

Pupil premium strategy statement

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 the Worker Catholic Primary school
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Shelagh Facchini
Pupil premium lead	Bernadette Rossiter
Governor	Pupil Premium- Cormac Fitzpatrick Disadvantaged- Gillian Bray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,980
Recovery premium funding allocation this academic year	£1,087
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£7,990

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	£36,057
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Part A: Pupil premium strategy plan

Statement of intent

At St Joseph the Worker Catholic Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Meet the challenges 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 vocabulary and 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 develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide a curriculum which responds to the needs of the pupils
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to visits, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate emotional and wellbeing support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Our approach will be responsive to both common challenges and our pupils' individual needs. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision.

Challenges

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

Challenge number	Detail of challenge
1	Welfare, social and emotional needs Some of our pupil premium children/disadvantaged children and their families have social and emotional difficulties. These children may also have limited experiences beyond their home life and immediate community. This impacts on pupils' understanding of elements of the curriculum and further on language and communication. Our assessments and observations evidence that the wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
2	Learning Needs Some of our pupil premium/disadvantaged children have low attainment and slower progress. These children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
3	Speech and Language Observations and assessments (EYFS baseline) identify that some of disadvantaged pupils have a low baseline in oral communication, language and literacy. Our internal evidence show this impacts on Reading and Writing ELG and overall GLD and consequently the impact on language development and vocabulary as pupils progress through the school.
4	Engaging and supporting parents Families experiencing the most challenges may find it difficult to engage in aspects of school life

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
Improved wellbeing achieved and sustained for all our pupils and particularly our disadvantaged pupils	All pupils feel safe and secure in school. All pupils will be valued. All emotional needs will be heard and met. All pupils will know who to talk to if they have a problem in school. All pupils will have access to an adult to talk to.
Targeted interventions will support disadvantaged learners to make the expected progress (SENCO, Teacher, HLTA and TA led groups).	Progress of disadvantaged children across the school will be in line with or better than the national average by the end of KS2.

Curriculum implementation is strong across all subjects and has a positive impact on pupil outcomes	Pupils enjoy Quality First Teaching and a broad and balanced curriculum.
	Curriculum activities involve visits, visitors, residential trips and offsite sport events broadening the cultural capital of our disadvantaged pupils
All families, including those the facing most challenge, engage with the school.	The Senior Leadership Team will continue to build on relationships with families and support. Families will feel supported. Referrals to outside provisions and agencies will be successful.

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: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing INSET for all staff.</i>	Social and emotional learning (Education Endowment Foundation (EEF)- moderate impact for low cost based on very limited evidence +4 months)	1,4
<i>Behaviour Management</i>	Social and emotional learning (EEF- moderate impact for low cost based on very limited evidence +4 months)	1,4
<i>Trauma Perceptive Practice Training for all staff</i>	Metacognition and self-regulation (EEF very high impact for very low cost based on extensive evidence- +7 months)	1
<i>Pie Corbett Talk for Writing Training for all teaching Staff</i> <i>Reading Comprehension Training for all staff</i>	Oral language interventions (EEF- very high impact for a very low cost based on extensive evidence + 6 months)	2,3
<i>Weekly teacher INSET and five INSET days- based on SDP priorities- Curriculum and Relationships</i>	CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment.	1,2,3

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Quality first teaching is in place. Teachers (Class teachers, additional teacher hours, SENDCO) and Teaching Assistants working collaboratively, targeting individual and group needs.	Education Endowment Foundation (EEF) states: “Ensuring an effective teacher is in front of every class, and that every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” Feedback (EEF- Very high impact for very low cost based on extensive evidence +6 months)	2,3
Quality intervention programmes (including daily reading, phonics, comprehension, number, oral language and communication, handwriting) Additional Teaching Assistant hours to address needs using precision teaching. Individual and group support for basic skills- in reading, writing and mathematics	Phonics (Education Endowment Foundation- EEF- high impact, low cost based on very extensive evidence +5 months) Reading comprehension strategies (EEF- very high impact, low cost based on extensive evidence +6 months) Small group tuition (EEF- moderate impact for low cost based on moderate evidence +4 months) Social and emotional learning (EEF- moderate impact for low cost based on very limited evidence +4 months) Teacher Assistant Interventions (EEF- moderate impact for moderate cost based on moderate evidence +4 months) Oral language interventions (EEF- very high impact for very low cost based on extensive evidence +6 months)	1,2,3

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

Budgeted cost: £ 8,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Art Therapist from the Brentwood Catholic Children's Society to support individual children on a weekly basis.	Metacognition and self-regulation (EEF- very high impact for low cost based on extensive evidence +7 months) Social and emotional learning (EEF- moderate impact for low cost based on very limited evidence +4 months)	1,4
Self-esteem, and Friendship groups led by Teaching Assistants.	Social and emotional learning (EEF- moderate impact for low cost based on very limited evidence +4 months)	
Workshops and opportunities for parents to engage in school activities and access support from school and other agencies	Parental engagement (EEF- moderate impact for very low cost based on extensive evidence +4 months)	4
Financial support for visits, residential trips and enrichment activities. Signpost and support parents to access activities and projects outside school to broaden pupils' experiences and support family life. Support families with before and after school care.	Research has shown that cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds, which gives them an unfair advantage in the educational system.	1.2.3.4

Total budgeted cost: £28,130

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 2021 to 2022 academic year.

Our internal assessments during 2020-21 suggested that the performance of disadvantaged pupils was lower than in previous years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we intended. The impact was mitigated by our

resolution to maintain a high-quality curriculum, including during partial closure, strong communication with families and where possible vulnerable pupils attending school during Lockdowns.

The positive impact of the strategies and interventions during 2021-22 can be seen in the end of year assessments, Summer 2022, which reflect the accelerated progress of children within this group. 28% of the Pupil Premium children have special needs.

78% (14/18) of Pupil Premium pupils reached the expected standard or above in Reading

67% (12/18) of Pupil Premium pupils reached the expected standard or above in Writing

78% (14/18) of Pupil Premium pupils reached the expected standard or above in Mathematics

Our assessments and observations indicated that wellbeing, mental health and behaviour were significantly impacted during the two years of disruption to the children's education (Covid). We continued with our extended provision from the Brentwood Catholic Children's Society meaning that twice as many children were able to access the counsellor. Opportunities for wellbeing support for all pupils was maximised through our PSHE programme.

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

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)

