# St Joseph’s Pupil premium strategy statement 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**

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| **Detail** | **Data** |
| Number of pupils in school | 241 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 15.12.21 |
| Date on which it will be reviewed | 15.12.22. 15.12.23 15.12.24 |
| Statement authorised by | E Eccles |
| Pupil premium lead | K.Nathaniel |
| Governor / Trustee lead | J.Miles |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £91,410 |
| Recovery premium funding allocation this academic year | £ 9570 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5038 |
| **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 | £106,018 |

**Part A: Pupil premium strategy plan Statement of intent**

At St Joseph’s Primary School we have high aspirations and want every child to reach their full potential. We consider reading to be at the heart of this; we want all children to leave primary school as an engaged and confident reader and we prioritise reading to allow pupils to access the full curriculum. We want children to enjoy their learning and to engage in an exciting and fun curriculum that develops their knowledge and skills and provides them with new opportunities.

We also believe that with the right teaching and learning all children can meet their potential regardless of their background.

**Challenges**

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

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| Challenge number | Detail of challenge |
| 1 | A large number of children enter Nursery well below the expected standard particularly in Communication and Literacy and Personal, Social and Emotional skills. |
| 2 | Weaker phonics and reading attainment in EYFS and KS1 due to direct impact of the pandemic and school closure |
| 3 | Impact of lockdown on widening the gap between PP and non-pupil premium in English and Maths; engagement with remote learning |
| 4 | Limited experiences beyond that of home life or the local community |
| 5 | Emotional well-being concerns |

**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.

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| **Intended outcome** | **Success criteria** |
| Accelerated progress form entry to the EYFS to the end of KS1 | KS1 aspirational targets are achieved |
| In KS1, Children who have fallen behind receive high quality teaching and learning. Disadvantaged pupils who have fallen behind make accelerated progress and the gap between them and their peers narrow in reading, wring and Maths. | Narrow the attainment gap in KS1 Progress data |
| In KS2 TAs allocated to reading writng and Maths to ensure that disadvantaged pupils make progress in line with their last statutory data set. | The majority of children are on track in all year groups and have made expected progress when comparing with historic data. |
| Improved mental calculation and ability to apply mathematical thinking improves progress and attainment in Maths across the school. | Maths progress and attainment data  Gap between disadvantaged children and non narrows. |
| Pupils identified with social and emotional needs are identified and provided with the support that they need. | Interventions impact on engagement with learning |
| Enhance the curriculum through Arts, visits and trips | Improve engagement and dispositions and attitudes with learning |

## 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: £95610

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| **Activity** | **Evidence that supports this approach** |
| *Teaching assistants in EYFS and KS1 to support the teaching of language, phonics, guided reading and maths* | Impact of this approach in the past  Read Write Inc  77.8% passed the phonics 2021-2022 |
| *Teaching assistant in key stage 2 to support english and maths learning so that the teacher focuses upon guided/focused writing,reading and maths* | Impact of teacher guided instruction  In every class a fluid style teaching approach  Reading 71% Sats 2021-2022  Writing 64%  Maths 75% |
| *Assistant headteachers run he nurture provision* | A tailored bespoke curriculum for the most vulnerable pupils  2021- 2022 All children in the nurture provision made expected progress. |
| *TA trained to deliver Nessy intervention which is an alternative phonics support* | EEF – Oral language interventions  2021-2022 Children made expected in year 2. |
| *Allocation of funding to support a programme of CPD to develop high quality teaching and learning in English and Maths*  Allocation of funding for reading, writing and maths resourcing including website subscriptions and high quality texts for EYFS, KS1 and KS2. | Read Write inc refresher training/subscription/resources  White Rose Maths  Complete comprehension  2021-2022 Well trained staff supported by an expert teacher.  Impact by Autumn 2 2022 more than the majority of children are expected level in phonics  Introduction of white is closing the gap post covid  Introduction of complete comprehension closing the gap post covid |

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

Budgeted cost: £6940

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| **Activity** | **Evidence that supports this approach** |
| *Deployment of staff to deliver speech and language programme (Welcomm)* | EEF – Oral language Interventions  https://[www.gl-assessment.co.uk/case-](http://www.gl-assessment.co.uk/case-) studies/sandwell-keeps-talking-with-help-from- wellcomm-early-years/  2021-2022 early identification to close the gap |
| *Speech and language therapist service level agreement 0.5 days a week* | Difficulty in referrals to the NHS – early identification of issues and support required.  2021-2022 early identification to close the gap |

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| *Service level agreement with Brain training, CBT and to support the emotional well-being and mental health of identified children* | Anecdotal evidence – behaviour, engagement and pupil voice  We no longer have the money to support brain training for 2022-2023 |

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

Budgeted cost: £3468

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| **Activity** | **Evidence that supports this approach** |
| Funding allocation to provide trips to support the delivery of a rich, broad and exciting curriculum | Anecdotal evidence – behaviour, engagement and pupil voice  Children are loving the trip element of our curriculum and voice this regularly |
| Subsidised trips and a Y6 residential trip | Anecdotal evidence – behaviour, engagement and pupil voice  Children loved the trip |
| Funding allocation to attendance – Breakfast club and after school club | Attendance data and engagement  Helps the children who need it to be on time |

**Total budgeted cost: £106018**