

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	194
Proportion (%) of pupil premium eligible pupils	66% (129/194)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 (Reviewed annually)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Ashley (HT)
Pupil premium lead	Chris Caffrey (DHT)
Governor / Trustee lead	P. Thomas (Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173 505
Recovery premium funding allocation this academic year	£18 705
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	£192 210

Part A: Pupil premium strategy plan

Statement of intent

The intent of the Pupil Premium Strategy is to identify and address any barriers to learning and progress, which may restrict our disadvantaged pupils from achieving to the best of their ability – not only academically but as a child of God.

It is our intention to provide a broad and rich curriculum, which enables pupils to develop their knowledge and skills, and to provide them with a range of experiences which will enrich their knowledgebase.

In order to achieve our aims, we have focused on deploying teaching staff in the most beneficial way to our disadvantaged pupils. We also aim to provide the best chance at disadvantaged pupils making progress by employing the expertise of outside agencies and their services, such as Father Hudson’s Family Support, or the Speech and Language Team.

Our ultimate aim is to ensure that disadvantaged pupils have every opportunity to learn and grow as a child of God, in the same way that their more privileged peers do. Being from a disadvantaged background should not have a negative impact on the education they receive or the opportunities and experiences they are presented with, as we are all created equally in the image and likeness of God.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Early Years are lower for many pupils eligible for PP – this can have a negative impact on levels of progress throughout school years.
2	Many pupils eligible to receive PP funding are from a deprived background (low income family) and live in an area of inner-city Birmingham, with a high level of deprivation. Pupils may have had limited life experiences, which may limit their broader knowledge and understanding of the world around them – this means that pupils may experience social and emotional issues due to limited access to extra-curricular activities.
3	Many pupils eligible have fewer life experiences and a restricted vocabulary – this can have a negative impact on a pupil’s understanding with more complex tasks, such as accessing different text types and contexts, especially within the broad curriculum subjects.

4	Many pupils eligible for PP receive less support with reading and spelling at home due to parents having English as an additional language – this can slow the progress made with reading, and the understanding and accurate use of phonics.
5	There are emotional and/or behaviour issues with some pupils, who are eligible for PP – this can have a negative impact on their academic progress and achievement.
6	There is a high proportion of pupils with specific learning difficulties eligible for PP. This means a slower rate of progress for many of them. Out of the 129 pupils eligible for PP, 25 of them are also on the SEN register; therefore 19% of PP pupils are also SEN.

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
<i>That PP pupils make the same progress as non-PP pupils – Reading, Writing, Maths.</i>	Through assessment reviews and Pupil Progress Meetings, PP pupils will be identified as making the same (or better) as non-PP pupils.
To remove any barriers to learning that PP pupils may have.	Through high-quality teaching, planning and resourcing of lessons, PP pupils are able to access all areas of learning, in order to make good progress. Pupils will have access to the relevant experts, where necessary, in order to enhance their opportunities and achievements.
To provide a broad and rich curriculum to enhance the knowledge and life experiences of pupils.	Through thorough planning and high-quality teaching, pupils will be exposed to a curriculum, which offers wide variety of learning topics and experiences to develop their knowledge, understanding and skills, over a period of time.
To ensure that pupils are exposed to a culture of positive mental health and wellbeing, which will allow them more opportunity to achieve to the best of their ability.	Ensure that action plan is constructed and wellbeing ‘team’ is established in school, in order to improve staff and pupil happiness and wellbeing; and therefore progress and achievement also.

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: £ ~~11 353~~ 9 354

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Increased CPD of teaching and support staff</i> £670.50 £671</p> <p>£283</p>	<p>Singed up to National College to enable staff to update their knowledge / understanding of areas such as: SEN strategies; Subject leader roles and responsibilities; Challenging all pupils; Adaptive teaching.</p> <p>Staff have undertaken various CPD on NC platform, including Safeguarding around FGM, and SEN provision.</p> <p>Staff have undertaken further CPD on various focus areas such as: Pupil Mental Health, Loneliness in young people, behaviour management, Mastery in English.</p> <p>In-house CPD on Reading and Writing to ensure that DfE recommendations are being followed, in order to improve teaching and learning of all pupils.</p> <p>CPD delivered to staff for both subject areas based on DfE recommendations and how these impact teaching and learning in school. Teachers have adapted their medium and short-term planning to ensure lessons are taught in a sequence to ensure knowledge and skills are able to be embedded more securely.</p> <p>Maths lead has begun to implement elements of the Maths Mastery approach in school, which is now being used in classes.</p>	<p>3 / 4 / 6</p>
<p><i>Curriculum Subject Leader Development to ensure that school offers a knowledge-rich and skills based</i></p>	<p>All subject leads have been supported by SLT to develop their knowledge, understanding and ownership of their particular curriculum area.</p> <p>Subject leads have mapped out the</p>	<p>2 / 3</p>

