

## Pupil premium strategy statement (2022/2023)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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, Poole.
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	19.5
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 - 2024
Date this statement was published	30/11/22
Date on which it will be reviewed	Spring 2023
Statement authorised by	Neil McDermott
Pupil premium lead	Neil McDermott
Governor / Trustee lead	Bryan Dion

### Funding overview (2022/23)

Detail	Amount
Pupil premium funding allocation this academic year	£98,111
Recovery premium funding allocation this academic year	£10,730
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	£108,841

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Overall Aims

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Challenges (2021 – 2024)

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

Challenge number	Detail of challenge
1	<i>Low starting points in literacy and language skills due to SEN. 33% of pupils supported by PPG across the school have a SEN.</i>
2	<i>Gap in attainment between all pupils and pupils supported by PPG typically 25% across all subjects in school.</i>
3	<i>Lockdown resulted in pupils supported by PPG not accessing school (25% of PPG pupils in school summer term 2020), resulting in missed learning.</i>
4	<i>Lower pupil engagement (e.g., higher number of behaviour incidents (76% of L3 of incidents, 2018); higher levels of absence (6.7%, 2019); higher lateness (0.08%, 2019); lower engagement in lessons compared to peers</i>

## Intended outcomes (2021 – 2024)

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>Close the gap and accelerate progress of PP pupils in literacy and language skills</i>	<i>90% of pupils supported by PPG with SEN reach SEN targets</i>
<i>Ensure Quality First Teaching in all lessons</i>	<i>Accelerate progress of PP pupils resulting in a reduction in the gap in attainment between PP and non-PP by 10% in RD, WR, MA.</i>
<i>Provide a curriculum offer that responds to the welfare, emotional health and missed learning due to COVID-19, resulting in accelerated progress</i>	<i>90% of Pupils supported by PPG grant make expected progress during autumn term. ELSA / PSE Interventions results in improvements in mental health of individuals.</i>
<i>Pupil engagement in lessons is improved, pupils demonstrate positive learning behaviours.</i>	<i>Pupils take greater part in lessons resulting in them remembering more and making progress as least as good as their peers (see above target). PP lateness is reduced to 0.05%. PP attendance is improved to 95%.</i>

## Activity in this academic year (2022/2023)

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: £12,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 'Talk for Writing' training for all staff (including 2-year development practice).</p> <ul style="list-style-type: none"> <li>- Training</li> <li>- Release time</li> <li>- Staff Meetings</li> </ul>	<p>From EEF: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	1
<p>Take part in the MAT training focusing on pupil 'oracy'. This is a 2-year development.</p> <ul style="list-style-type: none"> <li>- Training</li> <li>- Staff Meetings</li> </ul>	<p>From EEF: Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom</p>	1,2
<p>Maths lead deliver 'mastery' CPD to teaching staff and works alongside colleagues in class.</p> <ul style="list-style-type: none"> <li>- Staff Meetings</li> <li>- Teacher support</li> </ul>	<p>Effective AfL and mastery approach will ensure provision matched to need. Use of small steps learning will facilitate greater independence in lessons. EEF: 'Mastery learning appears to be a promising strategy for narrowing the attainment gap'</p>	1,2

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

Budgeted cost: £74,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 5, 6</b> Provide tutoring for targeted individual children in Y5 (writing) and in Y6 (Maths). £7,668 (1065 hrs.). Govt contribution £11,500</p>	<p>EEF: 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	1,2
<p><b>Year 5</b> Provide full time HLTA to work with Y5 team to target PP pupils through small group work and intervention.</p>	<p>Smaller teaching group. EEF: 'improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive'</p>	1,2

<b>Year 5</b> DHT to target Y5 PP in RD and WR reducing class size and providing focused intervention.	Smaller teaching group. EEF: 'improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive'	1,2
<b>KS1 and KS2</b> Provide 'Forest School' provision for 1 day per week (2 groups). This will target specific pupils. - Teacher lead (1 day) - HLTA support (1 day)	Forest Schools are multi-sensory and can help <b>improve concentration and the motivation to learn</b> . Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.	1,2,3
<b>KS1</b> TA to provide 1-1 targeted tuition S+L and RD intervention for pupils in KS1 (pm).	EEF: 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	1,2
<b>Reception</b> Provide additional HLTA adult to support early language acquisition.	PP pupils have a significant less range of vocabulary compared to non-PP. Vocabulary acquisition is crucial in developing knowledge and skills in all areas of the curriculum	1,2,3

