

# Pupil premium strategy statement

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, Wallasey
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2022.2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Maria Hollis. Headteacher
Pupil premium lead	Maria Hollis. Headteacher
Governor / Trustee lead	Brian Sharp. Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2022,2023 (Pupil premium funding allocation this academic year – unknown for Spring 2023 and Summer 2024. To be updated in the Spring term)	£159,580
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£175,240</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our primary aim at St Joseph's Catholic Primary School is to enable all children to access all aspects of the school's provision in order to achieve the highest standards of achievement and progress possible in relation to their individual starting points.

The Premium funding is used in a variety of ways at St Joseph's. For example, it is used to support disadvantaged pupils in their learning on a one-to-one basis, or in small groups supported by intervention teachers or teaching assistants. It is also used to enhance curriculum provision to support accelerated progress for pupils and to assist them financially so that they can take part fully in school life in matters such as school trips, activities and clubs. The key principle is that it will diminish the disadvantage difference by addressing inequalities, removing barriers to learning and raising the attainment and progress of pupils in order for all pupils to reach their potential. This report provides information about how the Pupil Premium funding has been budgeted at St Joseph's Catholic Primary for the current school year, 2022-2023.

This Pupil Premium strategy is combined with our recovery grant, to outline the combined budgeted expenditure. The plan is linked closely to our school development plan.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments have shown that in the majority of classes, non-disadvantaged pupils outperform disadvantaged pupils. This has resulted in a significant number of pupils working below ARE in R,W and M.
2	Our recent observations, discussions with families and pupil returns from our wellbeing questionnaires have shown the negative impact that Covid-19 has continued to have on pupils' SEMH, particularly our disadvantaged pupils. Teacher referrals for support and parent requests for additional support have continued to rise dramatically.
3	Attendance has continued to have been negatively impacted. Including an increase in the percentage of persistent absentees. Attendance among disadvantaged pupils continues to be a concern. Pupils' attendance closely relates to their progress and outcomes. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Recent assessments have indicated that pupils' reading outcomes have been impacted since Covid-19. Gaps between disadvantaged and non-disadvantaged pupils have widened. The number of pupils engaging in 'reading for pleasure' has diminished and the gap in engagement between disadvantaged and non-disadvantaged has widened.

## 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
A higher percentage of disadvantaged pupils will achieve ARE R,W and M at the end of KS2.	<p>The attainment gap between non-disadvantaged and disadvantaged pupils narrowed to bring it in line with local and national data.</p> <p>An increase in disadvantaged pupils outcomes in R,W and M.</p>
Vulnerable pupils with SEMH needs will be well supported which will have a positive impact on their progress and attainment.	<p>Pupils will use taught strategies to support their emotional needs.</p> <p>Less pupils, will need support from outside agencies.</p> <p>Parents will understand known strategies, which will ensure consistent approaches between home and school.</p> <p>Improved outcomes from pupil wellbeing questionnaires.</p>
To improve attendance data to bring it in line with local and national. To diminish the difference between disadvantaged and non-disadvantages.	<p>To have improved attendance data by 2023/2024, including a diminished difference between disadvantaged and non-disadvantaged pupils.</p> <p>Fewer numbers of families falling under the persistent absence category.</p> <p>Evidence of positive Attendance 360 reports.</p>
To improve the percentage of disadvantaged pupils engaging in 'reading for pleasure.' Improve reading outcomes in KS1 and KS2.	<p>A higher percentage of disadvantaged pupils will attain reading ARE at the end of KS1 and KS2.</p> <p>A higher number of disadvantaged pupils will engage in 'reading for pleasure.'</p>

## 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: £ 10, 847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER Verbal and Non-Verbal reasoning tests for Yr3 and Yr5	These tests will provide reliable insights into pupil ability ranges. These, when linked with outcomes of termly assessments, will ensure that pupils receive the correct support needed to achieve their potential. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,4
Moderation Training	Staff CPD in writing moderation from The Literacy Company. <a href="#">EEF: Improving Literacy in Key Stage 1</a> <a href="#">EEF: Improving Literacy in Key Stage 2</a>	1,
Early Years Training – Curiosity Approach	Staff CPD for the EYFS lead to attend 'Curiosity Approach Accreditation.'	1,2 & 4
RWI support days	RWI CPD will continue to be delivered through regular training and monitoring sessions from Ruth Miskin, RWI. These sessions will identify gaps and next steps for pupils, which will also identify the progress and attainment of disadvantaged pupils. <a href="#">EEF Phonics</a>	1 & 4
Curriculum Leaders CPD	Curriculum leaders termly briefings: School Improvement Liverpool	1, 2 & 4
Enhance the outcomes of pupils, through robust subject leadership	Subject leadership CPD to further develop subject leaders, in order to raise attainment in RWM. <a href="#">EEF: Improving Literacy in Key Stage 1</a> <a href="#">EEF: Improving Literacy in Key Stage 2</a> <a href="#">EEF: Improving Maths in the Early Years and Key Stage 1</a> <a href="#">EEF: Improving Maths in KS2</a>	1 & 4
CPD – Literacy Megan Dixon, Wirra LA	English CPD through Wirral LA. X12 half days for English leader. <a href="#">EEF: Improving Literacy in Key Stage 1</a> <a href="#">EEF: Improving Literacy in Key Stage 2</a>	1 & 4

