

Pupil premium strategy statement

School overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	206
Proportion of disadvantaged pupils	9.5%
Pupil premium allocation this academic year	£22, 865
Academic year or years covered by statement	2021 - 2022
Publish date	3 rd September, 2021
Review date	3 rd September, 2022
Statement authorised by	Mr A Carry
Pupil premium lead	Mrs R Marrey / Mrs D Faux-Conduit
Governor lead	Mrs S Price

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading 40% / Writing 41% / Maths 41%
Achieving high standard at KS2	Reading 18% / Writing 12% / Maths 12%
Measure	Activity
Priority 1	Pupils achieve at least age-related and progress expectations across all core subjects (English and maths)
Priority 2	Support with pupils' ability to process and store information (Cognitive Load and Rosenshine's Principles of Instruction).
Barriers to learning these priorities address	Some pupils have slow processing speed and poor retention of information which impacts upon their progress and attainment.
Projected spending	£9,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ongoing reading strategies to support pupils to achieve at least end of year targets.	Assess at the end of each term
Progress in Writing	Badger sentence training for KS1 and one-to-one support for KS2 pupils to achieve at least end of year targets.	Assess at the end of each term
Progress in Mathematics	Maths on the Move intervention and other strategies to support identified pupils to achieve at least end of year targets.	Assess at the end of each term
Phonics	Read Write Inc. (Phonics) additional one-to-one support to allow pupils to achieve at least the PSC pass mark.	Assess at the end of each half term
Other	Nurture groups/ Mentor Dog support for identified pupils. Improvement in pupils' attitude, attendance, mental health etc.	End of intervention period

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ongoing phonics support across EYFS and KS1
Priority 2	Core subject support (Maths and English) for KS1 and KS2 pupils
Barriers to learning these priorities address	The pupils often need either one-to-one support or focussed group intervention (school-led tutoring)
Projected spending	£9,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide well-being and mental health support, either one-to-one or small group interventions i.e. Mentor Link, Mentor Dog, Nurture groups and other outside agencies.
Priority 2	Provide opportunities for pupils to participate in extra-curricular activities and other wider aspects of the

	curriculum i.e. sports clubs, music tuition, educational visits etc.
Barriers to learning these priorities address	Impact of pupils' mental health due to prolonged periods of school closure during Covid lockdowns
Projected spending	£4, 865

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of staff meeting/twilight sessions and INSET (ongoing CPD)
Targeted support	Ensuring that staff have allocated time to deliver targeted support for identified pupils	Staffing timetable to include provision for specific targeted support
Wider strategies	Ensuring that staff have allocated time to deliver targeted support for identified pupils	Staffing timetable to include provision for specific targeted support

Review: last year's aims and outcomes (this is data from 2020-2021)

Aim	Outcome
Small group and one-to-one support	The vast majority of PP pupils made at least expected progress in reading 79%
Active Maths/Maths on the Move programme – weekly focussed group delivered by an external sports educator	The vast majority of PP pupils made at least expected progress in maths 95%
Nurture Groups including daily gross motor skills programme entitled 'Get Moving'	The vast majority of PP pupils made at least expected progress in writing 84%