

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 Mary & St Joseph's RC Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Andrea Thomson
Pupil premium lead	John Frankland
Governor / Trustee lead	Aldo Staffa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£ 8,120
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	£ 84,785

Part A: Pupil premium strategy plan

Statement of intent

At St Mary and St Joseph's RC Primary School we are committed to providing the highest quality education and outcomes for all and we ensure that our children are at the heart of everything we do. This applies equally to the use of Pupil Premium Funding.

Our main aims are to:

- Accelerate progress for our Pupil Premium children and ensure that by the end of Key Stage Two attainment is in line with National average.
- Carefully track and monitor Pupil Premium children and provide the most appropriate teaching, provision and resources to support them in achieving or exceeding age-related expectations.
- Use research to inform and guide decisions and identify features of effective pedagogy to ensure maximum impact when spending the Pupil Premium funding.
- Increase the capital culture of disadvantaged pupils and broaden their experiences through a rich, well-planned curriculum based on skills and knowledge which follows the approach of Engage, Develop, Innovate and Express.
- Provide a range of enrichment experiences both in and beyond the classroom, which includes visits and visitors, a variety of out of hours activities and through our school S.P.I.R.I.T.
- Provide opportunities to develop pupil well-being through our nurture room, forest school, sensory garden, breakfast club and pupil support mentor.
- To build positive home school links and work alongside our families by keeping them up to date and informed, providing adult learning courses and opportunities which enable parents to support their child on their learning journey, sign posting opportunities to develop their own well-being and cultural capital and working together to ensure attendance is good.
- To monitor provision for Pupil Premium and analysis this with appropriate stakeholders, taking appropriate action where gaps are analysed.

Challenges

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

Challenge number	Detail of challenge
1	Language: Support for children in Foundation Stage and Key Stage 1 to provide early language intervention and support. Rationale: EEF Early language development Oct 2018
2	Children enter EYFS with very low levels of communication, language and literacy. This affects progress in reading, writing and maths. Rationale: EEF Oral language interventions +6months
3	Attainment in Mathematics and literacy: To improve outcomes for these children in both subjects Rationale EEF oral language intervention + 6 months Reading comprehension strategies + 6 months Teacher feedback + 6 months
4	The health and well-being of our pupil's is low due to lack of life experiences, attending external sports clubs, knowledge of healthy food and healthy life styles. Rationale EEF Social and emotional learning SEL + 4 months
5	Due to external factors the social and emotional development of pupils is not fully developed resulting in low self-esteem and confidence.

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
Pupils eligible PP funding will have a more rich and varied vocabulary which will influence their reading and spoken word.	That children having access to a rich and varied acquisition of language, will be visible by improvements in BPVS scores across year groups.
Pupils eligible for PP funding will read for pleasure, which in turn will improve their reading stamina.	Increase in number of books from previous years. Closing between the number of PP children and non-PP children in

<p>Additional support for pupils below age related expectations in Maths and Literacy</p> <p>Track and monitor data of PP children</p> <p>Pre-teach Vocabulary</p> <p>Increase targeted support from Teaching assistants for interventions in reading, mathematics and phonics, such as numeracy catch-up Reading Rocketeer and daily reading 1/1 sessions.</p>	<p>Pupils will have closed the gap in attainment across year groups.</p>
<p>All pupils eligible for PP funding will be supported financially to engage in enriching learning experiences.</p>	<p>All PP pupils to have had the same experiences as non-PP pupils</p>
<p>Improve provision for PP pupils with interventions, SEND support and nurture as needed.</p>	<p>Close alignment between in reading, writing and mathematics.</p>
<p>Ensure the following are taking place</p> <p>Phone calls home</p> <p>Meetings with families and children</p> <p>Contact other agencies for support</p> <p>Support groups in school for those children who have been identified.</p> <p>Record on CPOMS</p>	<p>Parents to engage with support from other agencies.</p> <p>Positive outcomes for vulnerable families and children during CAF meetings.</p>

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: £19,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trained L3 TA in Speaking and Listening groups</i>	Weak language and communication skills. Evidence from South Staffordshire under 5's centres show the effectiveness of Wellcomm.	1 and 3
<i>Staff CPD in Steps to Read</i>	EEF reading comprehension strategies	1,2
<i>Staff CPD in Hanen Learning language and loving it</i>	Weak language and communication skills. EEF Oral language interventions +6months	1,2,3
<i>Staff CPD in metacognition</i>	Evidence shows that children can make up to 7 months progress	1,3
<i>Team Teach Training</i>	To deal with challenging behaviour effectively, using appropriate positive handling strategies	

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

Budgeted cost: £15,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme</i>	The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021	1,2,3,

<i>Reading Rocketeers Intervention</i>	Using our Accelerated Reader data, children that are on watch and those that require intervention are given support in small groups. EEF Accelerated Reader +3 months	2,
<i>Sets of Guided reading books</i>	EEF Reading Comprehension Strategies + 6 MONTHS	2
<i>Increased targeted support from Teaching Assistants for phonics, reading and Mathematics. Additional training needed to provide more assistants to deliver catch up.</i>	EEF One to one Tuition + 6 months Require one to one for pupils required for numeracy catch up Individual phonics EEF + 5 months New staff to have read write Inc training. Looking at examples of good practice.	3

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

Budgeted cost: £ 55,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast for every child</i>	Hungry for success Timothy Bond Jan 2021 The school was part of the magic breakfast programme in the last academic year. This funding has now stopped. However, as a school community we could see the benefit of every child having the opportunity to have breakfast without any stigma attached.	3, 4,5
<i>Residential Costs Subsidised visits and visitors Experiences for all children</i>	EEF Outdoor adventure learning + 4 MONTHS The school will once again be undertaking in a 3-day residential. This is heavily subsidised for all children while PP children are fully funded. All visits undertaken by year groups are subsidised and PP children paid for. Any experiences that are brought into school require no funding from the parents.	3,4 5
<i>Pupils Support mentor to support children with SEMH</i>	Behaviour interventions + 4 months Our Pupil Support Mentor is available 5 days a week to work with groups of	5,6

	children who may need any social, emotional or mental health support. This ensures that all the children are ready to learn.	
<i>Behaviour Support Mentor</i>	To support groups of children with challenging behaviour	5,6
<i>EYFS support</i>	To support EYFS with children with low levels of communication, language and literacy	1,2
To raise attendance of vulnerable children.	Encouraging pupils to attend and quickly responding to pupils who show signs of disengagement has had positive outcomes in school. Regular meetings with HT and EWO helps us to monitor all children's attendance and disadvantaged children in particular. Where concerns were raised, speedy communication with the parent and support by the Admin officer has improved attendance.	3

Total budgeted cost: £90,186

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.

See the PP review which is on the website. [H https://primarysite-prod-sorted.s3.amazonaws.com/stmaryandstjosephrc/UploadedDocument/c83102f4-5c86-4870-908e-63776ec3e593/pp-impact-statement-20-21.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/stmaryandstjosephrc/UploadedDocument/c83102f4-5c86-4870-908e-63776ec3e593/pp-impact-statement-20-21.pdf)yperlink

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
Voice 21	Voice 21
Read Write Inc	Read Write Inc
Rising Stars Assessment	Rising Stars
Rockstars	TT Rockstars
Steps to Read	Literacy Counts
Steps to Write	Literacy Counts
Learning by Questions	LBQ
Accelerated Reader	Renaissance
Catch-up- Numeracy	Caxton Trust
Wellcomm	GL

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?	