CPD- English Hub, Reading for Pleasure Leader	Reading for pleasure CPD, through the English hub. <a href="#">EEF: Improving Maths in the Early Years and Key Stage 1</a> <a href="#">EEF: Improving Maths in KS2</a>	1 & 4
CPD – Mastery in Maths training	Mastery in Maths training through the Maths Hub. Teacher Research group. <a href="#">EEF: Improving Maths in the Early Years and Key Stage 1</a> <a href="#">EEF: Improving Maths in KS2</a>	1
CPD – Maths training Wirral	Maths training provided by Wirral – Tara Loughran X14 sessions <a href="#">EEF: Improving Maths in the Early Years and Key Stage 1</a> <a href="#">EEF: Improving Maths in KS2</a>	1
		£10,847

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

Budgeted cost: £153,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentor</i>	There is a large body of evidence that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs. It can be particularly beneficial for socio-economically disadvantaged pupils  An academic mentor will be used across F, KS1 and KS2 for all pupil groups, including disadvantaged pupils. The academic mentor will deliver support in R,W and M.  <a href="#">EEF: Academic Mentor</a>	1,2 & 4
<i>Counselling Support</i>	Support from external agencies to support SEMH.  <a href="#">EEF Social and Emotional Interventions</a>	1 - 4
Maintain additional support for pupils (including pupil premium) working below ARE in reading across KS1 and KS2.	Interventions and differentiated approaches will be carefully planned for in Pupil Progress meetings. Teachers and TAs will continue to deliver these interventions and approaches through class and group work, in order to raise progress and outcomes of all pupil groups including disadvantaged pupils.  <a href="#">EEF: Improving Literacy in Key Stage 1</a> <a href="#">EEF: Improving Literacy in Key Stage 2</a>	1,2 & 3
Purchase subscriptions to support pupils' home learning (Spelling	The purchase of programmes such as TT Rockstars, Spelling Shed and KIDS via Classroom Secrets, will engage all pupils during home learning, including disadvantaged pupils.  <a href="#">EEF Support Resources for Schools and Parents</a>	1

Shed, TT Rockstars etc)	<a href="#">EEF Working with Parents to Support Children's Learning</a>	
Purchase additional support for SALT and address the implementation of NELI.	Speech and language development intervention groups to improve progress and outcomes. Continue to implement NELI intervention groups. <a href="#">EEF Oral and Language Interventions</a>	1, 2 & 4
Continue to implement RWI in class and RWI interventions.	One to one and group RWI intervention support delivered to identified pupils. Evidence to support this approach: <a href="#">EEF Phonics</a>	1 & 4
Intervention groups to support progress in R,W and M.	TAs and Teachers to continue to deliver intervention groups to focus on accelerating the progress of disadvantaged pupils. Evidence to support strategy: EEF guidance also states that supporting pupils with structured one to one or small group interventions is one of the most effective ways to gain good impact. <a href="#">EEF Teaching Assistant Interventions</a>	1, 4
Part funding for SENCO	Some pupils that are identified as having SEND needs are also eligible for Pupil Premium funding, both pupil groups require additional support. The SENCO will be part funded to support the identified needs of our disadvantaged pupils. Evidence to support this: <a href="#">EEF SEND</a>	1, 2
		£153,173

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

Budgeted cost: £ 21,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA</i> To deepen understanding of the needs of vulnerable pupils with emotional, social or mental health needs and how to support them more effectively	ELSA interventions and delivery will enhance pupils' SEMH. The intervention will support pupils to understand their emotions and to use strategies to self-regulate.  <a href="#">EEF Improving Social and Emotional Learning</a>	1 - 4
Funding to support the attendance assistant to	Attendance intervention developed to improve attendance across all pupils, including disadvantaged pupils. <a href="#">EEF Attendance Interventions</a>	1-4

<p>identify families of concern and work with these families to improve attendance.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<a href="#">EEF Working with Parents to Support Children's Learning</a>	
<p>To part fund pupils to provide a wider range of enrichment opportunities, including residential opportunities.</p>	<p>Disadvantaged pupils will have the opportunity to engage in part funded activities, to enrich their extra activity opportunities. This will support and develop the whole child, which should enhance learning in the classroom.</p> <p><a href="#">EEF Life Skills and Enrichment</a></p>	2
<p>To support parental engagement through our EYFS Family Matters Programme.</p>	<p>Funding will be used to further develop our Family Matters programme. This programme works with families to support the social and emotional well-being of their child. It will be extended to provide support for families of children in our 2 yr old provision and nursery classes to ensure support is targeted where need is greatest. In addition it shares teaching approaches for language and literacy enabling parents to feel more confident in supporting their child at home.</p> <p><a href="#">EEF Life Skills and Enrichment</a></p> <p><a href="#">EEF Working with Parents to Support Children's Learning</a></p>	2
<p>Pupils to receive breakfast daily</p>	<p>Research shows that children accessing a breakfast club supports their concentration, behaviour and academic achievement.</p> <p><a href="#">EEF Breakfast Club</a></p>	2 & 3
<p>Continue to embed and sustain Accelerated Reading, through inhouse CPD and additional purchase of book stock.</p>	<p>An audit of resources, CPD and delivery of accelerated reader will be completed. Findings will indicate next steps for resources, CPD and engaging pupils. Support for parents will be developed to further enhance their understanding of reading expectations and how to support Accelerated Reading at home.</p> <p><a href="#">EEF: Improving Literacy in Key Stage 2</a></p>	1, 4
		£21,253

**Total budgeted cost: £ 185,273**



## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated due to sustained poor attendance and persistent absence.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. We will continue to develop further and embed parents workshops to raise awareness of age related expectations with parents and carers, in order to strengthen partnerships between home and school.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. We will continue to work with Wirral Attendance and build a partnership between the Holy catholic Family to support the improvement of our attendance data for disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our statement from 2021-2022 plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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.	Ruth Miskin Phonics

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Headteacher to complete North West Diocese Headteacher Programme
- Continue to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.