

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, Wallasey
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	54.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021.2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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 academic year	£139,975
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£153,750

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, 2021-2022.

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	Our most recent assessments have shown that our disadvantaged pupils have been impacted the most by Covid-19 disruptions. In the majority of classes, non-disadvantaged pupils outperform disadvantaged pupils. This has resulted in a significant number of pupils working below ARE in Reading ,Writing and Maths.
2	Our recent observations, discussions with families and pupil returns from our wellbeing questionnaires have shown the negative impact that Covid-19 has had on pupils' SEMH, particularly our disadvantaged pupils. Teacher referrals for support and parent requests for additional support have risen dramatically.
3	Attendance has been negatively impacted by Covid-19 related factors. Attendance among disadvantaged pupils continues to be a concern. Pupils' attendance closely relates to their progress and outcomes.
4	Recent assessments have indicated that pupils' phonic outcomes have been impacted by Covid-19 and gaps between disadvantaged and non-disadvantaged pupils have widened. Assessments have also indicated that some KS2 pupils have not met the required pass mark for the Year 1 phonic screening check. This limits their ability to access the KS2 curriculum. Reading outcomes have been negatively impacted in all year groups due to missed learning over the past two years.

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 the difference in line with local and national data.</p> <p>An increase in disadvantaged pupils achieving ARE 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 2024/2025, 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 attaining ARE in the Year 1 phonics screening and to improve reading outcomes in KS2.	<p>A higher percentage of disadvantaged pupils will attain ARE in Year 1.</p> <p>A higher number of disadvantaged pupils in Year 2 will meet the expected standard in phonic retakes.</p> <p>A higher number of disadvantaged pupils will reach ARE in reading at the end of KS2.</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: £ 17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI/WELCOMM Interventions	Continue to implement language interventions. Oral Language Interventions	1,4
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 standardised assessments, will ensure that pupils receive the correct support needed to achieve their potential. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 4
Moderation Training	Staff CPD in writing moderation from The Literacy Company. EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2	1
SEND Early Years Training	Staff CPD for the EYFS lead to attend 'Early Years SENCO Award.' EEF SEND	1,2, 4
Maths training F/KS1	Staff CPD to facilitate the 'Mastering Number' programme offered by the National Centre for Excellence in the Teaching of Mathematics and the Maths Hubs Network. EEF: Improving Maths in the Early Years and Key Stage 1	1
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. EEF Phonics	1 and 4
Continue to embed and sustain Accelerated Reading, through inhouse CPD and additional purchase of book stock.	Phonics and reading attainment across all key stages has been negatively impacted by Covid-19. There has been a decline in home engagement in disadvantaged pupils. 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 understanding of reading expectations and how to support Accelerated Reader at home. EEF: Improving Literacy in Key Stage 2	1, 4

Maintain additional support for pupils (including pupil premium) working below ARE in reading across KS1 and KS2.	Interventions and differentiated approaches will continue to 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. EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2	1, 2 and 3
Staff CPD on providing effective feedback AfL for pupils.	To monitor and evaluate the use of AFL and feedback across school. Develop a new feedback policy which will effectively support pupils in their learning. Deliver relevant CPD for staff. EEF Feedback	1, 2, 3 and 4
Enhance the well-being of pupils with SEMH needs through effective use of staff.	Staff will be used effectively to support pupils' SEMH needs. Pupils' needs will be assessed and specific interventions will be put in place. These interventions will be delivered by TAs and outside agencies. Identified pupils will receive tailored ELSA sessions, delivered as an intervention. EEF Social and Emotional EEF Behaviour	1, 2 and 4
ATMH, SEMH Training Midday staff	ROAR training for all midday staff. All staff in school will have received ROAR training which will ensure a whole school approach in managing pupils' SEMH needs. EEF Social and Emotional	1,2,4

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

Budgeted cost: £118,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutors</i>	Evidence suggests that the use of tutors can enhance progress and attainment. Tutors will be used across KS1 and KS2 for all pupil groups, including disadvantaged pupils. The tutors will deliver support in R,W and M. One to One: EEF One to One Tuition Groups 1:3: EEF Small Group Intervention	
<i>Counselling Support</i>	Support from external agencies to support SEMH. EEF Social and Emotional Interventions	2
Purchase subscriptions to support pupils'	The purchase of programmes such as TT Rockstars, Spelling Shed and KIDS via Classroom Secrets, will	1, 4

home learning(Spelling Shed, TT Rockstars etc)	engage all pupils during home learning, including disadvantaged pupils. EEF Support Resources for Schools and Parents EEF Working with Parents to Support Children's Learning	
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. EEF Oral and Language Interventions	1,4
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: EEF Phonics	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. 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. EEF Teaching Assistant Interventions	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. To part fund the SENCO to support the identified needs of our disadvantaged pupils. EEF SEND	1,2,4

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

Budgeted cost: £ 17,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding will be used to access support from 'Caritas' to meet needs of vulnerable pupils including support for mental health needs.	In addition signposted support will be provided for parents according to need: eg parenting programmes. EEF Improving Social and Emotional Learning EEF Working with Parents to Support Children's Learning	2
ELSA To deepen understanding of the needs of vulnerable pupils with emotional,	ELSA interventions and delivery will enhance pupils' SEMH. The intervention will support pupils to understand their emotions and to use strategies to self-regulate. EEF Improving Social and Emotional Learning	1,2,4

social or mental health needs and how to support them more effectively		
Funding to support the attendance assistant to identify families of concern and work with these families to improve attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Attendance intervention developed to improve attendance across all pupils, including disadvantaged pupils. EEF Attendance Interventions EEF Working with Parents to Support Children's Learning	1, 2,3,4
To part fund costs to provide a wider range of enrichment opportunities, including residential opportunities.	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. EEF Life Skills and Enrichment	1,2,4
To support parental engagement through our EYFS Family Matters Programme.	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 is supporting their child at home. EEF Life Skills and Enrichment EEF Working with Parents to Support Children's Learning	
Develop arts participation opportunities across school.	After school enrichment opportunities and sessions linked to curriculum objectives. EEF Arts Participation	
Pupils to receive breakfast daily	Research shows that children accessing a breakfast club supports their concentration, behaviour and academic achievement.	

	EEF Breakfast Club	
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Total budgeted cost: £153,750

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.

It has been difficult to determine the full impact the PPG due to Covid-19. Interventions have not been implemented fully due to the disruptions during 2020/2021. Teacher assessments replaced KS1 and KS2 statutory testing and the Year 1 phonics screening check was delayed until the Autumn term. Pupils are currently working on a recovery curriculum to address identified gaps due to the disruptions caused by Covid-19.

Full analysis:



F Pupil Premium
Report 2020.2021.doc

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:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering 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.