

# Pupil Premium Strategy 2022/2023



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 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 ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£132,960
Recovery premium funding allocation this academic year	£14,742
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme Funding	£13,920
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,702

## 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.	Children in all year groups 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: **£134,644**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Employ HLTA for targeted class support. 16 Year 6 children who are PP</li> <li>- 4 days FT</li> </ul> <b>Cost = £31,206</b>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2

- Impact	<p>Booster sessions delivered by HLTA in reading , writing and maths</p> <p>Impact results from each booster group</p> <p>Maths 86% PP children met the standard</p> <p>Reading 22% PP children met the standard</p> <p>Writing 50% PP children met the standard</p>	
<p>- Employ a Pastoral Lead/Family Support Worker to deal with behaviour, attendance and punctuality.</p> <p>- FSW will also plan and deliver specific interventions for SEMH needs.</p> <p>- <b>Cost = £28,561</b></p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3,4,5
- Impact	<p>Persistent absences dropped from 73 pupils autumn term to 63 end of summer term</p> <p>16 pupils remained on the list of persistent absences from autumn to summer of which 6 pupils showed an improved attendance.</p>	
<p>- Teaching Assistants to cover small group and 1:1 targeted interventions in Phonics, Reading, Writing and Maths.</p> <p><b>£74,081</b></p>	<p>The effective deployment of Teaching Assistants (TAs) can help to close the attainment gap. We use teaching assistants to deliver small group and 1:1 targeted interventions in order to raise standards for specific groups in Phonics, Reading, Writing and Maths.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/TA-project-plan.pdf?v=1671545650">https://d2tic4wvo1iusb.cloudfront.net/documents/TA-project-plan.pdf?v=1671545650</a></p>	2,5
- Impact	<p>Phonics screening Yr1 67% passed year 2 ( following phonics intervention 95% passed the screening. 1 pupil did not pass the screening which accounts for the 5%</p> <p>At the beginning of spring 15 pupils began phase 5 intervention. By Summer 1 the 5 pupils achieved 85% or above in the 'Little Wandle phonics assessment' and did not need further intervention.</p> <p>KS2 intervention 50% of the group achieved 85% or above in 'Little Wandle phonics assessment'</p>	
<p>- Yearly subscription to the National College for staff CPD</p> <p><b>£796.00</b></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. We believe that high quality teaching can narrow the disadvantage gap. Our staff will benefit from up-to date CPD that they can easily access and track.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-</a></p>	2

	<a href="#">Professional-Development-Guidance-Report.pdf?v=1672344885</a>	
- impact	Staff have received CPD from the National College on: Safeguarding Safer recruitment KCSIE First Aid Prevent	

### 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
- School-led tutoring delivered by class teachers for PP children falling below the expected standard in R/W/M in Year 5. <b>Cost = £4,050 (£3,130.31 covered by DFE Recovery Funding, £919.69 covered by PP)</b>	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.  The majority of our children found it difficult to engage in home learning due to lack of I.T.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2,5
- Impact	Staffing difficulties prevented this from taking place.	
- Purchase Annual subscription for IDL Maths and English to help narrow the gap in R/W/M though improved vocabulary, oracy and comprehension. <b>Cost = £400</b>	There is a need to improve our disadvantaged pupil's oracy in English and Maths. This is evident from pupil voice interviews and questionnaires.  It also reflects in their spoken and written English.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2,5
- Impact	All pupils who have undertaken IDL at least 3x a week made progress in maths and English reading and spelling. Areas of weakness for pupils were also identified by the use of the intervention.	
- All pupils to experience enriched learning opportunities through trips, visits and visitors	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.	5

<b>Cost = £5000</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	
- Impact	The children have benefited from subsidised trips 2022/2023 Yr1 Morecambe Bay KS1 Leighton Moss Yr6 Ice Skating Yr5 Maritime Museum Whole School trip to the theatre Yr3 White Scar Caves	

### Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£6,738**

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Provide toast for daily breakfasts. <b>Cost = £2,000</b>	The majority of our children (approx. 80%) come to school without having had a breakfast. We see breakfast as an essential meal for any child and that breakfast prepares the child for their day of learning. We also see more children arriving at school on time if they are provided with a breakfast. <a href="https://d2tic4wv01iusb.cloudfront.net/documents/TA-project-plan.pdf?v=1671545650">https://d2tic4wv01iusb.cloudfront.net/documents/TA-project-plan.pdf?v=1671545650</a>	3,5
- Impact	Daily toast provided each morning for pupils in KS1 and 2 throughout the autumn, spring and summer terms.	
- Provide support for families in need	We currently have 47 children on our Vulnerable Children's list of which 40% are pupil premium. These children have	4,5

<ul style="list-style-type: none"> <li>➤ Clothing</li> <li>➤ Bedding</li> <li>➤ Health and hygiene</li> <li>➤ Birthday/Christmas presents</li> <li>➤ Signposting to foodbanks</li> </ul> <p><b>Cost = £4,738</b></p>	<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	
<i>Impact</i>	<p>From our vulnerable children list 70% of pupil premium families have received advice and support from the FSW during 2022/23</p>	

**Total budgeted cost: £147,701.69**

## Part B: Review of outcomes in the previous academic year

### 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?	