

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	164
Proportion (%) of pupil premium eligible pupils	94 = 57%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss Rachael Griffiths Headteacher
Pupil premium lead	Miss Rachael Griffiths Headteacher
Governor / Trustee lead	Mrs Maureen Calnan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,430
Recovery premium funding allocation this academic year	£14,790
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	£141,220

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, regardless of their background or challenges they face, make good progress and achieve high attainment across all subjects.

The focus of our pupil premium strategy is to fully support disadvantaged children to achieve their goals, including those who are already working at greater depth.

We will consider the varying challenges faced by our vulnerable pupils, such as those who have external agency support and who may be a young carer. The activity we have outlined in this statement is also intended to support their needs whether they are disadvantaged or not.

First quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This will have the greatest impact on helping to close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our pupil premium strategy also focuses greatly on the pastoral needs of our children and how SEMH issues can form barriers to their learning. We aim to overcome these barriers through targeted interventions and support.

The approaches we take will always have the children at the centre of everything we do. We want to ensure that our pupil premium and disadvantaged children work on a level playing field with their peers in school, locally and nationally. We want them to experience events, trips and visitors from a wide range of backgrounds to fully enrich their learning.

At St. Joseph's we embed our 4 learning key stones of Catholic Life, Achievement, Reading and Enrichment. This strategy intends to reflect those key stones and offer the same opportunities for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading and developing a love of reading across all age ranges
2	Narrowing the attainment gap across Reading, Writing and Maths in all year groups
3	Persistent absences and punctuality
4	Frequent behaviour difficulties with a core group of children
5	Our disadvantaged and vulnerable children have barriers to their learning due to poverty.

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
Parents to be more involved with their child's reading and for all children to have a love of reading.	Parents will listen to their children read on a regular basis. Children's fluency and comprehension skills will show improvement. Progress and attainment in reading to be in line with national averages. Reading ages to be in line with age related expectations.
Combined progress in Reading, Writing and Maths across all year groups.	Our children will be in line, or exceeding national averages in R/W/M.
Rapid decrease in persistent absences and a rise in attendance figures across the whole school.	All children to arrive at school on time and maintain 96% or above attendance. Reduced number of persistent absences
Positive behaviour to impact learning.	Reduced fixed-term exclusions meaning children are in school, in class and learning.
Our disadvantaged and PP children to make the same progress as their peers	Data will show that the gap between our pupil premium and disadvantaged pupils has narrowed.

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: **£89,141**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Employ HLTA for targeted class support. 16 Year 6 children who are PP - 4 days FT 	<p>Data from the previous 3 years shows a decline in combined results in R/W/M particularly for our PP children. Lockdowns due to Covid-19 has impacted this greatly with many children not participating in online learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
<ul style="list-style-type: none"> - Employ a Pastoral Lead who will focus specifically on the emotional, social and behavioural needs of our children. - Pastoral Lead will also take the lead on parental engagement relating to homework and reading. - 3 days FT 	<p>Children have been identified through teacher referrals and through pupil progress meetings.</p> <p>We have a high number of children displaying emotional behaviours which are forming barriers to their learning.</p> <p>Our school has historically had very little engagement with parents regarding their child/children's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1
<ul style="list-style-type: none"> - Employ a Family Support Worker to deal with behaviour, attendance and punctuality. - FSW will also plan and deliver specific interventions for SEMH needs. 	<p>Through teacher referrals, attendance data and involvement with external agencies, we have identified that our pupil premium and disadvantaged children need targeted provision from a trained professional.</p> <p>Our Family Support Worker has a background in CSC and supporting children with behavioural difficulties. Our children benefit from 1:1 and group interventions to support their SEMH needs allowing them to be in class and learn with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4,5

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

Budgeted cost: **£6,319.69**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - School-led tutoring delivered by class teachers for PP children falling below the expected standard in R/W/M in Years 2 and 6. 	<p>As a result of the global pandemic, many of our children have fallen behind in the core subjects of reading, writing and maths. This has been evidenced through teacher assessments, formal assessments and pupil progress meetings.</p> <p>The majority of our children found it difficult to engage in home learning due to lack of I.T.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,5
<ul style="list-style-type: none"> - Purchase Annual subscription for IDL Maths and English to help narrow the gap in R/W/M though improved vocabulary, oracy and comprehension. 	<p>There is a need to improve our disadvantaged pupil's oracy in English and Maths. This is evident from pupil voice interviews and questionnaires.</p> <p>It also reflects in their spoken and written English.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2,5
<ul style="list-style-type: none"> - All pupils to experience enriched learning opportunities through trips, visits and visitors 	<p>Our children come from a very deprived area of Lancaster and do not have the same life experiences as some of their peers nationally. This can limit their knowledge and understanding of the world around them and this can have a negative impact on their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	5

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

Budgeted cost: **£43,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Specialist Teacher for 12 hours to observe and support children with specific behaviour issues (Y1-Y6). Support plans to be written. - Support plans to be shared with staff and monitored. 	<p>We have a core group of children who often display negative and physical behaviours. These children disrupt lessons and stop others from learning. They are often a danger to themselves and others.</p> <p>The Pastoral Team and SLT have worked with them using different interventions, but there are still ongoing issues that have resulted in fixed-term exclusions. There is a significant risk that some/all of these children could face permanent exclusion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	4
<ul style="list-style-type: none"> - Continue to provide 3 walking buses to ensure PP pupils are on time and have breakfast. 	<p>Poor punctuality has been linked with low levels of attainment. For those children who arrive late, they miss the input at the start of a lesson and find it difficult to catch up. Many of our pupil premium children come to school without having had breakfast.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3,5
<ul style="list-style-type: none"> - Hold a parental sleep workshop to support and encourage our families to get a goodnight's sleep and wake up on time for school. - Encourage parents to read a bedtime story to their child to develop a love of stories. - Purchase alarm clocks, night lights and soft toys to support and encourage our pupils to go to bed at an appropriate time. 	<p>We currently have between 39 and 45 persistent absence pupils. We have engaged with parents who have commented on their own struggles to get their child/children into school because they are tired. We feel that a good night's sleep would help both parent/s and child/children to get up on time and get to school.</p> <p>It has also been noticed by staff that those children who have arrived on time settle and are less likely to display negative behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	1,3,4

<ul style="list-style-type: none"> - Provide support for families in need <ul style="list-style-type: none"> ➤ Clothing ➤ Bedding ➤ Health and hygiene ➤ Birthday/Christmas presents ➤ Signposting to foodbanks 	<p>We currently have 47 children on our Vulnerable Children's list of which 40% are pupil premium. These children have been identified through notifications from various agencies e.g. CSC, Welfare checks and Encompass Reports.</p> <p>We also know that our families need this level of support from parental questionnaires and staff feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4,5
<ul style="list-style-type: none"> - Conversion of a school library to prioritise reading and raise its profile throughout school - Children will experience how to use a library and develop a love of reading - New reading/curriculum books to be purchased to engage all learners and support widening their experiences 	<p>Our most recent Ofsted Inspection and monitoring visits highlighted reading as a whole school priority. Our children were not reading enough at home or for pleasure.</p> <p>A visit from a school adviser also identified reading as a whole school issue, particularly our school library which is used for other purposes and contains books that are greatly outdated.</p> <p>The books that we have do not reflect our current pupils' interests. We do not have enough books that are linked to our bespoke curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2

Total budgeted cost: £139,260.69

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.

Please see evaluation on website

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
Little Wandle Letters and Sounds SSP	Little Wandle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	