<p><i>curriculum, that allows pupils to increase their experiences and make progress</i></p> <p>£2000-£1000</p>	<p>skills and knowledge for their subject on a 2 year cycle, so that teaching and learning progresses over time and pupils gain a broad knowledge and understanding of different subjects.</p> <p>Some subject leaders have had allocated time to work towards their subject.</p> <p>All staff received CPD regarding book looks and how to undertake these – especially focusing on the sequence of lessons – as identified in the Ofsted EIF.</p> <p>Staff have been able to undertake CPD for their subject area, looking at the role of the subject lead.</p>	
<p><i>External CPD provision to improve staff skills, knowledge and expertise</i></p> <p>£3000-£2000</p>	<p>Teaching and support staff offered CPD via external agencies such as the Catholic Partnership, or Services for Education etc.</p> <p>Various CPD courses have been attended by staff at all levels, relevant to their needs and specifics.</p> <p>Staff have attended courses such as: Building the Kingdom, New to Catholic Education, Key Stage Transition strategies, Mastery Maths, and safeguarding courses.</p>	3 / 4 / 6
<p><i>Collaborative working partnerships to exploit the expertise of partner schools and share good practice</i></p>	<p>Working in partnership with other schools from the St Teresa of Calcutta MAC, and schools from the Caritas Christi In Urbe working group to develop collaborative and supportive working parties. Develop staff working parties for different subject and responsibility areas eg: SENDCO leads, DSLs, English leads etc.</p> <p>Caritas leads have met for various subjects and links have been re-established. Moderations have taken place as part of monitoring and standards practices.</p> <p>Some MAC collaboration has taken place, with more planned for the remainder of the year.</p> <p>Caritas schools have continued to meet and have carried out monitoring, such as moderations, in different subject areas. Caritas schools have also held a ‘teach-meet’ twilight session to share good practice between schools.</p>	1 / 2 / 3 / 4 / 5 / 6

<p><i>Catch-up boosters, which aim to close gaps in learning and increase progress and attainment</i></p> <p><i>£5400 (supply for 2terms)</i></p>	<p>Through Recovery Funding, employ extra teaching staff to provide booster support and extra teaching of the core subject areas. Deploy these staff in priority year groups, which present the greatest needs eg: Year 2 / Year 6 for transition etc.</p> <p>Both teachers started at beginning of Spring Term and have been working with booster groups regularly, for Reading and Maths.</p> <p>Boosting in Y2 and Y6 has helped pupils to catch up in some areas of Maths and Reading, especially focusing on key skills and knowledge.</p> <p>Boosting has more recently been focused on pupils in Y1 and Y5.</p>	<p>1 / 2 / 3 / 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ ~~135 712~~ 128 990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Language support / Interventions</i></p> <p><i>£27663</i> <i>£6568 (NC 1day)</i></p> <p><i>£5678</i> <i>£11400</i></p>	<p>Nuffield Early Language programme to support with development pupils' communication and language (especially in EYFS / KS1).</p> <p>Sessions on Mon & Tues for 10 pupils are ongoing. 3 pupils have progressed enough to move on from the intervention.</p> <p>Speech therapy – half a day per week provided by West Midland Speech Therapy Services. Assessment and individual plans for targeted children. Training for teaching assistants for follow up language support in class work. 2 S&L therapists in school, who are targeting high level of needs in EYFS and KS1.</p> <p>S&L sessions have been taking place weekly and assessments have been carried out on pupils lower down the school. Currently 2 members from S&L team in school, but this will reduce to 1 after Easter – 1 member will be classed as 'senior' S&L</p>	<p>1 / 2 / 3 / 4 / 6</p>

