# Pupil premium strategy statement (2023-2024)

## 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  | 382 |
| Proportion (%) of pupil premium eligible pupils | 18.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | 30/11/23 |
| Date on which it will be reviewed | Spring 2024 |
| Statement authorised by | Neil McDermott |
| Pupil premium lead | Neil McDermott |
| Governor / Trustee lead | Bryan Dion |

**Funding overview (2023/24)**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £104,337 |
| Recovery premium funding allocation this academic year | £10,005 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **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 | £114,342 |

# 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 | *Low starting points in literacy and language skills due to SEN. 33% of pupils supported by PPG across the school have a SEN.* |
| 2 | *Gap in attainment between all pupils and pupils supported by PPG typically 25% across all subjects in school.*  |
| 3 | *Lockdown resulted in pupils supported by PPG not accessing school (25% of PPG pupils in school summer term 2020), resulting in missed learning.* |
| 4 | *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* |

## 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 |
| *Close the gap and accelerate progress of PP pupils in literacy and language skills* | *90% of pupils supported by PPG with SEN reach SEN targets* |
| *Ensure Quality First Teaching in all lessons* | *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.* |
| *Provide a curriculum offer that responds to the welfare, emotional health and missed learning due to COVID-19, resulting in accelerated progress* | *90% of Pupils supported by PPG grant make expected progress during autumn term. ELSA / PSE Interventions results in improvements in mental health of individuals.* |
| *Pupil engagement in lessons is improved, pupils demonstrate positive learning behaviours.* | *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%.* |

## Activity in this academic year (2023/2024)

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: £14,080**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide ‘Talk for Writing’ training for all staff (second year of development).** *Training*
* *Release time*
* *Staff Meetings*
 | *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.* | 1 |
| *Take part in the MAT training focusing on pupil ‘Oracy’. Second year of development.** *Training*
* *Staff Meetings*
 | *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.* | 1,2 |
| *Maths lead deliver ‘mastery’ CPD to teaching staff. CAST ‘Power Maths’ to be implemented across the school.* * *Staff Meetings*
* *Teacher support*
 | *Effective AfL and mastery approach will ensure provision matched to need. Use Power Maths as a resource to facilitate Mastery Approach. 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’* |  1,2 |

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

**Budgeted cost: £75,733**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ***Year 6****Provide tutoring for targeted individual children in Y6 (Maths).* | *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 |
| ***Year 6****Provide daily small group focused reading workshop led by JMM. Reduced class size for main group.* | *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 |
| ***Year 6****DHT to target Y6 PP in MA reducing class size and providing focused intervention (5 sessions per week).*  | *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 |
| ***Year 5*** *Provide full time HLTA to work with Y5 team to target PP pupils through small group work and 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 |
| ***KS1 and KS2*** *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****improve concentration and the motivation to learn****. 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 |
| ***KS1 phonics*** *Provide 2 TAs to work daily with identified groups in phonics across Y1, Y2.* | *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 |
| ***Reception****Provide additional HLTA adult to support early language acquisition (3 days per week).*  | *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: £22,785**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide pastoral support worker and ELSA individualised support (HLTA). 3 days per week.* ***60%: HLTA 14625*** | *Social interventions. EEF: targeted at students with particular social or emotional needs.* | 1 |
| *Engage an attendance consultant to offer advice and guidance (1 day per half term). Attendance officer in school to analyse and identify poor attendance (3 hrs per work).*  | *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 |
| *Y3 support from LEA child psychologist to promote social and emotional skills for whole cohort.* | *Social interventions. EEF: targeted at students with particular social or emotional needs* |  |

**Total budgeted cost: £114,098**

|  |
| --- |
|  Part B: Review of outcomes in 2022-2023 Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.**Overall progress**Overall school data shows that progress of all pupils and those supported by PPG is broadly similar. Across the school the proportion of ‘All pupils’ making expected progress is RD 80%; WR 71%; MA 82% with the proportion of PP pupils making expected progress being RD 85%; WR 71%; MA 86% (PPG group above peers in RD and MA and in line in WR).Progress across KS2 indicates that the proportion of all pupils making good progress is RD 86%; WR 84%; MA 83%. The proportion of pupils supported by PPG making expected progress is like peers at RD 82%; WR 88%; MA 79%.**EYFS**EYFS, 6 pupils were supported by 2-year funding. Four out of six attained GLD (67%) which was in line with whole cohort at 65%. Overall year 2 funded pupils exceeded their peer in RD 66.7% vs. 73.5%: WR 83.3% vs. 69.4% MA 83.3% vs. 79.6%.The EYFS base also improved outcomes in speaking following the development work during the year, resulting in 83.3% vs. 77.6% pupils attaining this strand. **Phonics Y1**Y1 cohort supported by two TAs to provide additional smaller groups and focus on specific ‘stages’. As a result, 71% of pupils attained the phonics check in Y1 with 5 out of 8 pupils supported by PPG meeting phonics check (63%). This cohort had 7 pupils disapplied due to SEN and ELA pupils not able to access the check. At Y2 92% of pupils attained the phonics check which is in line with national. Overall, at Y2 XX% of PPG pupils attained phonics check. Pupils who have not attained phonics check in KS1 are supported with additional phonics in Y3.**Year 2**Attainment and progress of pupils is below national standard in English. Progress for all pupils, RD 72%; WR 54%; MA 83% with progress of PPG pupils RD 83%, WR 59%, MA 76%. PPG progress in line with peers in WR (low progress across the cohort) above peers in RD and below in MA. WR provision in cohort to be addressed through additional support in Autumn 2023.**Year 4**Additional support was given to ECT colleague through mentor and English lead. Work focused on promoting reading fluency and writing skills. As a result, the quality of teaching improved with the progress of all pupils RD 90%, WR 75%, which was broadly in line with PP grouping RD 92%, WR 74%.**Year 5**Target work in class reading (fluency of reading sessions and modelling answering comprehension type questions) resulted in progress of PP in line with non-PP. Progress of PPG group (92% RD, 74% WR) and all pupils (89% RD, 73%) WR made similar progress. **Year 6**In Y6 classes, additional provision of an extra teacher in Maths lessons (DHT) to create 3 classes daily. Tutor working directly with small groups of children focusing on writing and maths.As a result, in Y6 PPG the proportion of pupils making expected progress is 80% RD, 93% WR, 74% MA as compared to all pupils 88% RD, 84% WR, 88%.**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. Overall, the was a reduction in the number of behaviour incidents from 204 in year 2021/22 to 176 in 2022/23. In addition, the number of suspensions reduced from 7 to 3 over the same period with no suspensions during spring or summer.Overall attendance during 2022/23 was 93.2%, with PP attendance 90.4%. This gives a gap of 2.8%. During the previous year the gap was 1.8%. Attendance across the school during Autumn 2023 is 94.7%, which is above attendance in Autumn 2022 which was 93.4%. This is reflected in the PP attendance which has risen from 90.5% to 92.9 %, giving a gap which has closed to 0.5%.Fast track progress in place and 10 children with positive outcomes for 7 out of 10. *.* |