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

Budgeted cost: £22,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support worker and ELSA individualised support (HLTA full time)	Social interventions. EEF: targeted at students with particular social or emotional needs.	1
Provide attendance officer support to analysis and identify poor attendance 3 hrs pw).	Improved regular attendance will result in improved outcomes and attitudes to school life.	4
Provide a range of interventions to support engagement including subsidised wrap around provision, access to sports clubs, residential trips.	Support for families in challenging circumstances enables pupil supported by PPG to maintain regular attendance.	4

**Total budgeted cost: £ 109,803**

## **Part B: Review of outcomes in 2021/2022**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Overall progress**

Overall school data shows that progress of all pupils and those supported by PPG is broadly similar. All pupils make expected progress in RD 83%; WR 84%; MA 82% with PP pupils making RD 87%; WR 81%; 75%.

Progress across KS2 indicates that all pupils made 78% RD, 84%, MA 80% and pupils supported by PPG made 66% RD, 80% WR, 60% MA, with progress of PPG group in Y6 being 100% RD, 86% WR, 73% MA. This indicates that PP grouping made greater progress in Y6 but slightly less progress than peers during the whole of KS2 (a period effected by two lockdowns).

In EYFS, pupils supported by Year 2 funding (11 pupils) attained and made progress in line with peers across ELG.

#### **Provision and impact**

##### **Phonics**

In Y1 full time TAs have been provided to enable focused phonics intervention and early reading across the cohort. In Y2 six pupils have received additional phonics provision through the year. Published data indicates that 83% of pupils made the standard (PP: 7/9 pupils) and 91% in Y2. Attainment in line with national. Additional adult has been provided to focus on two pupils (PP) who did not meet standard in Y2. Phonics outcomes in Y3, following intensive intervention, are at 100%.

##### **Reading, Writing, Maths**

In Y3 provision of an additional teacher group to support writing and reading has resulted in a rise in pupils attaining ARE across the cohort. Progress of PP group: RD 92%; WR 92% with non-PP RD 96%, WR 96%.

In Y3 reading fluency TA support has led to the proportion of PP reaching fluency has doubled from 25% to 50% (non-PP 53% to 73%). In effect closing the gap between PP and non-PP.

In Y4 progress of the less able PP pupils is a concern particularly in reading. Reading lead has supported the development of appropriate provision. Two additional phonic groups have been created (summer 2022) across the year group to provide for LA / PP grouping. Provision yet to impact.

In Y5 classes, additional support from tutoring (Maths key skills focus) and target work in class reading (fluency of reading sessions and modelling answering comprehension

type questions) resulted in progress of PP above non-PP. School data giving expected progress in RD 92%, WR 93%, MA 93% compared to non-PP RD 78%, WR 87%, MA 87%.

In Y6 classes, additional provision of an extra teacher in Maths lessons, HLTA to provide targeted support in MA and additional small group tutoring has been put in place. As a result:

- In maths there is 100% improvement in raw scores for both PP and non-PP in small support group. In main group of children raw scores of PP and non-PP group increased by 85%.

Inclusion leader has worked with colleagues to establish SMART targets for pupils supported with PPG and have SEN. As a result, in autumn term, 50% of PP children attained their targets which increased to 90% in spring 2022 (8% above non-PP).

### **General**

School based strategies (e.g., pastoral support HLTA) have a positive impact in a reduction of the number of behavioural incidents of pupils supported by PPG and those that also have a SEN. See Behaviour report. Out of 9 previously identified children, good progress has been made with 8 children resulting in a reduction of incidents and greater engagement in learning. No suspensions during spring term.

Attendance during spring term was impacted across the school due to an increase in reported Covid cases (autumn 33 cases: spring 102 cases). PP attendance in spring 89.9% with peers' attendance at 91.6% (1.8% gap), which is broadly the gap in attendance during autumn term 2021 (1.8%) and autumn term 2020 (1.6%). Fast track progress in place and 10 children identified, with positive outcomes for 7 out of 10. Process supported by BCP.

Autumn term focus on attendance has resulted in improved attendance across the school at 96% - first 5 weeks of school and a further 10 pupils in fast-track process.