

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 CVA |
| Number of pupils in school | 200 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years |
| Date this statement was published | 10/2021 |
| Date on which it will be reviewed | January 22 |
| Statement authorised by | Bernadette Dabbs |
| Pupil premium lead | Tom Hooley |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £17,709 |
| Recovery premium funding allocation this academic year | £ 1900 |
| 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 | £ 19,609 |

Part A: Pupil premium strategy plan

Statement of intent

The objective of the Pupil Premium strategy at St. Joseph's is to narrow any attainment gap between those pupils categorised as disadvantaged and the school population as a whole. We aim to ensure that these children are able to make progress that is in line with their peers and, where possible, accelerated in order to reduce any attainment gap. In line with guidance and advice from the Education Endowment Foundation (EEF), our policy focusses around half of our premium funding on quality first teaching with the remaining funding being split between targeted interventions and wider opportunities. The key principles of the strategy are that disadvantaged children have access to opportunities, teaching and support that allows them to catch-up on learning lost during the Covid-19 pandemic, widen their aspirations and develop their confidence. We also aim to reduce barriers to learning by developing relationships with families, providing for the SEMH needs of the children and minimising lateness and absence.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To narrow any attainment and progress gaps including those created by the Covid-19 school closures with particular focus on reading and writing. |
| 2 | Improve the engagement of PP children with their learning and give them an opportunity to verbalise this, including engagement at home by helping parents to support their child at home. |
| 3 | To improve the attendance of PP children. (current average-92%) |
| 4 | To provide a knowledge-rich curriculum which increases aspirations. |
| 5 | |

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 |
|---|---|
| <p>Attainment and progress at the end of 2021-22 are at least in line with pre-covid19 data (academic year 2018-19) and some children have made extended progress.</p> | <ul style="list-style-type: none"> -Clear monitoring in termly pupil progress meetings with identification of target pupils for intervention where necessary. -Teacher appraisals to include a focus on any PP children. -Teaching staff to continue to identify gaps in learning and adapt lesson planning accordingly. - Curriculum planning allows for opportunities to address lost learning |
| <p>Children can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil Premium children achieving greater depth and the number of non-PP children achieving greater depth is narrowed.</p> | <ul style="list-style-type: none"> -Continue to develop medium term curriculum planning that focuses on a knowledge-led curriculum. -Ongoing curriculum evaluation. -All staff to attend Kagan CPD and use these principles in lessons to give children the opportunities to vocalise their learning and encourage teamwork. - Regular programme of monitoring and evaluation by subject leaders and pupil premium to include high-quality opportunities for pupil voice. |
| <p>Attendance is above the national average of 96%.</p> | <ul style="list-style-type: none"> - Awareness among children and families of what our aims are for attendance (96%) and a shared vision and responsibility for achieving this. - Promotion of this aim throughout the school – attendance figures on school reports and mention at parents evening. -Fortnightly attendance updates through SLT meetings. - Discussions with parents whose children’s attendance fall below average. |
| <p>Knowledge Rich curriculum which inspires and increases aspirations for our PP children.</p> | <ul style="list-style-type: none"> -Each subject contains clear long and medium term plans that focus on inspiring children. -These plans show clear progression throughout the year and between years. -Engaging out of school experiences are planned into every class at least 3 times a year- monetary support for PP children. |

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: £9000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Teaching assistant in every class each morning. EYFS and Key Stage 1 to have TA all day and some KS2 classes, where appropriate to support high quality teaching and learning for all. | Research funded by the EEF demonstrates that when TAs are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term. Classroom TAs support the teacher in the morning during the teaching of core subjects (Reading, writing and maths). | 1 |
| Read Write Inc. online programme available for regular teacher CPD. | This programme was used during lockdown and had a positive response from parents. Staff have noted that regular CPD for phonics is beneficial to recap and refresh their knowledge. | 1, 2 |
| Subsidised trips and swimming lessons for Pupil Premium children | The national curriculum requires that All schools must provide swimming instruction either in key stage 1 or key stage 2. Children must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. We ensure that all children are able to access this area of the curriculum by subsidising swimming throughout KS2. | 1,2,4 |
| Teachers have access to high quality schemes of work to support the teaching and learning for all children. These include, but are not limited to; Cornerstones, Maths No Problem and White Rose Maths. | We have successfully used these schemes for a number of years. Our Maths results in particular are very strong. We are developing the way we use Cornerstones to maximise it's effectiveness. | 1,2,4 |
| Continued focus on effective approaches to improving metacognition particularly the effective use of reviewing previous learning- using Kagan strategies to support the engagement of all children. | According to the EEF, "Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. | 1, 2 |

