

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
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Samantha Chapman & Mark Hinton
Pupil premium lead	Samantha Chapman
Governor / Trustee lead	Nicola Vizor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£6,380 + SLTG £4,455 (22 pupils x 15 hours support)
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	£1306370

Part A: Pupil premium strategy plan

Statement of intent

- We want to provide our disadvantaged pupils with an extra advantage to address the gaps in their starting points so that they are on level footing with non-disadvantaged children.
- We want all children, including disadvantaged children, to make strong progress throughout their time in school in order to fulfil their potential.
- Our Pupil Premium Strategy Plan aims to provide bespoke support in key areas of the primary curriculum to enable to enable disadvantaged children to securely master key building blocks e.g. early reading.

Challenges

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

Challenge number	Detail of challenge
Priority 1	Improving and maintaining attendance rates of disadvantaged pupils and all pupils.
Priority 2	Providing counselling and mentoring as a means of emotional support
Priority 3	Ensuring children feel emotionally secure at school and supporting parents to send their children to school every day will ensure pupils do not miss out on essential learning in school.
Priority 4	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.
Priority 5	Ensure that the gap between attainment and progress of disadvantaged children and non-disadvantaged children is closed.

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
Progress in Reading	Ensure progress rates for disadvantaged children and all pupils in KS2 Reading

	are above national averages. Increase proportion of pupils meeting higher standard in KS2.
Progress in Writing	Ensure progress rates in KS2 writing for disadvantaged children and all pupils are above national averages. Increase proportion of pupils meeting higher standard in KS2.
Progress in Mathematics	Ensure progress rates in KS2 Maths for disadvantaged children and all pupils are above national averages. Increase proportion of pupils meeting higher standard in KS2.
Phonics	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.
Pastoral Care	Provide emotional, social and mental health support to all pupils during the pandemic / post lockdown times

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: £53,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group support for phonics throughout the school, in all Key Stages.	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.	4
Provide small group support for high prior attaining pupils throughout the school.	Small group support to ensure that gaps in children's learning are addressed.	5

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

Budgeted cost: £ 15,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully Qualified Teacher to work with identified children in 1:1 support and in small groups.	Small group work to ensure that identified children receive bespoke support to address gaps in learning.	1
Continue to use the support of Kerry Harding – School Counsellor	Supporting children to overcome emotional and social difficulties so that they feel safe, secure and ready to learn.	2 and 3

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

Budgeted cost: £ 1,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the services of an attendance consultant to monitor attendance and support families.	Providing support for families to ensure that attendance rates are high and children are in school and learning.	1

Total budgeted cost: £ 70,015

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 RWI scheme has been launched and has made a positive impact on children's early reading. However, due to operating school in a Covid secure way – the amount of training, monitoring and consultancy provided has not been optimal meaning there is greater scope to improve the provision in 21/22.
- Lesson observations, book monitoring and assessment data show that staff have strong awareness of children's prior attainment and pupil premium support is not only provided for low attainers. High prior attainers have made good progress towards their end of key stage targets, despite the challenges of 2020/21.

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
Phonics Scheme	Read Write Inc