

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	765
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs Killian/Miss Crummey
Governor / Trustee lead	Mrs L Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,660.00
Recovery premium funding allocation this academic year	£4,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,627.00
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	£206,637.00

Part A: Pupil premium strategy plan Statement of intent

Everything we do at St Joseph's is underpinned by our School Mission Statement and the teachings of Jesus Christ through the Gospel Values as well as both SMSC and British Values. Through our curriculum, all pupils despite their circumstances, will gain a clear understanding of what it means to be a 'Modern-Day Disciple' as they develop their own relationship with God. Our curriculum inspires all children to behave well and respectfully, preparing them for life in Modern Britain. It encompasses an appreciation for each other's uniqueness and promotion of diversity. Our curriculum aims to keep pupils safe and promote our children's mental wellbeing. It enables them to become resilient learners with healthy attitudes towards the learning process and an understanding of how it works and their increasingly important role in it. It aims to inspire confident and articulate learners, with opportunities to develop their leadership skills.

Our curriculum is intended to be accessible by and engaging to all, regardless of: starting point, SEND, background, gender, religion or culture. It is designed to support the closing of gaps and support equality of opportunity. It provides support and challenge to those who need it most.

- St Joseph's pupils tend to arrive in school with abilities in line with national average and usually achieve above the national average in Reading, Writing and Mathematics. Disadvantaged pupils are performing as well as other pupils at the Expected standard but there is a performance gap for PP achieving the higher standard.
- A school priority is to maintain the rising trend of achievement in reading, writing and mathematics, for identified PP pupils capable of attaining Greater Depth.
- 7% - 16% is the range of FSM/PP in school per year group. It tends to be below national average in lower year groups but reflects the fact that since UFSM at KS1 many families eligible for FSM do not apply.
- Current pupil progress data reflects all main groups including the most disadvantaged and SEND are generally making good or better progress compared with national in all year groups.
- CPD/INSET is planned throughout the school year to develop staff confidence, expertise and practice. Appraisal objectives are closely linked to priorities identified through monitoring and data analysis and inform all staff of their accountability in meeting the needs of all pupils.
- St Joseph's works collaboratively with other schools and is an active member of the St. Alban Catholic Schools' Partnership and Luton's Central Area Partnership.

Challenges

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

Challenge number	Detail of challenge
1	Behaviour, emotional and social needs of a small number of pupils (mostly eligible for PP) is having significant impact on their academic progress over time.
2	Receptive language skills in EYFS are lower on entry (Baseline assessment) for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
3	Impact of Covid, and inconsistent home learning support.
4	Some parents have low level literacy and numeracy skills and availability to support; this is having an impact on progress over time
5	Reading at home with an adult is inconsistent.
6	Engagement and support with home learning is not always possible.

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
1. Behavioural, emotional and social needs of vulnerable pupils addressed.	Incidents of negative behaviour by target vulnerable pupils shows a declining trend. Achievement targets in R, W & M for vulnerable pupils are met. Fixed term exclusion rates continue to be below national average.
2. Improve receptive language and communication skills for pupils eligible for PP in EYFS	By the end of EYFS, the same proportion of pupils eligible for PP as non-PP met expected standard and ELGs in Listening and Attention and Speaking. Measured each term in central data captures.
3. Maintain progress of PP pupils meeting expected standard and, increase the % of PP reaching the Expected+ standard at the end of KS2	PP pupils make same rate of progress or better than 'other' higher ability pupils in reading, writing, maths. Measured each term in central data captures.
4. Learning gap is being closed effectively	Reflected in data capture.

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: £ 14,503.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Oracy skills through use of high-level vocabulary and adult modelling. (Voice 21)	Children are exposed to a vocabulary rich curriculum and can articulate either ideas and/or opinions.	2. Improved oral communication and language skills in EYFS to increase the % PP pupils who meet the expected level of development
Feedback and Marking policy to be used consistently with particular focus on allowing pupils time to respond to next-steps feedback and challenging PP to make rapid progress. Improved provision for all pupils through clear planning of a relevant and purposeful curriculum.	Use of high-quality feedback (both verbal and written) to improve attainment overall, and it is suitable as an approach that we can embed across the school. As a school we aim to invest some of the PP funding in longer term and sustainable change which will benefit all pupils.	3. Improved progress for high attaining PP pupils
CPD on challenge in reading, writing and maths outcomes for high attaining PP pupils.	Ongoing CPD for staff (e.g. LA Maths and English consultant, LA Speech and language therapy) funded from PP budget. Impact monitored by English and Maths subject leaders and Year Leaders. Teaching assistant (TA) CPD for TAs supporting/leading the sessions. VIPERS reading comprehension strategy introduced and followed up through whole school monitoring during the Spring Term. Analyse the impact on PP pupil attainment at GD tracked.	