| | | |
|---|--|-------|
| Continued development on effective feedback strategies. | Effective feedback can have a +6 months' progress effect on children. Using whole class and targeted feedback allows children to be constantly aware of their targets and how to get better. | 1,2,4 |
|---|--|-------|

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

Budgeted cost: £ 5900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pupil premium children have access to one-one or small group interventions depending on their area of most need. | Small group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition is 5 months. | 1 |
| To use NTP to provide an initial 15 session block of targeted provision to 3 identified students. Once quality and impact has been evaluated then targeted work will either be expanded to additional two groups of students or funding will be used to support specific training and resources for writing recovery. | Eef research: impact of small group tuition. Blocks 15hrs/ 3 students. Record details on census. | 1 |
| To use the local led tuition grant with uplift from recovery premium and pp to pay for school based staff to run targeted small group tuition for students in writing or inference. | Eef research: impact of small group tuition. Blocks 15hrs/ 3 students or less. Record details on census. | 1 |

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

Budgeted cost: £ 4709

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| A developing programme of extra-curricular activities and opportunities with subsidised places for Pupil Premium children. | During the Covid-19 lockdown and school closures children missed out on many additional enrichment opportunities which contribute to their cultural and STEM capital. We will rebuild the school's extra- | 2,4 |

| | | |
|--|---|----------|
| <p>This includes residential and school trips.</p> | <p>curricular offering and ensure that all children are able to take part regardless of financial situation. The EEF toolkit states that the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. The toolkit on Physical activity states that: there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.</p> | |
| <p>Money for school uniforms and other resources children need to access school.</p> | <p>Children's self-esteem and sense of worth benefit if they have the same opportunities and resources as everybody else, including, looking smart. This removes some barriers to children not attending school.</p> | <p>3</p> |
| <p>Fortnightly monitoring of lateness and attendance figures.</p> | <p>This approach will ensure that persistent attendance issues are recognised early and that suitable support is put in place to minimise lost learning.</p> | <p>3</p> |
| <p>Use of Class dojo to enable clear communication between parents and teachers.</p> | <p>This means all parents can be easily contacted at any time, regardless of their presence in school. Clear explanations can be given and questions asked regarding how best to support children at home.</p> | <p>2</p> |

Total budgeted cost: £17709

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.

The following strategies were evaluated as successful last year through data analysis, impact within the classroom, engagement and need and these strategies will be continued in this policy:

- Use of TAs in each classroom
- Use of Accelerated Reader
- RWI phonics CPD
- Use of ELSA
- Use of high quality schemes of work.
- KS2 book club

Based on evaluation, the following strategies have been adapted for the new policy:

- fortnightly updates on attendance and punctuality.
- Teachers decide focus for intervention groups which give teachers the ownership/ accountability for the progress of children in their class.
- focus on whole class and individualised feedback.
- Use of Kagan strategies in classrooms to improve engagement.
- Data driven lesson study to replace formal observations to improve teaching across the school.

Following evaluation, the following approaches from last year's strategy will not be continued:

- Academic Tutor- Although very successful in KS2, the removal of covid- catch up means this cannot continue and we will go back to using other members of staff for this.

Externally provided programmes

| Programme | Provider |
|--------------------|----------------------|
| Accelerated Reader | Renaissance Learning |
| Maths No Problem! | Maths No Problem! |