

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 RC Primary |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs R Hince (HT) Ms P Howe (CoG) |
| Pupil premium lead | Mrs R Hince Miss S Chappell |
| Governor / Trustee lead | Mr P McDonald |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £101,875 |
| Recovery premium funding allocation this academic year | £10,875 |
| 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 | £112,750 |

Part A: Pupil premium strategy plan

Statement of intent

The attainment gap is largest for children and young people eligible for free school meals and their peers. This gap is markedly evident in the Early Years and can grow wider throughout the following school years. In St Joseph's, we provide intervention immediately and then continue to meet the needs of disadvantaged pupils throughout their time here. We consider carefully how best to use the funding, research shows that quality first teaching for all benefits all pupils, particularly the most disadvantaged. Targeted support and intervention is quickly put into place, supporting both academic and emotional wellbeing. Our approach will be able to respond to changing demands and needs.

- PP children to achieve at least in line with their peers in all areas of the curriculum
- PP children are able to access all opportunities provided including extra-curricular activities, all school trips
- All children are able to communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum
- Progress by the end of each key stage is equitable for all children

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Poor oral language skills and vocabulary. Identified speech and language delays which lead to social communication difficulties, and issues with reading and writing. These can also negatively impact on behaviour. There are low levels of speaking and listening skills for a majority of children and without targeted support and intervention, this can impact on their outcomes across all Key Stages. |
| 2 | Low baseline attainment on entry to EYFS, poor communication and self care skills will prohibit progress if not addressed immediately. |
| 3 | Safeguarding and emotional barriers to learning and engagement lead to low resilience. Some children's family circumstances and/or expectations impact negatively upon their learning and ability to take up extra-curricular opportunities. Safeguarding and welfare issues which lead to Social Services involvement or trauma and other mental health issues in the family and/or child may also inhibit life chances. |

| | |
|---|---|
| 4 | Attendance and punctuality of targeted groups of pupils which has a negative effect on progress, attainment and wider school experiences. Significant movement to and from school within school year. High numbers of children EAL with no English on entry to school |
| 5 | Social and economic factors including life experiences resulting in low self esteem, low confidence, low attainment. Families unable to provide additional experiences/activities. |
| 6 | Low parental aspiration, which can lead to lack of support and commitment to succeed. Few families have experience of higher education or university and careers that are available. |
| 7 | Disadvantage, including poverty, working poor and poverty of expectation means that some children do not have access to support and resources at home. Low parental engagement and/or parenting skills. |

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 |
|--|---|
| Improved oral language and speech skills for PP pupils from EYFS to Year 6 | Pupils eligible for PP are meeting age related expectations by the end of EYFS. Children are becoming increasingly articulate using a wider range of vocabulary throughout school in all areas of the curriculum. Evidenced in books, pupil interviews, learning walks. |
| Sustained and significant progress in all areas of development so that from very low starting points on entry to EYFS, the gap is narrowing to that expected nationally. | Pupils eligible for PP make at least the same progress as other pupils, which has a positive impact on the numbers of PP children working at age related expectations at the end of Reception. Evidenced in Learning Journeys, pupil interviews. |
| Children are able to employ learnt strategies to regulate their responses. | Children respond appropriately in all areas of school life, increasing numbers of children eligible for PP are working at age related expectations at the end of EYFS, KS1 and KS2. Phonics screening and Y4 times tables check shows no significant difference between PP and other children. Evidenced in books, pupil interviews, learning walks, formative and summative assessments. |
| Attendance and punctuality is in line with national expectations | Reduced numbers of PP children who are persistently absent to be in line/lower than national. Overall attendance of PP children increases to 96% in line with other pupils nationally. Improved punctuality of PP children to be in line with other pupils. |

| | |
|--|--|
| Social and economic factors including life experiences | All children eligible for PP have access to extra curricular groups and a wide range of educational trips and visits. Increase in participation evidenced in registers. |
| Low Parental Aspiration | Increasing numbers of parents attend workshops, open mornings, respond to questionnaires and become involved in supporting their children in school. |
| Disadvantage, including poverty, working poor and poverty of expectation | Increasing numbers of children eligible for PP funding are working at age related expectations at the end of EYFS, KS1 and KS2. They have access to resources at home to support their learning. |

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 (CPD, recruitment and retention)

