

Pupil premium strategy statement

St Joseph's Catholic Primary School, Coundon

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, Coundon
Number of pupils in school	98 plus Nursery
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Governing Body
Pupil premium lead	M.A. Brown
Governor / Trustee lead	Ann Gregg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,765.00
Recovery premium funding allocation this academic year	£ 5,945.00
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	£62,710

Part A: Pupil premium strategy plan

Statement of intent

Our aim at St Joseph's is to provide the best education to all pupils whatever their personal circumstances or background. We are a smaller than average primary school and number of disadvantaged pupils varies across the year groups. We prioritise interventions, resources and support to enhance learning for all. Further to this we aim to provide our pupil with experiences to enrich their learning, language opportunities and hopefully develop a love of learning. The COVID pandemic has further highlighted the need to support all our pupils and address any gaps in learning and support their well-being.

Challenges

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

Challenge number	Detail of challenge
1- Communication/ Speech and Language	Poor vocabulary/language and speech skills on entry to Nursery/ Reception- increasing number of pupils enter school with poor communication skills- this impacts their ability to communicate effectively verbally and in written work. Poor physical development hinders fine motor and handwriting skills.
2 Phonics and Spelling	Screening results vary over time and spelling is a constant challenge often affecting writing outcomes. This is also impacted by poor vocabulary skills.
3 Writing standards	As detailed above, link with poor communication/ vocabulary/ spelling impacting on writing outcomes in all key stages.
4 COVID lockdowns and isolation	Gaps in some pupils' learning and independence skills persist despite the virtual offer delivered by staff. These gaps are still being backfilled.
5 Limited life experiences	Many of our pupils have limited imagination, life experiences upon which to draw ideas and knowledge. Many children have not explored beyond the locality.
6 Attendance	Poor attendance and punctuality rates.
7 Parental engagement	Limited parental support and engagement- lack of support from home.

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. Progress in Speaking and Listening skills	% PP to be in line or higher than national expectations
2. Progress in Reading and Writing	% PP to be in line or higher than national expectations
3. Progress in Maths skills	% PP to be in line or higher than national expectations
4. Progress in Phonics	% PP to be in line or higher than national expectations
5. Attendance improvement	Attendance to be in line with national expectations 96%

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 and academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to support with the teaching of vocabulary and writing. Staff time to implement the training of metacognition and self regulation- this guides the writing process in our school.	<p>EEF evidence suggests the use of “metacognitive strategies” which encourages pupils to think about their own learning can be beneficial by a gain of +7 months progress when used well.</p> <p>EEF trials have found that NELI improves both early literacy skills and children’s oral language.</p>	1 3
Staff CPD and roll out of Little Wandle Phonics scheme. CPD for all staff and purchase of accompanying resources.	<p>Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas 57 Rose J (2006). ‘Independent review of the teaching of early reading: Final Report’ Department for Education and Skills 41 of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>A consistent approach to the teaching of language and access to a rigorous SSP is beneficial to older children with SEN. (Reading framework 2021)</p>	2 4
Implement NCTEM Mastery in KS1/EYFS	Connections should be made between targeted support and every day activities or teaching – EEF Raising Standards in Maths at KS1	3
Subscriptions to various online platforms	There are a number of high-quality digital interventions currently	2 3 4

for use in school and home. Eg My On/ Spelling Shed/ Lexia/ Times Tables Rock stars/ Education City	available and supported by robust evidence of a positive impact on learning Technology can benefit disadvantaged students (low SES, learning disability, special educational needs) more so than non disadvantaged students. EEF Using Digital Technology to Improve Learning 2019	
Targeted pre/after school booster sessions aimed at disadvantaged pupils who have widened gaps in learning due to lockdown. Provide staff delivering after school sessions planning time to assess and plan for groups. Provide additional resources where needed to support additional teaching.	Targeted after school sessions aimed at disadvantaged pupils who have widened gaps in learning due to lockdown. Provide staff delivering after school sessions planning time to assess and plan for groups. Provide additional resources where needed to support additional teaching Sustained support will be required to help disadvantaged pupils catch-up after they return to school. While a focused catch-up programme – including assessment and targeted support – would be beneficial when pupils first return to school, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. EEF – Sept 2020	2 3 4
Implement the use of Third Space Learning maths for KS2 focus	Third space assessed individual learning gaps and identifies the best sequence of maths lessons for each pupil.	3
Invest in Accelerated Reader and continue to focus on fluency and comprehension. Use reciprocal reading approach in whole class alongside metacognition for writing.	Reciprocal Reading in both the targeted and whole-class interventions on outcomes for FSM-eligible pupils, suggesting the programme could help schools close the disadvantage gap. EEF Reciprocal Reading Project Spt 2019	2 4