	<p>Therapist having completed their relevant qualification. Sessions will continue to run weekly.</p> <p>Sessions have continued for pupils identified as in most need of S&L support – mainly in Rec and Y1 classes.</p>	
<p><i>Maths and Reading support / interventions</i></p> <p><i>£4000-£3278</i></p> <p><i>£6568 (NC)</i></p> <p><i>£13136 (NC)</i></p>	<p>1st Class at number / Success at Number / Success at Arithmetic interventions are implemented and delivered to pupils, in order to close gaps and improve progress and attainment. Delivered from Y1-Y6.</p> <p>'On Track Maths' strategy used in teaching to allow SEN/LA pupils to access teaching and learning.</p> <p>Project X Reading intervention implemented and delivered to pupils, in order to close gap and improve progress and attainment.</p> <p>One:One reading intervention using the Toe-by-Toe scheme, for pupils with specific needs / traits linked to Dyslexia.</p> <p>Small group 'catch up' teaching in phonics and reading (Rec,Y1,Y2)</p> <p>Language mentor based in Year 3 2 days per week to help improve reading and language acquisition of pupils, including those who are EAL.</p> <p>Where possible, all interventions have been taking places, although at times their frequency / consistency has been effected by staffing requirements.</p>	<p>1 / 2 / 3 / 4 / 6</p>
<p><i>Small group teaching support</i></p> <p><i>£51533 (CC 3.5days)</i></p> <p><i>£48533</i></p> <p><i>£12795 (DR) £11795</i></p> <p><i>£17063 (CS) £16063</i></p> <p><i>£11699 (VP) £10699</i></p>	<p>DHT working in Y6 to support Maths groups each morning, the teaching of the RE curriculum, and Exciting Writing sessions.</p> <p>Ongoing – extra booster groups to take place as we approach SATs tests.</p> <p>DHT continues to support in Y6 with teaching of RE and Writing. Maths is now carried out on a whole class basis.</p> <p>Extra staff deployed in REC / Y1 to support pupils learning, especially those with specific and challenging needs.</p>	<p>1 / 3 / 6</p>

	Extra member of staff has been employed through the acquisition of funds allocated to SEN pupil. This member of staff has been working with most severe SEN needs in the Little Flower Room.	
<i>Tutoring</i> £950	Academic tutoring to begin in Spring Term – booster groups in KS1 / KS2 to address areas of weakness and improve knowledge and understanding, which in turn will improve progress and attainment and close gaps in learning. Booster sessions have been running in Y2 and Y6. 15 pupils so far in Y6 and ** in Y2. Groups will be reviewed after assessment week. Following assessments and pupil progress meetings, pupil receiving boosters was altered accordingly.	1 / 2 / 3 / 4 / 6

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

Budgeted cost: £ ~~56 866~~ 53 866

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support</i> £4871 £5845	Father Hudson's family support worker to provide for family support, behaviour and emotional wellbeing – half a day per week. Has been ongoing with face-to-face interaction. Has supported various families and attended meetings to support.	2 / 3 / 5 / 6
<i>Pupil support</i> £2468 £2468	Educational Psychologist to work with identified pupils, when required (18 hours paid for). Training / advice given to staff throughout the year.	1 / 2 / 3 / 4 / 5 / 6
<i>Behaviour and attendance incentives</i>	Continued incentives for behaviour and reward strategy to encourage good behaviour and attendance in school – own clothes day for winning house group each half term.	2 / 3 / 5

<p>£500</p>	<p>Extra playtime on a Friday for class with highest attendance. End of year reward for overall winning house group and other rewards throughout the year e.g. certificates, stickers, bowling etc. Ongoing as normal Games club has been a success with pupils and there has been a reduction in any minor behaviour / injury incidents at lunch time. Attendance incentive has been a success – class with highest attendance each week gets a Friday treat and a visit to games club.</p>	
<p><i>Emotional support</i> £48979 £47153 (JP) £44153</p>	<p>Nurture programme for Reception and Year 1 groups to support language development and social and emotional development.</p> <p>Learning Mentor support with Social and Emotional well-being of pupils, who are identified as most in need of support.</p> <p>Additional / supporting resources for use as part of mentoring / mental health interventions and support initiatives.</p> <p>Where possible, mentor has worked with pupils. However, due to staffing demands on school, especially with supporting those pupils with severe SEN, mentor sessions have not taken place regularly. Mentor has been working with SEN pupils in Little Flower room, almost on a daily basis. The acquisition of an extra member of staff to support SEN pupils has meant that the learning mentor has been able to dedicate more time to pastoral role. A new work space has been created for her to conduct her session with pupils / liaise with external agencies.</p>	<p>1 / 5 / 6</p>

