



Pupil Premium Strategy Statement

Expenditure Evaluation &

Strategy Plan

Year 2: 2021-24 (2022-23)

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 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
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	3-year plan: September 21
Date on which it will be reviewed	October 22
Statement authorised by	
Pupil premium lead	Nichola Day
Governor / Trustee lead	Steve Mariadas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,438
Recovery premium funding allocation this academic year	£5,075
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	£49,513
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

High-quality teaching and bespoke pastoral support are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside process for their disadvantaged peers. Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. Common barriers to learning for disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

St Joseph's ultimate objectives for your disadvantaged pupils

- To remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve at least national expectations in reading, writing and maths.
- To support pupil's physical and emotional health and wellbeing to enable them to access their learning.
- Equity of access to all areas of the curriculum including wider school opportunities for disadvantaged pupils.

We aim to do this through:

- Ensuring high quality teaching and learning in every class which meet the needs of all pupils.
- Adopting a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Acting early to intervene at the point need is identified.

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

- Teaching assistant support in every class.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Provide financial support for extra-curricular activities e.g, educational visits and residentials ensuring children have first-hand experiences to draw upon to support in their learning in the classroom.
- Development of '11 before 11' across the curriculum to increase social and cultural capital.
- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.
- Increase provision within the school's pastoral team to support children's social and emotional learning/TIS training for all TAs.
- Opportunities for the children to learn a musical instrument

Challenges

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

Challenge number	Detail of challenge
1	Attendance. The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees. In 2020-2021 the attendance of PP children was below that of all pupils. (85.6% compared to 93.4%) and PA was higher. (32.5% compared to 12.7%)
2	Outcomes. Analysis of data shows that disadvantaged children are working below national compared to non-disadvantaged pupils, especially in EYFS, Phonics, writing and achieving greater depth.
3	Pastoral. Pupils' emotional well-being, social and behavioural needs affect children being in a position to able to make progress and their readiness to learn. Weaknesses in learning behaviours have a detrimental effect on academic progress. E.g. poor self-regulation, poor levels of self-esteem and resilience and attachment issues
4	Chaotic family lives and Children's Services involvement. Parental capacity/ability to support and develop their child in areas such as SEMH, attendance and positive attitudes to learning.
5	SEND 46% of pupils who qualify for Pupil Premium funding have specific SEND needs.

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.

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
The attendance of pupils in receipt of pupil premium is in line with those of all children nationally, reducing the proportion classed as persistent absentees.	<ul style="list-style-type: none">• The gap narrows between the attendance for all children nationally, and pupils in receipt of pupil premium funding at St Joseph's.• The proportion of pupils in receipt of pupil premium classed as persistent absentees is reduced
Outcomes for pupils, in receipt of pupil premium, improve. All pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.	<ul style="list-style-type: none">• Percentages of pupils, in receipt of pupil premium, at ARE and GD in reading, writing and maths improve across all cohorts.• Standardised scores improve for those pupils who are in receipt of pupil premium.
Pupil premium children are supported emotionally and socially in order to fully access the curriculum.	<ul style="list-style-type: none">• Percentages of identified pupils at ARE improve, or if not at ARE, identified targets for progress are met.• Drop-ins, book looks and talking to the children show good attitudes to learning for all pupils.

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: **£10,104**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in English, maths, and foundation subjects for all staff.</p> <p><i>We are part of SWIFT, Devon English and Maths Hub and Plymouth CASTs subject leader networks. A full CPD programme is in place for all teaching staff.</i></p> <p>£2000</p> <p>Trauma Informed Schools training. Fund all support staff for INSET day on 20.2.23 and additional hours for follow up.</p> <p>£1000</p>	<p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority. High quality staff CPD is essential to follow EEF principles.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Use of NPQ programmes: EYS Leadership and Leading Literacy. Evidence-based training allows quality teaching to be demystified and adopted by more teachers, informed by the science of learning.</p> <p>Working definition of trauma-informed practice - GOV.UK (www.gov.uk)</p>	<p>1,2,4</p>

<p>Continue to embed dialogic interventions across the school including taking part in Plymouth Oracy project <i>Picture News subscription</i> £300</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>RWI training, coaching and monitoring programme for all staff.</p> <p>RWI training and development subscription: £2130 Weekly for observation, coaching and CPD £874</p>	<p>Systematic phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school</p> <p><i>Teacher: £3,800</i></p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

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

Budgeted cost: **£19,309**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher assistant hours to support targeted intervention. £4,875 1.5 hrs weekly per TA</p> <p>HLTA 5 x AM £9000</p>	<p>EEF - Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted intervention for children with specific needs. Speech and language. Speech Link: £500 Nessy (dyslexia): £450</p>	<p>EEF - Oral language interventions Very high impact for very low cost based on extensive evidence.</p> <p>Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction and positive impacts on average.</p>	
<p>1:1 or Small Group Tuition</p> <p>£3800</p>	<p>EEF - One to one tuition High impact for moderate cost based on moderate evidence EEF - Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Synthetic phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when</p>	<p>1</p>

