



St. Joseph's Catholic Primary School

Pupil Premium Strategy Statement: 2022 – 2023



This statement details St. Joseph's Catholic Primary 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.

Furthermore, this statement 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	113
Proportion (%) of pupil premium eligible pupils	(30) 27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Katy Haggart
Pupil Premium lead	Rachel Hockey
Governor / Trustee lead	Chris Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42, 935
Recovery premium funding allocation this academic year	£4, 860
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	£47, 795

Part A: Pupil Premium Strategy Plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2021-22 PPG funding is an additional £1345 per eligible child with £2300 awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school.
- For the benefit of pupils registered at other maintained schools or academies.
- on community facilities; for example, services whose provision furthers any charitable.
- purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At St. Joseph’s we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

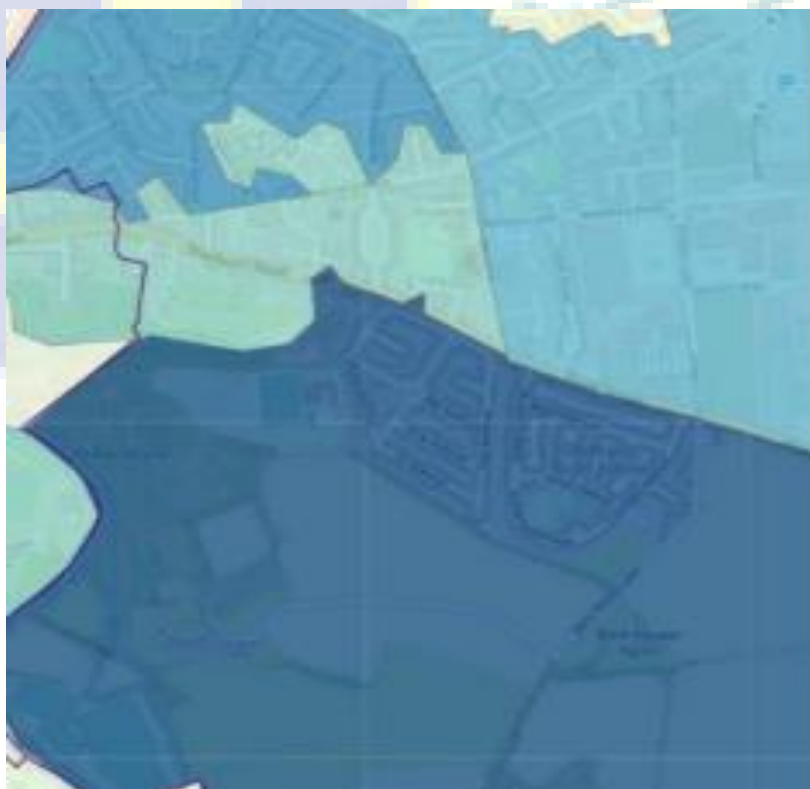
- We ensure that teaching and learning opportunities meet the needs of all the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

St. Joseph's Catholic Primary School is a relatively small school located in the outskirts of Durham City. There are currently five classes, four of which contain mixed year groups. Wherever possible, Year Six children are taught as a single year group.

The map below displays the "Lower Super Output Areas" (LSOAs) which surround the school and they are colour coded according to which national decile they belong to. The light blue area is among the 40% most deprived neighbourhoods in the country; the mid blue area is among the 30% most deprived neighbourhoods in the country; the deep blue is among the 10% most deprived neighbourhoods in the country. In October 2022, the majority of our pupils lived in these areas.



Ultimate objectives

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to support the development of our pupils' knowledge and understanding of the world.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for selected activities, educational visits and residentials thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Mary's values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health and wellbeing.
2	Gaps in reading, writing and maths.
3	Speech, language and communication.
4	Access to wider opportunities.

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
Sustained improved wellbeing for all pupils.	Qualitative data from student voice, student and parent surveys and teacher observations.
Progress in reading.	2023/24 outcomes to be in line with or above national average by the end of KS2.

Progress in writing.	2023/24 outcomes to be in line with or above national average by the end of KS2.
Progress in mathematics.	2023/24 outcomes to be in line with or above national average by the end of KS2.
Improved oral language and communication skills.	Assessment and observations indicate significantly improved oral language. This will be reflected in engagement across the curriculum, in written work, and in ongoing formative assessment.
Improved cultural and childhood experiences for all pupils.	Cultural capital experiences mapped across year groups and embedded in curriculum.