Budgeted cost: £84,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ELKLAN training for identified support staff to enable high quality support for children. | Oral language interventions toolkit EEF | 1, 2, 6, 7 |
| SENDCo to provide bespoke support and training for teachers and support staff. | EEF Teaching Assistant Interventions (targeted interventions for individuals and small groups) | 3, 5, 6, 7 |
| Phonics training for all staff. | Phonics toolkit strand EEF | 1, 2, 5, 6, 7 |
| Qualified teacher in Nursery to ensure high quality provision. | Quality first teaching provides children with the best possible start | 1, 2, 5, 6, 7 |
| Subject leads to receive support from HT, DHT and Teaching School to ensure progression of knowledge & skills. Identify and overcome emotional barriers to learning & engagement | Maths guidance KS1 and KS2 (publishing service.gov.uk) DfE subject reports EEF Catch up literacy and numeracy programmes | 1, 2, 3, 5, 6, 7 |
| Speech and Language Therapist 2 days per week supporting children. Training and support for staff to continue to deliver interventions throughout the week | Oral language interventions toolkit EEF | 1, 2, 5, 6, 7 |

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

Budgeted cost: £10,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of Little Wandle phonics programme. Additional targeted sessions for targeted pupils who need further support | Phonics toolkit strand EEF | 1, 2, 3, 4, 5 |
| Firstclass@number | EEF Small Group Tuition | 5, 6, 7 |
| Engage in school led tutoring for children who have been most impacted by the pandemic. | EEF small Group Tuition EEF One to one tuition EEf implementation of successful intervention | 1, 3, 5, 6, 7 |
| Provide support for children who have been affected by COVID through school, CAMHS and Salford Thrive | DfE mental health and wellbeing in schools | 3, 5, 6, 7 |

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

Budgeted cost: £117,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continue to embed all procedures relating to attendance and punctuality by following the school policy. SLA with the EWO to ensure all legal and statutory procedures are followed. Designated attendance lead AC. Training and release time for attendance lead to work with | Principles of good practice set out in DfE's improving School Attendance advice. This has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3, 4, 5, 6, 7 |

| | | |
|--|---|------------------|
| EWO to develop and implement new procedures to support and improve attendance of targeted children | | |
| Improved communication with parents via an APP leading to increased engagement and support for children. | Parents can contact school immediately to inform us of an absence | 4, 5, 6, 7 |
| Sports coach to work with all groups of children from nursery to Year 6 to improve physical fitness and wellbeing | EEF Physical Activity that engage children in sports, dance, or any kind of physical exercise | 3, 4, 5, 7 |
| Providing aspirational opportunities for the children in the Arts – Shakespeare for Schools, stage Directions, visits. Core curriculum & extra curricular activities | EEF Arts Participation approaches can have a positive impact on other areas of the curriculum | 1, 3, 4, 5, 6, 7 |
| Continue to implement the school behaviour policy, train new staff effectively | EEf Behaviour Report, Improving Behaviour in Schools (Primary) | 3, 6, 7 |

Total budgeted cost: £112,750

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.

Schools were not open for most pupils from January – March 2021
While the support from home for this group was generally limited, the staff clearly identified the pupils in need and structured effective remote learning tasks for them to complete.
Staff contacted parents regularly to offer support and advice in how they could help their child.

School tracking and assessment data indicates that the outcomes for Pupil Premium children were not significantly below their non-disadvantaged peers, particularly for those children who had accessed on-line learning and/or school throughout the year.

Due to COVID-19, performance measures have not been published for 2020 to 2021 .
Internal data including teacher assessment, monitoring of books and standardised tests (NTS), previous phonics screening test, prior year 6 SATs test indicate % of PP children working at expected levels compared to % of all children.

Our determination to ensure that all children had access to a reading book either online or a hard copy meant that children could progress through our reading scheme and access Accelerated Reader assessments.

| | Reading Working at expected | Writing Working at expected | Maths Working at expected | GaPS Working at expected |
|-------------------------|--------------------------------|--------------------------------|------------------------------|-----------------------------|
| Year 2 PP 8/22, 36% | 50% PP 59% all | 50% PP 45% all | 63% PP 59% all | 63% PP 59% all |
| Year 6 PP 11/19, 58% | 55% PP 21% all | 73% PP 0% all | 64% PP 10% all | 45% PP 11% all |

Year 1 in school phonics screening 56% PP, 60% all achieved score 32+ in May 2021

Year 2 phonics screening 88% PP, 91% all achieved score 32+

Small group phonics interventions supported identified children.

EYFS GLD 38% PP, 48% all

Our attendance lead worked closely with the EWO to monitor attendance and provide support and strategies for targeted families, which led to improved attendance for some of these children. This was achieved by weekly phone calls, home visits. Attendance for all children was 95%, for Pupil Premium children slightly lower at 91%.

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

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

The creation of an art area to facilitate art club and art therapy sessions.

A KS1 library area where children can sit quietly and immerse themselves in a book in a quiet area.

Parental involvement in workshops, attending trips promotes engagement and support for the children, as well as fostering friendships and support amongst adults.

Access to the top 100 reading books for each year group to extend children's variety of authors and high quality texts.

Opportunities to attend after school sport, dancing, netball and art club.

Use of the DfE grant to train a senior mental health lead, to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.