

## 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 Wesham
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019/2020 to 2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Cate Gili-Ross Headteacher
Pupil premium lead	Cate Gili-Ross Headteacher
Governor	Nicola Tucker, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300
Recovery premium funding allocation this academic year School Led Tutoring	£2,610 £2,227.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

At St Joseph's all our staff and Governors believe that every child in our care is made in the image of Christ, is valued, respected and entitled to develop to their full potential. We are committed to providing a high quality learning environment where all our children are challenged academically, enriched by the curriculum and supported in developing their talents and interests. We recognise that a number of children within our small school population, not all of whom are eligible for pupil premium, require additional support and intervention to allow them to access the curriculum and thrive and achieve.

At St Joseph's we acknowledge that those pupils in receipt of Pupil Premium do not include all the pupils within our school who are socially disadvantaged or vulnerable and we include this identified group within our provision for Pupil Premium funding.

At St Joseph's we implement a tiered approach which focuses on High quality teaching for all, targets individual's specific needs and supports behaviours for learning, attendance and social emotional health and wellbeing. The ultimate objective for our pupils who are in receipt of Pupil Premium are:

**To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

Within the group of children in receipt of Pupil Premium 31% have identified special educational needs, of which 19% have an EHCP. This also includes a number of children under the care of the Local Authority. We believe that all our pupils benefit most from high quality teaching delivered through a broad, knowledge rich curriculum, with a focus on language acquisition. Staff are ambitious for all our children and our pupil premium children are supported further by 1:1 targeted intervention and small group teaching. This is monitored and adaptations made to best meet the changing needs of the children.

**To support the social emotional and wellbeing needs of all pupils in receipt of Pupil Premium are met to ensure access to the curriculum.**

At St Joseph's we know and understand that good learning and achieving a fulfilling life depends on much more than just high quality learning within the classroom or a focus on academic progress and attainment.

We pride ourselves that every member of the team considers each child's broader wellbeing as being of paramount importance. We create opportunities and take the time to get to know the children in our care and support them and their families in addressing any issues in their Social, Emotional and Mental Health. This has been a growing area of need and even more so since recent school closures and lockdown. Our strategy

recognises the potential impact on learning and plans for the minimisation of this by bespoke support, regular contact with a trusted adult and a holistic approach which, supports the family alongside the pupil. This is led by an experienced Learning Mentor who works closely with the Headteacher, SENCO and ELSA trained staff.

**To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school**

Currently, the attendance of our Pupil Premium children is lower than those children who are not in receipt of Pupil Premium. In our strategy we focus on ensuring that we continue to support these children and their families to address barriers to attending school regularly. This includes support from our Learning Mentor, our attendance team, teaching staff and, where appropriate, wider family support services.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance The attendance of Pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	Narrowing the attainment gap in reading, writing and maths for our disadvantaged pupils-despite targeted intervention some children in receipt of PP are not making expected progress.
3 Pastoral	Our assessments, including parental questionnaires and discussions with pupils and parents, have highlighted areas of social and emotional need. These needs represent individuals with a range of challenges that prevent them from concentrating fully in the classroom.

4. SEND	31% of children in receipt of PP are identified as SEND with increased SALT specialist support.
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## 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
To continue to support the attendance of pupils in receipt of pupil premium to bring it in line with their peers and reduce the proportion classed as persistent absentees.	<p>To close the gap between whole school attendance and those pupils in receipt of Pupil Premium. ) Currently, Autumn 2021 2.03%)</p> <p>Barriers to persistent absenteeism reduced and a reduced proportion of pupils in receipt of PP identified as Persistent absentee.</p> <p>(Currently, Autumn 2021 4 pupils).</p>
To continue to ensure that outcomes for pupils in receipt of Pupil Premium are in line with peers and reflect the ambition staff have for all pupils. High quality teaching supports progress alongside targeted interventions.	<ul style="list-style-type: none"> <li>• Progress for all those in receipt of PP is at least in line with their starting points.</li> <li>• High Quality Teaching across the curriculum supports progress for all pupils and ensures that those children in receipt of PP make good or better progress from their starting points.</li> </ul>
To achieve and sustain improved attendance for all pupils with a particular emphasis on those in receipt of Pupil Premium.	<ul style="list-style-type: none"> <li>• Sustained high attendance with the gap between those in receipt of PP and those not in receipt of PP is reduced.</li> <li>• Attendance target 96%</li> </ul>

	Persistence absence barriers identified and support reduces levels of absenteeism in line with those not in receipt of PP.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupil Voice, parental questionnaires, reflects increased wellbeing.</li> <li>• Staff within the Wellbeing team report positive impact of interventions</li> <li>• Learning Mentor reports uptake of support beyond the school when required.</li> </ul>