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: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Training of DHT and inclusion manager for 'Trauma informed school' qualification. • Relevant information continues to be disseminated to all staff in staff meeting/morning meeting time. Good practises linked to this training embedded in all areas of school life. 	<p>Rates of probable mental disorders have increased since 2017; in 6 to 16 year olds from one in nine (11.6%) to one in six (17.4%)</p> <p>NatCen Social Research</p> <p>Half of all mental health problems present in young people by the age of 14. The adults around young people can play a huge part in supporting their mental health and stopping their needs escalating.</p> <p>Mental Health Training Courses For Professionals YoungMinds</p>	1
<ul style="list-style-type: none"> • Purchase of standardised diagnostic assessments across all year groups. • Support for staff to carry out purposeful assessment. • Staff meeting time allocated to support assessment. 	<p>Standardised tests can be used to track pupils progress and provide support for children where they need it most.</p> <p>Education Endowment Foundation EEF</p> <p>Standardised tests can identify areas of strength and weakness to support teachers to identify next steps – intervention etc.</p>	2

Staff CPD – developing core curriculum subjects and upskilling teaching staff in the provision of quality first teaching.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of a Maths Hub, the Enthuse project for science, and have a Read, Write, Inc development package. Relevant staff attend all training on offer. Staff are released at least once a term to lead their subject effectively.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32, 545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Manager to support staff in timetabling 1:1 and small group provision effectively. Inclusion Manager to offer advice to staff in supporting pupils to overcome barriers to learning.	EEF toolkit suggests that 1:1 and small group provision can be effective, on average accelerating learning by approximately five additional months' progress. DfE reports suggest that early identification and close monitoring of pupils with SEN will enable positive academic outcomes.	2 & 3
Early Years language development supported by TA.	EEF research shows that early language support is vital to prevent children from falling behind in developing the foundations of language and literacy.	3
School-led tutoring.	EEF toolkit: Small Group Work (Average impact +4 months)	2 & 3
Purchase of TimesTable Rock Stars, NumBots, Spag.com, Reading Plus and Maths.com	These online programmes support learning in the classroom, and promote engagement in learning.	2

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

Budgeted cost: £10, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
School staffed with Positive Futures Advisor to address barriers to learning and support parents and families	EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average).	1 & 2

through referrals, meetings and training programmes.		
'Heads Up' programme to train a selected group of pupils as wellbeing ambassadors.	EEF suggests that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months additional progress on average).	1 & 2
Provision of free breakfast for all pupils.	Research at Leeds University has shown that children who eat breakfast are more likely to focus better on classroom tasks than those who do not eat breakfast. Children who eat breakfast regularly are more likely to have better academic performance.	1, 2, 3 & 4
Ongoing review of routines and approaches to support positive relationships and behaviour across the school.	Paul Dix (When the Adults Change) tells us that relationships and behaviour management needs "...a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."	1, 2, 3 & 4
Support in financing after school clubs, music tuition and school trips.	EEF toolkit acknowledges that after school programmes which are closely linked to the curriculum are clearly related to academic benefit. There is also evidence indicating that, on average, pupils make two additional months' progress per year from extended school time. LOtC indicates that pupils learn better through practical experience and acquire their knowledge and understanding through real-life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities in school.	1, 2, 3 & 4

Total budgeted cost: £47, 795

Part B: Review of outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Reading Expected Standard								
	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	11	73	23	61	18	61	52	63
Girls	3	67	17	71	7	57	27	67
Boys	8	75	6	33	11	64	25	60
Dis	1	100	10	60	9	56	20	60

Writing Expected Standard (EXS)								
	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	11	73	23	65	18	67	52	67
Girls	3	67	17	76	7	71	27	74
Boys	8	75	6	33	11	64	25	60
Dis	1	100	10	60	9	56	20	60

Maths Expected Standard (EXS)								
	2018		2019		2022		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	11	82	23	48	18	67	52	62
Girls	3	100	17	53	7	71	27	63
Boys	8	75	6	33	11	64	25	60
Dis	1	100	10	30	9	56	20	45

The above tables show our KS2 end-of-year data for the academic year 2021-2022.

Data for 2021-22 shows that the performance of disadvantaged pupils remains lower than the national average, and lower than non-disadvantaged pupils within our school. However, the data does not reflect the substantial progress which these pupils made from their starting point; a result of a high-quality curriculum, as well as extensive efforts to support pupils pastorally.

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
Times Table Rockstars/Numbots	TTRockstars
Reading Plus	Reading Solutions
SPaG.com	Orchard Digital Limited
Maths.com	Orchard Digital Limited

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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

