

SJNA 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 School, Newton Abbot
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	K Dunne
Pupil premium lead	K Dunne
Governor / Trustee lead	S Mariadas

Funding overview.

Detail	Amount
Pupil premium funding allocation this academic year	£41 194
Recovery premium funding allocation this academic year (£1237.50 for 1:1 Maths Tuition; £1417.50 for English 1:1/ or small group tuition; £900 SEMH Support; £1600 Phonics and £500 currently unallocated.)	F
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£46 849
<i>School-led Tutoring Grant</i> <i>Targeted at English 1:1 or small group tuition.</i>	<i>£4252.50</i>

Part A: Pupil premium strategy plan

Statement of intent

“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

‘Pupil Premium’ 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.

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.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

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.

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: £1775

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Teaching and Learning in phonics and reading £1775 (£175 in budget identified as PP; £1600 Recovery Grant.)	EEF – High impact for relatively low cost based on extensive evidence. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 5

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

Budgeted cost: £31 585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher assistant hours to support targeted intervention. £27 980	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,	2, 3, 4, 5
Targeted intervention for children with specific needs. E.g. Speech and language. £500	EEF - Oral language interventions Very high impact for very low cost based on extensive evidence.	2, 5
Targeted intervention for children with specific needs. E.g. Dyslexia £450	EEF - Individualised instruction Moderate impact for very low cost based on limited evidence. Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction,	2, 5

	and positive impacts on average.	
<p>1:1 or Small Group Tuition</p> <ul style="list-style-type: none"> • Extra phonics in Year 1, 2 and 3. • Fresh Start Y5 and 6. <p>Based on 21 children for 15 hours each at £18 per hr/ £270 per block. Funding by the School Led Tutoring Grant at £202.50 per child, per 15 hours and the PP/ Recover Grant at £67.50 per child, per 15 hours. <i>(£4252.50 from School led Tutoring Grant and £1417.50 from Recovery Grant.)</i></p> <p>1:1 Tuition Maths Y5 and Y6.</p> <p>Based on 15 children, 10 PP, for 1:1 £275 per child, funded by £192.50 per child from the National Tutoring Programme / and £82.50 per child from the Recovery Grant. <i>(£1237.5 from PP/ Recovery Grant and £2887.5 from National Tutoring Programme.)</i></p>	<p>EEF - One to one tuition High impact for moderate cost based on moderate evidence</p> <p>EEF - Small group tuition Moderate impact for low cost based on moderate evidence</p>	2, 5

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

Budgeted cost: £12, 217

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 £3500, Accelerated Reader £1267)</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 strategies for children with complex learning needs. (Educational Psychologist £1560)</p>	<p>46% of PP children also have identified additional needs.</p>	<p>2,3, 5</p>
<p>Welfare and Attendance Officer £3990</p>	<p>Children need to be in school.</p>	<p>1,2,3,4,5</p>
<p>Financial support to cover 50% of residential costs. (£1000)</p>	<p>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>Behaviour Support (£900)</p>	<p>Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	<p>2,3,4,5.</p>

Total budgeted cost: £45 577

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, considering the impact of the pandemic

- In November 2020, six of the fifteen Y1 pupils were on track to achieve the PSC. Nine children of the fifteen passed the phonics check in June 2021. Overall, 62.5% passed the 2018 check. Of those children who did not pass the check, exceptional progress was made by three of the five children. Daily teaching and interventions will continue for those that did not pass the check. Of the nine Y2s in school, six children (67%) passed the check, two children were dis-applied and one child did not meet the standard of the check.
- In Year 2, Year 4 and Year 6 we have seen a rise in the % of **pupils in receipt of Pupil Premium** achieving **ARE** in **reading**. *(In Y1 one child went from ARE to BARE, in Y3 % remained the same at 78% and in Y5 they remained at 73 %.)*
- In Year 2, Year 3, and Year 6 we have seen a rise in the % of **pupils in receipt of Pupil Premium** achieving **ARE** in **writing**. *(In Y1 one child went from ARE to BARE, in Y4 % remained the same at 33% and in Y5 they remained at 73 %.)*
- In Year 2, Year 3, Year 4 and Year 6 cohorts we have seen a rise in the % of **pupils in receipt of Pupil Premium** achieving **ARE** in **maths**. *(In Y1 two children went from ARE to BARE and in Y5 they remained at 73 %.)*
- In Year 5 and Year 6 we have seen a rise in the % of **pupils in receipt of Pupil Premium** achieving **GD** in **reading**. *(In all other years % have remain at zero.)*
- In Year 6 we have seen a rise in the % of **pupils in receipt of Pupil Premium** achieving **GD** in **writing**. *(In Y1, 2, 3 and 4 they have remained at zero. In Y5 they have remained at 9 %.)*
- In Year 3 and Year 6 cohorts we have seen a rise in the % of **pupils in receipt of Pupil Premium** achieving **GD** in **maths**. *(In Y1, 2 and 4 they have remained at zero. In Y5 they have remained at 36 %.)*

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
School Library Service	Babcock LDP
RWI	Ruth Miskin Training
Nessy	Nessy Learning
Speech and Language Link	Speech Link Multimedia Ltd
Attendance and Welfare Officer	South West Family Values
SEMH Support	Devon County Council (Babcock)

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching assistant hours to support targeted intervention for one child.
What was the impact of that spending on service pupil premium eligible pupils?	Funding received for two pupils On track to make at least expected progress from their starting points.