# 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

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| Detail | Data |
| School name | St. Joseph’s Catholic Primary School |
| Number of pupils in school | 132 |
| Proportion (%) of pupil premium eligible pupils | 41.6% |
| 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 | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs C. Spinks |
| Pupil premium lead | Mrs E. Slater & Mrs C. Spinks |
| Governor / Trustee lead | Mr J. Humphries |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £59,945 |
| 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 | £67,920 |

# 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  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: £ 18,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training, resourcing, and implementation of Read, Write, Inc | Phonics data for the end of Y1 has fallen below the figure for national prior to the first lockdown and in house data remains low for 2020 and 2021 for disadvantaged pupils. | 1, 2 and 3 |
| Draw and Talk training for nurture lead TA. | A therapeutic technique used by a variety of professionals across the globe to support the emotional wellbeing of children and adults suffering poor mental health. The number of children identified as SEMH is rapidly increasing 2020 – 2021 at school. | 3, 4 and 5 |
| Think Bricks training for 2 x staff 1 teacher/ 1TA. | The evidence base for is proving that children and young people will open up and talk when they have built their thoughts, feelings, and ideas using this resource. A powerful therapeutic approach that gives children the support they need for positive mental well-being, so they can become the best creative, reflective, active and collaborative learners they can be. The number of pupils who have had involvement with EHA and social care has risen during the last 2 years at St. Joseph’s. | 3, 4 and 5 |
| SERI (Stockport Early Reading Intervention) training for the whole staff | Stockport learning support team evidence significant impact in children’s reading for identified pupils. This intervention is aimed at Y1/2 pupils but will be delivered to pupils in Year 3, 4 and 5 who have loss of learning through lockdown or who have not progressed as expected. | 1 and 2 |

**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 |
| Mathematics Recovery training and delivery | End of Key Stage 1 data prior to lockdown and in-house data identifies gaps in learning that need to be addressed. | 5 and 6 |
| 1:1 and small group Read, Write, Inc phonics for current year 3 pupils as new scheme | 9 out of 21 pupils did not achieve Year 1 phonics screening and year 2 retakes in 2021. | 1, 2 and 3 |
| Target maths structured intervention QFT - 1:1 and small group tutoring | In-house data and progress data for mathematics for year 4 and Year 5 pupils. | 4, 5 and 6 |
| Target reading intervention SERI  ½ hr per day per pupil | Impact of SERI shows rapid progress for readers who have not been successful in other school led reading activities. Target support for disadvantaged pupils. | 1 and 2 |

**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 |
| Draw and Talk by a fully trained TA. Identification, delivery, resourcing and tracking 12 week programme for a number of pupils | A therapeutic technique used by a variety of professionals across the globe to support the emotional wellbeing of children and adults suffering poor mental health. The number of children identified as SEMH is rapidly increasing 2020 – 2021 at school. | 3, 4 and 5 |
| Think Bricks by a fully trained TA. Identification, delivery, resourcing and tracking sessions for a number of pupils | The evidence base for is proving that children and young people will open up and talk when they have built their thoughts, feelings, and ideas using this resource. A powerful therapeutic approach that gives children the support they need for positive mental well-being, so they can become the best creative, reflective, active and collaborative learners they can be. The number of pupils who have had involvement with EHA and social care has risen during the last 2 years at St. Joseph’s. | 3, 4 and 5 |
| Targeted nurture support such as Anger Gremlins, Circle of friends etc. | Early approaches can evidence successful change in:-  Learning behaviour, social interaction and extreme behaviour of a number of pupils. | 4 and 5 |
| Funded places for:-Judo  Science  Archery  Dance  Football | Wider opportunities support engagement, enrichment and healthy minds. It helps social skills, behaviour, team work and cooperation, | 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 |

**Total budgeted cost: £ 70,000**

# 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.

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| Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.  Key areas of impact:-  Teacher assessed end of KS2 results continue to improve and reading and mathematics expected standard was in-line with national for pupil premium children 2021. |

## 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 |
| TT Rockstars | Maths Circle |
| RWI | Ruth Miskin |
| Think Bricks | Think Bricks |