<p>PM x 12 x 3 £684</p>	<p>delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk) EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. NELI – to implement language intervention to improve listening, narrative and vocabulary development.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£20,178**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Library subscription to ensure that pupils have access to changing stock of high quality children's literature. Consolidation of Accelerated Reader (AR) across KS2 to support engagement, independence and personalised learning within reading Library Subscription £3363 Accelerated Reader £1236</p>	<p>Progress is maximised where independent learning and developing children's awareness of successful learning is secure. Learning resources that are carefully matched to the children's needs will ensure that progress is maximised, based on accurate assessment and feedback.</p>	<p>2</p>
<p>Educational Psychologist hours to provide support/ training and</p>	<p>46% of PP children also have identified additional needs.</p>	<p>2,3,5</p>

<p>strategies for children with complex learning needs.</p> <p>Educational Psychologist</p> <p>£1689</p>		
<p>Financial support to cover 50% of residential costs. (£1000).</p>	<p>Enrichment activities will have a positive knock-on effect on attendance rates and cultural capital. Children will have access to the full curriculum. There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship</p> <p>Boost wellbeing, attendance and future aspirations.</p> <p>Education Endowment Foundation EEF</p>	<p>5</p>
<p>Systematic monitoring of attendance</p> <p>Bespoke support for families through a Family Support Worker and Attendance Officer.</p> <p>SWFV SLA</p> <p>£11,990</p>	<p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
<p>Behaviour Support Splitz: £900</p> <p>ELSA training for 2 x TAs</p>	<p>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. EF - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	

Total budgeted cost: £49, 591

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.

Review: Year One (21-22)

Teaching

Good Level of Development: Reception

EYFS		
GLD (all) 15	GLD (PP) 4	1 pupil = 7%
9/15 60%	2/4 50%	1 PP pupil = 25%

Out of the two PP pupils who did not achieve GLD, 1 has an EHCP and only joined the school in Jan 22 and the other is PA. Both families targeted for FSW in 22-23.

PHONICS

PHONICS			All 3 Y1 PP pupils have multiple disadvantages. My plans in place for 22-23 to include 1:1
	Pass	Pass (PP)	
Year 1 (13)	9/13 69%	0/3 0%	
Year 2 (17) 5 re-sat 4/5 passed	4/5 80% Total: 16/17 – 94%	3 / 4 75% Total: 4/5 80%	

phonic support (see success below).

RWI to be taught in full next year to improve outcomes in reading as a whole.

Tighter monitoring of RWI to be planned in (AS/SP)

Y2: Following robust 1:1 phonic support, 3 out of 4 PP pupils met the threshold. The remaining pupil is a PA. This evidences that the catch up interventions are successful for those in school on a regular basis.

KS1

1 pupil = 6% 1 PP pupil = 20%

YEAR 2				
	Class ARE 17	Class GD	PP ARE (5)	PP GD
Reading	47% 68%	0% 18%	20%	0%
Writing	47% 59%	0% 8%	0%	0%
Maths	35% 70%	0% 16%	20%	0%
RWM Combined	35%	8%	0%	0%

KS1 PP pupils did not achieve well in 2022. Small group targeted support in place for 22-23. 2/5 are PAs.

.KS2

50% of cohort were PP.

YEAR 6				
	Class ARE 25	Class GD	PP ARE	PP GD
Reading	64% 74%	28% 28%	6/12 50%	2/12 17%
Writing	60% 71%	4% 13%		0/12 0%
SPAG	64% 70%	20% 28%	8/12 75%	3/12 25%
Maths	56% 71%	8% 22%	7/12 58%	1/12 7%
RWM Combined	44% 59%	4% 7%	50%	0%

1 Pupil = 4% 1 PP pupil = 8%

Increase in the number of GD readers and EGAPS.

PP pupils did better than the national average for all pupils in EGPS.

There are only 3 pupils in Y6 22-23 in receipt of PPF. 2/3 are on track to reach RWMC.

Accelerated Reader has shown the most impact in KS2 where the pupils have been tracked and supported with book choices. Staff training on using the available data for analysis.

Many pupils in KS2 missed out on reaching the maths threshold by a marginal amount. 1:1 and small group work in arithmetic will support this.

RWI has proven to have impact on outcomes. The timetable will be changed and the programme taught in its entirety from Sept 22. This will improve phonics and early reading as a whole.

The introduction of a daily story time will enhance pupils access to language rich stories and vocabulary.

Targeted Academic Support

Where pupils have had targeted interventions, attainment and progress have improved; however, in most cases not enough to close the gap completely.

Wider Strategies

The Attendance Officer is working with families of PAs to support improved attendance.

PAs: 19 pupils were back above 90% by the end of the school year. 5 pupils were back above 96% by the end of the school year.

PP pupils remain below national for attendance. The data is significantly altered by the persistent absences of some PP individuals. Case studies are available. Data on individual PA successes also available.

There are 9 PP pupils (5 families) whose attendance was extremely low in the Autumn and Spring term. All 9 have improved their attendance in the summer term but remain as PAs. These families are targeted to work with the new FSW in Sept 22. The employment of a FSW for 22-23 will support the whole team around the child leading to improved outcomes.

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
Read, Write, Inc	Oxford Press
Power Maths	Pearson/White Rose
Accelerated Reader	Renaissance Learning
Speech and Language Link	Speech Link Multimedia Ltd
Nessy	Nessy Learning