Targeted academic support- Recovery premium

Budgeted cost: £5,945.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention and materials to support small groups and nurturing activities	Small group tuition has an average impact of four months' additional progress over the course of a year. Low attaining pupils particularly benefit from small group tuition. EEF - Small Group Tuition	2 3 4
TA intervention with SALT Embed NELI intervention in EYFS and KS1 Support and resources/ time given to staff	Several robust EEF trials, have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group.	1

manage this.	EEF – Nuffield Early Lang Intervention FAQs Sept 2020	
Investment in SEND resources and CPD for SEND including Cognition and Learning. Development of Nurture sessions within the setting. Resources for inclusive environments for all learners.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; ..Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child. EEF SEND in Mainstream schools	1 2 3 4

Wider strategies

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club subsidy and free places for eligible pupils.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year - (EEF) 4th Nov 2016	5
HT and Admin staff monitor the attendance and punctuality of families. Analyse data and contact parents as per policy. Award good attendance. Share information with parents regarding the impact of good attendance.	We continue to promote good attendance but we do fall short of national expectations. The association between parental involvement and a child’s academic success is well established – EEF NFER briefing for school leaders identifies addressing persistent lateness as a key step in improving outcomes for pupils.	5

<p>Whole school focus weeks of learning and assemblies to promote awareness of social issues eg food bank campaigns. Class visitors including authors and STEM visitors.</p> <p>Theatre groups visiting school.</p> <p>Visit to local areas of interest subsidised for some families eg museums/ farms/ forest visits etc</p> <p>Organise and subsidise residential visits when able to do so.</p> <p>Support some families with music tuition in school.</p>	<p>Due to area of deprivation and family circumstances, many children have limited experience and stimulation beyond the immediate local area. EEF suggest that overall impact of enrichment activities tends to be positive, but desired outcomes need to be specific and targeted (writing) Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. Experiences that last over a week tend to have greater impact and tend to produce effects of a longer duration.- EEF Outdoor and adventure learning Aug 2018</p>	<p>1 2 3 4 5</p>
<p>Whole Class Specialist Music Tuition across Key Stage 1/2 - 1 term per class</p>	<p>EEF suggests the overall impact of enrichment activities on academic achievement tends to be positive.</p>	<p>1 2 3 4 5</p>

Total budgeted cost: £ 62,710

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.

	School Result		National Result 2019	KS1 results for Y6 pupils		Target	2021 Teacher assessment at: Summer
	2018	2019		%L2+	%L2B+		
All Pupils:				22 pupils in 2021			
Reading	63%	61%	73%	%	%	%	73%
Writing	63%	78%	78%	%	%	%	63%
Mathematics	75%	83%	79%	%	%	%	81%
RWM Comb'd	56%	61%	65%	%	%	%	63%
Disadvantaged Pupils				8 in Y6 in 2021			
Reading	67%	50%	62%	%	%	-	63%
Writing	67%	63%	68%	%	%	-	50%
Mathematics	83%	88%	68%	%	%	-	63%
RWM Comb'd	67%	50%	51%	%	%	-	50%
* National average for other pupils shown for disadvantaged pupils.							

1.2.2 % achieving a Higher standard

	School Result		National Result 2019	KS1 results for Y6 pupils		Target	2021 Teacher assessment at: Summer
	2018	2019		%L2A+	%L3		

All Pupils

Reading	19%	13%	27%	%	%	%	18%
Writing	13%	13%	20%	%	%	%	14%
Mathematics	25%	17%	24%	%	%	%	23%
RWM Comb'd	13%	9%	11%	%	%	%	9%

Disadvantaged Pupils

8 in Y6 in 2021

Reading	0%	0%	17%	%	%	-	13%
Writing	0%	0%	11%	%	%	-	13%
Mathematics	0%	0%	16%	%	%	-	13%
RWM Comb'd	0%	0%	5%	%	%	-	0%