. Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a expected standard. |

## 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: £ 21,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training and resourcing of Read, Write, Inc | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. | 1, 2 and 3 |
| Purchase of standardised diagnostic assessments.  Purchase and implementation of assessment tracking programme. | Standardised testing provides reliable data to help in identifying the specific areas of weakness of each pupil. This will ensure pupils receive the correct additional support through targeted teaching. | 1, 2, 3 and 6. |
| To develop assessment procedures and training assessment lead who will take overall responsibility of tracking, reporting and monitoring of pupil premium data. | EEF research on assessment suggests that assessment is used to impact learning, support school level decision making and the inform classroom teaching. | 1, 2, 3, 4, 6. |
| Recruitment of catch up tutor to provide individual and small group sessions targeted at disadvantaged pupils | Targeted tuition for address specific needs and gaps in knowledge is an effective method to support low attaining pupils or those falling behind. | 1, 2, 3, 4, 6. |

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

**Budgeted cost: £ 21,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To implement IDL (International Dyslexia Learning Solution) for English and Maths. | Research suggests that IDL is a proven solution for improving learners’ reading and spelling ability. | 1, 2, 3. |
| 1:1 and small group Read, Write, Inc phonics for disadvantaged pupils | Targeted phonics intervention have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. | 1, 2, 3. |
| Provide small group tutoring for pupils whose education has been most impacted by the pandemic. | Targeted tuition for address specific needs and gaps in knowledge is an effective method to support low attaining pupils or those falling behind. | 1, 2, 3, 6 |

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

**Budgeted cost: £ 30,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Introduction of a ‘Talk Team’ and post boxes around school so that pupils can access support when needed. | Ensuring that pupils have supportive relationships and support when they need it is imperative in supporting emotional wellbeing which in turn promotes good attendance and success at school. | 4 and 5 |
| 1:1 support to support SEMH of disadvantaged pupils with complex needs | Ensuring that pupils have supportive relationships and support when they need it is imperative in supporting emotional wellbeing which in turn promotes good attendance and success at school. | 4 and 5 |
| Targeted nurture support such as Primary Jigsaw | Early approaches can evidence successful change in learning behaviour, social interaction and extreme behaviour of a number of pupils. | 4 and 5 |
| To provide children with a range of extra-curricular and enrichment opportunities .e.g. Wider opportunities music project, school gardening project, dance workshops, karate lessons. | Wider opportunities support engagement, enrichment and healthy minds. It helps social skills, behaviour, team work, cooperation and attendance. | 3, 4, 5 and 6 |
| Educational visits  Free or subsidised places | Enhanced learning and access for many disadvantaged pupils to visit places and learn about new things that would otherwise not be available.  Healthy young minds and EEF research findings | 3, 4, 5 and 6 |
| To develop procedures to improve school attendance in line with updated DfE guidance. | The DfE has produced guidance based on studies carried out on schools who have successfully improved attendance. | 1-6 |
| To develop lunchtime provision for children including additional play equipment, lunchtime clubs, increased adult to child ratio. | Wider opportunities and physical activity support engagement, enrichment and healthy minds. It helps social skills, behaviour, team work, cooperation and attendance. | 1-6 |
| To ensure that targeted children have access to ‘soft landing’ mornings into school. These sessions will be used to regulate emotions, increase attendance and increase pupil engagement in lessons. | A strategy used widely to support children with SEMH needs. The number of children accessing the resource has increased as the number of children with SEMH needs increases. | 1-6 |
| To develop the nurture provision within the school so that it supports children with varying needs throughout the school day. | Ensuring nurture provision is available for children with varying needs. It is widely known that calm environments support emotional regulation. | 4 and 5 |
| To train staff in Team Teach strategies to support disadvantaged children with SEMH needs. | Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully. | 1-6 |

**Total budgeted cost: £ 79945**

# 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.

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| Implementation of Read, Write, Inc. shows an increase in pupils passing the Phonics Screening Test in Year 1. In the year 2021 the phonics pass rate was 47%. By the end of academic year 2021-2022 the phonics pass rate increased to 57%.  Specific support for identified pupils to address barriers to learning shows identified pupils are fully engaged in learning. Support for children promoted increased school attendance and increased amount of time for targeted children in the classroom.  All pupils without other complicating factors are confident readers by the end of KS1. 93% of pupils without complicating factors are confident readers by the end of KS1.  Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2. No children in receipt of the Pupil Premium funding achieved greater depth in reading, writing and maths at the end of KS2 for the academic year 2021-2022. |

## 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*

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| Programme | Provider |
| RWI | Ruth Miskin |
| IDL | IDL |