

## St Joseph's Catholic Junior School 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 Junior School
Number of pupils in school	Currently 151 (including nursery) –March 2021
Proportion (%) of pupil premium eligible pupils	36.41% - March 2021
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2022 2022-2023
Date this statement was created	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	M.D'Souza
Pupil premium lead	M.D'Souza
Governor / Trustee lead	NBrunton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73974.96
Recovery premium funding allocation this academic year	£3988+ Tutoring £3894 Combined £7885.62
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	£81,860.58

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped communication, social, emotional and literacy and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to end of KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased this year and require additional support with social and emotional needs either 1-1 or small group interventions.</p>
6	Our attendance data this year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Speech and language groups and interventions set up Assessments and observations indicate significantly improved oral language and communication among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.  Stage books ordered to support struggling readers	Reading/phonics screening outcomes improved - Assessments at the end of the 2021 -2022 academic year and ongoing show attainment of disadvantaged lower than non disadvantaged  Appropriate books and reading interventions in place.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Outcomes in 2021-2022 show improved attainment based on internal assessments at the start of the 2020 -2021 academic year
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• children put forward for nurture rainbow groups where appropriate</li> <li>• a significant reduction in any bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/2023 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5 days and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent reduced and the figure among disadvantaged pupils being in caparison with non disadvantaged.</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: £25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of <b>Inclusion Lead</b>	An allocated person in school linked to safeguarding and SEND to monitor the intent, implementation and impact of the pupil premium strategy in school.	1-6
Training for of <b>KS2 English and</b> to support in school training of staff and monitoring of English  Release time to attend Hub Training	An allocated person in school linked to reading and phonics to monitor the intent, implementation and impact of the pupil outcomes and quality of teaching and learning.	
Purchase of a <b>Read,Write,Inc</b> DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.for 2021-2022 and 2022to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  Phonics   Toolkit Strand   Education Endowment Foundation   EEF	
Purchase of <b>Cracking Comprehension</b> to support in class teaching and assessments in reading compression skills  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Use <b>Tracker Tracker Assessment tool</b>	Ongoing monitoring and assessment of pupil progress	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and	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	1

<p>extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <ul style="list-style-type: none"> <li>• Lego therapy</li> <li>• Social skills group</li> <li>• Speech therapy sessions</li> </ul>	<p>high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase on new online Curriculum – <b>Cornerstones</b> with clear progression of skills outlined from Nursery to Year 6 as a result of Federation</p>	<p>Clear Progression of skills</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access <b>Maths Hub</b> resources and CPD (including Teaching for Mastery training)</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2
<p>Training for <b>KS2 Maths</b> lead</p> <p>Release time to attend training</p>	<p>An allocated person in school linked to reading and phonics to monitor the intent, implementation and impact of the pupil outcomes and quality of teaching and learning.</p>	
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> <li>• Wellbeing Books</li> <li>• Wellbeing weeks</li> <li>• Tai Chi -</li> <li>• Music Nurture group</li> <li>• Library Visits</li> <li>• Rewards – cinema Workshops and after school clubs</li> </ul>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £ 50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Teaching assistants to attend training to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the School Led Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Mental Health Champion lead  Release time for training	Both targeted interventions and universal approaches can have positive overall effects:  Behaviour interventions   EEF (educationendowmentfoundation.org)	

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

Budgeted cost: £ 11,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Training with Magic Behaviour – Attachment Theory</b></p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p><b><i>Brentwood Catholic Children Society to provide 1-1 counselling</i></b></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>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):</p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p><i>Contingency fund for acute issues.</i></p>	<p>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.</p>	All

**Total budgeted cost: £ 81,000.00**



## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year and this year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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
Read Write Inc	
Target Tracker	