## 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: **£7,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-evaluate writing and re visit training for The Write Stuff and also the teaching sequence model. Staff to identify units to be delivered and vehicle in which it is to delivered. Continued emphasis on modelling and structured support.</p> <p>Peer assessment and support in place.</p>	<p>Improving literacy in Key Stage 2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Improving literacy in Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>The EEF guidance acknowledges that, <i>Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help.</i></p>	<p>1, 2, 3, 4</p>
<p>Embedding language rich foundation subjects to support pupils to articulate key ideas across all curriculum areas, consolidate understanding and extend vocabulary.</p> <p>Resources purchased and training attended with planned peer support release time.</p>	<p>The focus of this vocabulary curriculum is on rich word meaning and developing a toolkit for pupils to continue the development of their language learning skills way beyond the classroom.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>
<p>Continued CPD for all staff delivering daily systematic phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>2</p>

	comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Continued work with Maths Hub to support fluency and Mastery in the early years- 'Mastering Number Fluency Programme. and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Maths in the Early Years and key Stage One.</a>	3
Continue to strengthen the quality of and capacity of social and emotional (SEL) learning.  Increase the number of staff ELSA trained to support SEL	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,2,3,4
Review current provision of SEND	Ensure all children have access to high quality teaching(HQT) and interventions used are effective, time limited and measured. <a href="#">EEF Research guidance report Special Educational Needs.</a>	2,3,4

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

Budgeted cost: £16,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a small group school led tutor group for disadvantaged pupils with emphasis on Key Stage 2 (EYFS and Key Stage One supported by reduced class size)	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	1, 4

	<p>EEF Toolkit Guidance</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202020-21.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf</a></p>	
<p>Restructure of classes to support increased needs in EYFS and Key Stage One.</p> <p>Effective deployment of staff, teaching assistants.</p> <p>Additional staffing in place in EYFS to support early language and in Year 6 to support emotional well being.</p>	<p>Smaller class sizes in EYFS and Key Stage 1 to support gaps in learning and increased language needs.</p> <p><i>In the UK, there is some indicative evidence to suggest that Reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes, although the class size threshold at which this impact is identifiable varies between literacy and maths, and potentially also geographical area.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><b>Use TAs to help pupils develop independent learning skills and manage their own learning</b></p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	2
<p>Ongoing analyse of summative and Teacher Assessment data to identify children who require targeted support in addition to high quality teaching. This is</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support</p>	2,3



<p>monitored and reviewed by HT/DHT and SENCO</p> <p>Pupil progress termly meetings –data grab.</p> <p>Regular monitoring of targeted interventions and changes made accordingly.</p>	<p>and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupil’s learning outcomes.</p>	
<p>NELI-continue to use the NELI programe to identify those children in EYFS who would benefit from small group intervention.</p> <p>TA to train and deliver 3x per week.</p>	<p>Endorsed by EEF research:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>  Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 ‘catch-up’ package announced in June 2020.</p>	<p>2,3,4</p>

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

Budgeted cost: £8,616.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continued and increased funding and time allocation for our established Family Learning Mentor to support all families but with a necessary focus on vulnerable children and families.</b></p> <p>This support will be varied according to need and may include but is not limited to the following:</p> <p>Attendance- daily checks with a particular focus on those children highlighted as persistent absentees.</p> <p>Working with the Attendance Team to monitor and overcome barriers to attendance.</p> <p>Links to additional agencies and CAF meetings.</p> <p>CLA champion.</p> <p>Links to parents whose children are in receipt of PP funding and also have additional educational needs.</p> <p>Providing support for class teachers and TAs to manage the most vulnerable children who may be at risk of exclusion.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.’</p>	1,2,3,4
<p>Train key members of staff in the Forest School approach enabling the school to; provide provision long term, increase capacity to include the whole school.</p>	<p><a href="https://www.ncl.ac.uk/media/wwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf">https://www.ncl.ac.uk/media/wwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf</a></p> <p>This evaluation concluded that ‘There is evidence that Forest School can benefit children and young people in a range of ways and that the physical and pedagogical environment may be particularly beneficial for children and young people with social and emotional difficulties,</p>	1,2,3,4

	many of whom struggle within the classroom environment.'	
Train an additional member of staff to be an Emotional Literacy Support Assistant (ELSA)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> EEF's Social and Emotional Learning in Primary Schools guidance report that when carefully implemented, SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance. Recommendation 1 from the EEF's guidance report advises schools to teach SEL skills explicitly, such as how to use self-calming strategies and positive self-talk to help deal with intense emotions. ELSA support alongside a planned a sequential SEL curriculum equip pupils with these skills.	1,2,3,4,
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

**Total budgeted cost: £33,366.60**

## 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.

Internal data and assessments during 2020/21 suggest that the performance of disadvantaged pupils was lower than their peers who are not in receipt of PP and when compared with performance in previous years. They have however made predicted progress in light of school closures and gaps in learning as a result

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they had limited and inconsistent benefit from some of our pupil premium funded improvements to teaching and targeted interventions. The impact of school closures was limited by the high quality remote provision and daily contact with the class teacher and also the offer of a school place during these periods.

PP pupils continued good communication with staff throughout the academic year and support provided by the school for the wider family has limited the impact of the pandemic on their wellbeing. The emphasis on wellbeing and initiatives such as Forest Schools has helped provide opportunities to develop skills to support future wellbeing and resilience.



Review of Academic  
Year 202021.pdf

See full review of Academic Year here

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Times Table Rockstars	TTRS

