

Pupil premium strategy statement



St Joseph's CE Junior School Pupil Premium Grant, How we plan to spend the grant September 2021 – August 2022

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 CE Junior
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Lisa Hardy Executive Headteacher
Pupil premium lead	Lisa Hardy
Governor / Trustee lead	Steve Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57004.00
Recovery premium funding allocation this academic year	£5945,00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4750.50

Total budget for this academic year	£67,699.50
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
 - act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 ISEND Speech and language support	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills are more prevalent among our disadvantaged pupils than their peers.
2 attendance	Our data indicates that low attendance among our disadvantaged pupils is high compared to that of non-disadvantaged pupils
3 Additional TA support	Internal assessments indicate that writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4 1:1 tutoring	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations,
5 Community and family key worker	Through monitoring and looking at the whole child we can see that many issues for this group of pupils have remained unsolved particularly around family issues and support that family's need to recover from the pandemic. This results in low attendance and parents feeling unsupported with matters arising at home
6 Enrichment opportunities	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved writing and maths attainment	Pupils in KS2 make 6 points+ progress in the year 21-22.with at least 50% reaching the required attainment for their year group.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <input type="checkbox"/> qualitative data from pupil voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <input type="checkbox"/> The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to meet national expectations The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £ 15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher 1 day week (LS).	Teacher Assessment of pupils writing attainment, and assessment of grammar and spelling suggests additional support is needed in all year groups particularly for the PP children . Each group will have the additional teacher for 1 sessions a week to support writing for small groups of identified pupils	3,4

Individual needs Assistant x2 days a week	Pupils needing 1:1 support /key adult in the classroom at specific key times in a day.	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps. Term1 and Term 2 writing focus for Year 5, T3 and T4 writing Year 3 and Year 4 can be an effective method to support low attaining pupils or those falling behind in small groups:	4
Better Reading partner for 1:1 reading	3 PPG pupils will access the Better Reading Partner approach with an adults 3 times a week for 6 weeks. These pupils have been identified	3,4
	through formal and Teacher assessment .	
Maths targeted interventions	Small group maths support for targeted pupils to improve attainment Targeted Year groups initially Year 6 and Year 5	3,4

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

Budgeted cost: £32,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional adult dedicated to community and family key worker	Some of our families are struggling with accessing support outside of school eg: support with parenting, pupils behaviour at home, which has a knock on affect to attainment in the classroom and attendance.	2,5,6
Enrichment opportunities	Extended schools clubs (those which require payment by families) has low attendance by our PPG pupils. This is evidenced in the data that is gathered termly. In order for these pupils to access the clubs there needs to be funding available to ensure they have the same opportunities as other pupils.	6

Total budgeted cost: £67,000.00