

Pupil premium strategy statement



St Joseph's CE Junior School Pupil Premium Grant, How we plan to spend the grant September 2022 – August 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	145
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
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	£62325
Total budget for this academic year	£62325

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 Reading	Pupil voice and previous reading attainment acknowledges that a high proportion of our disadvantaged pupils do not have access to high quality reading text outside of school.
2 attendance	Our data indicates that low attendance among our disadvantaged pupils is high compared to that of non-disadvantaged pupils
3 INA+TA	Our current support staff and INA support groups of pupils in whole class teaching time. Additional support would allow for pupils intervention groups.
4 1:6 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, Financial constraints for many families mean that pupils do not have the opportunity to engage in enrichment opportunities, this particularly affects disadvantaged pupils.

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
Introduction of Accelerated reader supports Improved attainment in reading	Reading attainment has improved for disadvantaged pupils. Disadvantaged pupils are reaching at least National expectation in reading
Small group intervention support For disadvantaged pupils in year 3 &4	Pupils in year 3 &4 make 6 points+ progress in the year 22-23.reaching national, or close to national expectation for disadvantaged pupils in reading, writing and maths
Community and family key worker is in role supporting our vulnerable pupils and families	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Small group tutoring for targeted pupils to support raising attainment in maths Year 5 and year 6	Disadvantaged pupils are reaching the national attainment target or are close to National attainment target in Year 5 and Year 6 in maths
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • 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.
Pupils have the opportunity to engage in enrichment opportunities, with finance not being a blocker	70% of disadvantaged pupils engage in after or before school enrichment opportunities.

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: £ 19000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time For small group intervention work	Gap filling, pre-teaching would support some of our pupils in their learning	3,4
Individual needs Assistant 8.30-3.00 Mon -Fri	Pupils needing 1:1 support /key adult in the classroom at specific key times in a day. Class TA can be redeployed X3 mornings to work with small intervention groups	1,3

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

Budgeted cost: £ 9325.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Program	Tuition targeted at specific needs and knowledge gaps. Initially T1 and T2 Y5 , Y6 maths	4
Reading support 1:1 Small group Sounds write support for phonics Accelerated reader Quality reading books accessible for all pupils	Pupils identified at Pupils progress meetings will have targeted support for reading. The introduction of Accelerated reader will monitor and track pupils reading ages and ensure they have access to high quality books. The gap between PPG and non- PPG pupils in reading will be significantly narrowed.	1,3

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

Budgeted cost: £34,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult dedicated to community and family key worker 3.5 days	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
Support with school uniform	Some of our families struggle to provide school uniform for their children. For some when they are not in the correct uniform there is a noticeable impact on their emotional well being and for some their behaviour.	6

Total budgeted cost: £62325.00

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.

KS2 data for 2021-2022 was not published, even though key stage 2 SATS were taken by pupils.

this data show the outcomes for our children eligible for Pupil Premium funding in the academic year 21-22 the information is based on Teacher Assessment and internal standardised test assessments.

Year	subject	Cohort No	Term 2		Term 4		Term 6	
			Targeted	Actual	Targeted	Actual	Targeted	Actual
3	Reading	7(T2) 8(T4&6)	30+	57%	40+	13%	50+	25%
3	Writing	7(T2) 8(T4&6)	30+	43%	40+	25%	50+	38%
3	Maths	7(T2) 8(T4&6)	40+	43%	45+	28%	50+	38%
4	Reading	11 (T2) 13(T4&T6)	30+	27%	40+	46%	50+	38%
4	Writing	11 (T2) 13(T4&T6)	20+	9%	30+	31%	40+	46%
4	Maths	11 (T2) 13(T4&6)	30+	36%	40+	38%	40+	38%
5	Reading	18(T2) 20(T4) 17(T6)	20+	44%	30+	50%	30+	53%

5	Writing	18(T2) 20(T4) 17(T6)	20+	28%	30+	35%	30+	29%
5	Maths	18(T2) 20(T4) 17(T6)	30+	67%	40+	45%	40+	65%
6	Reading	14(T2) 13(T4) 12(T6)	30+	51%	40+	54%	50+	42%
6	Writing	14(T2) 13(T4) 12(T6)	30+	21%	40+	31%	50+	33%
6	Maths	18(T2) 13(T4) 12(T6)	40+	14%	50+	31%	60+	25%

Due to a high, 'in year intake,' the Pupil Premium numbers have fluctuated across all year groups. Pupils have come into the school already having received Pupil Premium funding. In some cases the interventions for these pupils haven't started until Term 4. Attrition of pupils receiving PPG funding, and were on track to reach their Age related expectation, has also added to the fluctuation in the data.

At St Joseph's the data for this group of pupils will support how the funding is spent going forward into 22-23

This assessment provides us with the evidence to put the funding support for the academic year 21-22 to accurate and targeted use for this group of pupils.

PPG pupils accessing additional support funded from 21-22 PPG grant

Group	Intervention	% of pp accessing intervention
3	IDL – Maths IDL – Literacy Phonics catch up Better Reading Partnership Word reading fluency National Tutoring Programme Sentence Skills	29% 32% 60% 100% 25% 33% 71%
4	Maths catch up IDL Literacy IDL Maths Maths Catch up Precision Teaching – HFW Reading Comprehension catch up Better Reading Partnership National Tutoring Programme	40% 41% 54% 100% 23% 100% 33%
5	Maths Catch up Spelling Booster Reading Comprehension Pre-teaching – Vocabulary and concepts Better Reading Partnership IDL Literacy IDL Maths	20% 14% 50% 40% 100% 43% 63%
6	Maths Booster Reading comprehension IDL Literacy IDL Maths	33% 16% 74% 38%

Additional Interventions from Family Liaison worker

Intervention grp	Number of pupils (PPG)	Percentage
Drawing and talking therapy	5	10%
Supporting families	7	14%
Circle of friends	4	8%

Play Therapy

Number of PP pupils accessing play therapy	% of pupils
8	60%

These 8 pupils accessed play therapy supplied by the school from an outside provider.

There were no fixed term exclusions issued to any of those children having play-therapy sessions