<p><i>Extra-curricular provision</i></p> <p>£882 £900 <i>apprx</i></p>	<p>Opportunities for underprivileged pupils to gain life experiences. Helping pupils to develop self-esteem and life skills. Increasing the social skills of pupils in different situations. – Chicks holidays. Kingswood trip with Caritas schools.</p> <p>Kingswood trip took place in Autumn Term – pupils had a fantastic time!</p> <p>Chicks has not taken place due to COVID limitations in organising.</p>	<p>2 / 3 / 5 / 6</p>
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Total budgeted cost: £ 192 210

Table below shows an overview of each class – percentages for key groups:

Year Group	% of pupils that are PP	% of pupils that are EAL	% of pupils that are SEN	Other info
R	20/28 = 71%	21/28 = 75%	9/28 = 32%	
1	20/30 = 67%	19/30 = 63%	8/30 = 27%	
2	18/28 = 64%	22/28 = 79%	3/28 = 11%	6 pupils did not start Rec at St Joseph's – 4 new starters this year
3	18/25 = 72%	21/25 = 84%	2/25 = 8%	
4	18/27 = 67%	19/27 = 70%	4/27 = 15%	3 pupils new to class
5	19/29 = 66%	16/29 = 55%	7/29 = 24%	
6	22/30 = 73%	20/30 = 67%	5/30 = 17%	3 pupils new to class

Tables below shows percentage of pupils who are at or above the expected standard (attainment) in each year group, comparing PP pupils to Non-PP pupils, for Reading, Writing and Maths subject areas:

READING							
	REC	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium (EXP or above)	55% (11/20)	50% (10/20)	56% (10/18)	78% (14/18)	50% (9/18)	39% (7/18)	68% (15/22)
Non-Pupil Premium (EXP or above)	50% (4/8)	56% (5/9)	70% (7/10)	71% (5/7)	44% (4/9)	100% (10/10)	100% (8/8)
WRITING							
	REC	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium (EXP or above)	55% (11/20)	35% (7/20)	44% (8/18)	67% (12/18)	44% (8/18)	39% (7/18)	59% (13/22)
Non-Pupil Premium (EXP or above)	50% (4/8)	33% (3/9)	60% (6/10)	71% (5/7)	22% (2/9)	70% (7/10)	88% (7/8)
MATHS							
	REC	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium (EXP or above)	60% (12/20)	25% (5/20)	50% (9/18)	78% (14/18)	44% (8/18)	50% (9/18)	77% (17/22)
Non-Pupil Premium (EXP or above)	75% (6/8)	56% (5/9)	70% (7/10)	86% (6/7)	44% (4/9)	80% (8/10)	88% (7/8)

Tables below shows comparison of pupil **progress** in each year groups from September 2021 to July 2022 – comparison of PP pupils to Non-PP pupils:

READING							
	REC	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium (EXP or above)	80% (16/20)	90% (18/20)	83% (15/18)	94% (17/18)	78% (14/18)	94% (17/18)	100% (22/22)
Non-Pupil Premium (EXP or above)	100% (8/8)	100% (9/9)	90% (9/10)	100% (7/7)	78% (7/9)	70% (7/10)	100% (8/8)
WRITING							
	REC	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium (EXP or above)	80% (16/20)	75% (15/20)	72% (13/18)	89% (16/18)	78% (14/18)	89% (16/18)	100% (22/22)
Non-Pupil Premium (EXP or above)	88% (7/8)	67% (6/9)	70% (7/10)	100% (7/7)	78% (7/9)	90% (9/10)	100% (8/8)
MATHS							

	REC	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium (EXP or above)	80% (16/20)	80% (16/20)	89% (16/18)	89% (16/18)	61% (11/18)	78% (14/18)	95% (21/22)
Non-Pupil Premium (EXP or above)	100% (8/8)	89% (8/9)	80% (8/10)	100% (7/7)	89% (8/9)	90% (9/10)	100% (8/8)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes will be delivered to Govs in Autumn term, following the conclusion of this academic year.

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

Further information (optional)

Health for Life programme is being set up in school. Learning mentor is overseeing this and has ensured that the necessary resources have been purchased and are set up – poly tunnel, planting beds etc.

Norton Hall have started working again with some of our more vulnerable children. This is a pastoral group, where they work on developing friendship groups and how to engage positively with others. Some children are chosen based on being positive role models and others are chosen so they can be supported in developing their social interactions.

Wellbeing Champions and Lunchtime Games Buddies (pupils) have been established in the school, so children have an input into the wellbeing of others and themselves. Learning Mentor is currently overseeing these groups, so they have a positive whole school impact on Mental Health and Wellbeing.