

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
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Date this statement was published	17 th December 2021
Date on which it will be reviewed	1 st April 2022
Statement authorised by	Andrew Carry
Pupil premium lead	Andrew Carry
Governor / Trustee lead	John Coyne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,590
Recovery premium funding allocation this academic year	£3,190
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	£33,780

Part A: Pupil premium strategy plan

Statement of intent

Every child, made in the image and likeness of God, is unique with individual gifts and talents. Our aim at St. Joseph's Catholic Primary School is to meet the needs of all its children regardless of age, gender, race, educational needs or religious background to access a broad and balanced curriculum within a firm Catholic context.

Underpinning the whole curriculum will be the development of Gospel values and Catholic virtues in order for all children to flourish to achieve their own potential but also live meaningfully and harmoniously in thriving communities with others. Virtues will be caught through the culture, ethos and positive example of school staff but also taught explicitly through educational experiences that equip pupils with the language, knowledge, understanding, skills and attributes that enable character development.

Pupil Premium funding will be allocated to pupils following a needs analysis, which will identify key priorities and strategies. This includes termly discussions with teachers at termly pupil progress review meetings.

The key aims of the School's Pupil Premium Strategy are as follows:

- Continue to develop the provision for all pupils (including those with SEND) so that they are able to make at least expected progress in comparison to others
- Provide support for children with their mental health and wellbeing
- Provide opportunities for children to develop a Growth Mindset

These complement the whole-school priorities within the School Development Plan (SDP) for 2021-22.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have slow processing and retention skills which impact upon level of progress and attainment
2	Pupils not achieving at least a good level of progress within core subjects (English and maths)
3	Pupils' readiness for the next stage in their learning journey (transition support across all phases)

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
Pupils to achieve at least expected level of progress in reading, writing and maths	<ul style="list-style-type: none">• Internal data to show that targeted pupil will achieve at least expected progress in reading, writing and maths (core)
Improved pupils' emotional health and well-being	<ul style="list-style-type: none">• Improved levels of attendance• Pupils' attitude to learning (pupil voice)• Pupil readiness for the next stage in their education journey

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: £4,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing programme of CPD for staff</p> <p>In-house through staff meeting and INSET days</p> <p>MAC and Township Coordinator Meetings</p> <p>Whole-school programmes i.e. Maths Mastery Sustaining Programme / EYFS and KS1 Mastering Number Programme</p> <p>Other external providers to support all staff CPD i.e. Catholic Primary Partnership, Stourbridge Learning Partnership, Dudley MBC, Emmaus CMAC, National College etc.</p>	<p>School is following best practice/current research in terms of its pedagogical approach in developing the quality of teaching and learning.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Embedding key pedagogical principles i.e. Rosenshine and Sweller on cognition, retrieval-based learning which will enable pupils to know more and remember more • Maths Mastery Approach – Sustaining programme (CPD and support for all staff) • Mastering Number programme for EYFS and KS1 (CPD and support for staff) 	<p>1 and 2</p>

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

Budgeted cost: £23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition support for identified children (NTP)	<ul style="list-style-type: none"> • Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (end of term assessments and termly progress meetings). • Termly Pupil Progress Review meetings with staff. 	1, 2 and 3
<p>Targeted group support with key English skills (essential components)</p> <p>This will be completed by school staff as well as through external providers i.e. Learning Support Service</p>	<ul style="list-style-type: none"> • Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning • Termly Pupil Progress Review meetings with staff. 	1, 2 and 3

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

Budgeted cost: £6,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Mentor Dog to support children's well-being and reward good behaviour in school i.e. supporting with home-school transition, managing behaviour and emotional needs etc.	<ul style="list-style-type: none"> • Some pupils find the transition from home to school challenging due to attachment difficulties. • Some children experience emotional and behavioural outbursts in school. • Reward system to include allocated time with mentor dog. 	1 and 2
One-to-one support for children to help with transition (including Mentor Link and Learning Support Service)	<ul style="list-style-type: none"> • Pupil voice and staff ongoing assessment of pupils' well-being. 	3
Targeted transition group for Year 6 pupils to support with transition to secondary school through external provider i.e. Learning Support Service	<ul style="list-style-type: none"> • Staff ongoing assessment of pupils' well-being. 	3

Total budgeted cost: £33,780

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.

The impact of both small group and one-to-one support enabled the vast majority of PP pupils to make at least expected progress in reading (79%), writing (84%) and maths (95%).

The whole-school approach with the implementation of the Maths Mastery programme (Developing to Embedding) enabled the pupils to make at least good progress in maths due to the key strategies and practice being taught.

The funding has also been used to support Key Stage 1 children with Early Reading i.e. Phonics (Read Write Inc.) taught in small groups as well as one-to-one support as part of the ongoing assessment of pupils by the English Coordinator (80% of children achieved the threshold for the PSC).

The introduction of the mentor dog impacted upon the attendance levels of identified pupils from March to July 2021 as part of the children's recovery from the period of lockdown and school closure.

Pupils with Speech and Language Communication Needs (SLCN) were supported through SMART targets within IEPs set by the class teachers with support from the SEND Coordinator.

External agencies such as Mentor Link, Learning Support Service, Educational Psychology Service etc. provided targeted support which supported with both the children's well-being as well as part of the Covid catch-up programme.

Ongoing monitoring by the Pupil Premium Administrator ensured that records and provision were reviewed and appropriate support was given to identified pupils.

Externally provided programmes

Programme	Provider
Mentor Link	Emotional and social support for children
Dudley Learning Support Service	Targeted support for individual and small groups of children
Dog Mentor UK programme	Training of mentor dog and handlers

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A