

## 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	<b>200</b>
Proportion (%) of pupil premium eligible pupils	<b>67% (133/200)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024 (Reviewed annually)
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	<b>£184 205</b>
Recovery premium funding allocation this academic year (Supplementary Grant)	<b>£17 670</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£201 875</b>

# 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 133 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 an action plan is constructed and a 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: **£ 21,010**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased CPD of teaching and support staff</i>	<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>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 also delivered for new Mastery Maths strategy.</p> <p>CPD delivered for new Phonics scheme throughout the year.</p>	3 / 4 / 6
<i>Curriculum Subject Leader Development to ensure that school offers a knowledge-rich and skills based curriculum, that allows pupils to increases their experiences and make progress</i>	<p>All subject leads have been supported by SLT to develop their knowledge, understanding and ownership of their particular curriculum area.</p> <p>Subject leaders are receiving in-house CPD throughout the year to develop their leading of the subject area: developing action plans; analysing data; monitoring subject areas etc.</p>	2 / 3
<i>External CPD provision to improve staff skills, knowledge and expertise</i>	<p>Teaching and support staff offered CPD via external agencies such as the Catholic Partnership, or Services for Education etc.</p>	3 / 4 / 6
<i>Collaborative working partnerships to exploit the expertise of partner schools and share good practice</i>	<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>	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>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. (2 days per week in Spring and Summer = 25weeks)</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: £ 133,298

<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>	<p><b>Challenge number(s) addressed</b></p>
<p><i>Language support / Interventions</i></p>	<p>Welcomm Language support intervention delivered in Reception class and Year 1. Two LSAs have been trained and are delivering this to identified pupils (after baseline / re-assessment).</p> <p>Flash Academy Language support tool has been purchased, in order to help with language acquisition and building pupil knowledge of the English language.</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. 1 S&amp;L therapists in school, who is targeting high level of needs in EYFS and KS1.</p>	<p>1 / 2 / 3 / 4 / 6</p>

<i>Maths and Reading support / interventions</i>	<p>1<sup>st</sup> 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>	1 / 2 / 3 / 4 / 6
<i>Small group teaching support</i>	<p>DHT working in Y6 to support Maths groups each morning, and Exciting Writing sessions.</p> <p>Extra staff deployed in REC / Y1 to support pupils learning, especially those with specific and challenging needs.</p>	1 / 3 / 6

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

Budgeted cost: **£49,131**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Family support</i>	Father Hudson's family support worker to provide for family support, behaviour and emotional wellbeing – half a day per week.	2 / 3 / 5 / 6
<i>Pupil support</i>	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>	<p>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.</p> <p>Extra playtime on a Friday for class with highest attendance.</p>	2 / 3 / 5

	End of year reward for overall winning house group and other rewards throughout the year e.g. certificates, stickers, bowling etc.	
<i>Emotional support</i>	<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>	1 / 5 / 6
<i>Extra-curricular provision</i>	Opportunities for underprivileged pupils to gain life experiences. Subsidising costs for disadvantaged pupils. Helping pupils to develop self-esteem and life skills. Increasing the social skills of pupils in different situations. –Kingswood trip with Caritas schools.	2 / 3 / 5 / 6

**Total budgeted cost: £ 203,439**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Table below shows the percentage of Pupil Premium children making **expected or better than expected progress**:

<b>Class</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Reception</b>	16/20 = <b>80%</b>	16/20 = <b>80%</b>	16/20 = <b>80%</b>
<b>Year 1</b>	18/20 = <b>90%</b>	15/20 = <b>75%</b>	16/20 = <b>80%</b>
<b>Year 2</b>	15/18 = <b>83%</b>	13/18 = <b>72%</b>	16/18 = <b>89%</b>
<b>Year 3</b>	17/18 = <b>94%</b>	16/18 = <b>89%</b>	16/18 = <b>89%</b>
<b>Year 4</b>	14/18 = <b>77%</b>	14/18 = <b>77%</b>	11/18 = <b>61%</b>
<b>Year 5</b>	17/18 = <b>94%</b>	16/18 = <b>84%</b>	14/18 = <b>74%</b>
<b>Year 6</b>	22/22 = <b>100%</b>	22/22 = <b>100%</b>	21/22 = <b>95%</b>

Table below shows the percentage of Pupil Premium children **achieving at or above the expected standard (attainment)**:

<b>Class</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Reception</b>	11/20 = <b>55%</b>	11/20 = <b>55%</b>	12/20 = <b>60%</b>
<b>Year 1</b>	10/20 = <b>50%</b>	7/20 = <b>35%</b>	5/20 = <b>25%</b>
<b>Year 2</b>	10/18 = <b>56%</b>	8/18 = <b>44%</b>	9/18 = <b>50%</b>
<b>Year 3</b>	14/18 = <b>78%</b>	12/18 = <b>67%</b>	14/18 = <b>78%</b>
<b>Year 4</b>	9/18 = <b>50%</b>	8/18 = <b>44%</b>	8/18 = <b>44%</b>
<b>Year 5</b>	7/18 = <b>39%</b>	7/18 = <b>39%</b>	9/18 = <b>50%</b>
<b>Year 6</b>	15/22 = <b>68%</b>	13/22 = <b>59%</b>	17/22 = <b>77%</b>



*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. Final Meeting was passed in November 2022 and an Awards Ceremony is later on during this academic year. The programme will continue to be embedded into our school's curriculum.*

*Norton Hall continue to work 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.*

**Further information (optional)**

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