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

Budgeted cost: £ 173,361.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group support to implement Early Language Intervention for targeted pupils in Reception and Year 1.	<p>Following baseline assessment some of the pupils are identified for targeted 1:1 support to catch up.</p> <p>We use a programme which has been independently evaluated and shown to be effective in other schools as advised by SALT e.g. 'Time to Talk'.</p>	2. Improved oral communication and language skills in EYFS to increase the % PP pupils who meet the expected level of development
Weekly 1:1/ small group teaching in R, W & M intervention in addition to timetabled curriculum.	<p>Intervention strategies for increasing the % pupils achieving GD have been successful. However, assessment data indicates that the % higher ability PP pupils achieving Greater Depth in reading, writing and maths is lower than for other pupils so intervention strategies will continue in 2021-22, but more strategically focused on PP.</p> <p>Progress and engagement of PP children to be noted during all lesson observations and work scrutiny.</p> <p>Small group interventions with highly trained staff have been shown to be effective in this school and cited as such in reliable evidence sources such as Growth Mindset and the EEF Toolkit.</p>	<p>3. Maintain the % of PP achieving RWM at expected level and increase % reaching the higher standard in order to close the gap between PP and Non-PP at KS1 and KS2.</p> <p>4. Close the gap for pupils identified as not making good progress</p>

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

Budgeted cost: £ 18,772.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify needs and plan targeted intervention for vulnerable pupils.</p> <p>Use of Family Worker time to engage with parents before intervention begins. Build self-esteem and confidence of vulnerable pupils.</p> <p>To develop and maintain positive behaviours for learning and social interaction.</p>	<p>Targeted interventions matched to specific pupils with particular needs, including behavioural and emotional, can be effective in overcoming barriers to their learning.</p> <p>We will use a variety of programmes which have been independently recommended and shown to be effective. We will broker specific support and follow the advice given by LA learning and behaviour support consultants.</p> <p>Continued participation in the Nurtured Heart Project with Educational Psychologist.</p> <p>PHSE curriculum targeting social and emotional wellbeing.</p>	1. Behavioural, emotional and social needs of vulnerable pupils
Financial Support for pupils attending 'wrap around' care provided by external provider	We also want to facilitate PP pupils accessing educational visits and extra-curricular activities to provide real purpose for writing. These are experiences that many are missing, limits their	1. Behavioural, emotional and social needs of vulnerable pupils

Increase the engagement levels of parents/carers of Pupil Premium pupils	ability to produce the high-quality pieces of writing required to achieve GD / the Exceeding Standard. We will increase the engagement of Pupil Premium parents / carers by arranging meetings around a more flexible schedule and explaining the role of attending the out of school provisions in raising the achievement of their children.	
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Total budgeted cost: £ 206,637.00

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.

Improved oral communication and language skills in Reception (EYFS): % Pupils achieving at least expected standard reflects EYFS Listening & Attention, Understanding and Speaking has PP pupils reaching national benchmark and at times out performing non-PP pupils. Positive impact on progress of pupil premium pupils who attended intervention and 1:1 sessions in communication and language.

Improved progress for high attaining pupils: Analysis of pupil achievement data 2018-19, indicates the school exceeded its target for pupils to reach Expected standard in almost all year groups but not at the higher standard. The strategies employed have ensured that PP pupils are now attaining in line with other pupils in school and others nationally at the Expected standard. Positive impact on progress of pupil premium pupils who attended lunch and after school sessions but not on the % of PP pupils achieving Greater Depth.

Breakfast Club and extra-curricular activities not consistently having positive impact because some PP pupils unable to attend regularly due to family circumstances and COVID19.

Behavioural, emotional and social needs of vulnerable pupils: There have been minimal fixed term exclusions for the last 3 years as a result of these successful strategies and additional adult support provided for individual pupils.

Increased attendance rates: IDSR indicates that overall absence for pupils in receipt of FSM (3.9%) was in the lowest 20% of all schools in 2018/19, as well as in 2017/18 and 2016/17.

Externally provided programmes

Programme	Provider
Additional internet based programs to support home learning during 2019/20 TT Rockstars (Maths), Espresso (Discovery Learning) and Education City.	
Nurtured Heart	EP from LA (Luton)