# 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

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| **Detail** | **Data** |
| School name | St Joseph’s Catholic Primary School, Exmouth |
| Number of pupils in school  | 168 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2023 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | March 2022 |
| Statement authorised by | N Taylor-Bashford |
| Pupil premium lead | N Taylor-Bashford |
| Governor / Trustee lead | L Cook |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £22,865 |
| Recovery premium funding allocation this academic year | £2,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £25,330 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***“****Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi*Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.At St Joseph’s our strategy is underpinned by the seven building blocks of success identified by the National Foundation for Education Research (NFER) in its November 2015 report, Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice:* Promoting an ethos of attainment for all pupils.
* Having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
* Focusing on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
* Focusing on outcomes for individual pupils.
* Deploying the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants
* Making decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points;
* Having clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff.

**Principles*** To ensure all PP children have the same access to school life – academically and socially as non-PP children.
* To ensure that teaching and learning opportunities meet the individual 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 regularly 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 and that there are pupils not in receipt of the funding who are equally socially disadvantaged.
* Pupil Premium funding will be allocated according to need which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals may be in receipt of pupil premium interventions at one time.
* Early identification of barriers and need is paramount.

**Strategies** * A focus and aspiration on supporting all our disadvantaged pupils to achieve the highest levels.
* Thorough analysis of pupils who are underachieving academically and reasons for this.
* Using research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own observations to allocate the funding to the activities that are shown to have highest impact weighed against cost impact.
* Quality First Teaching is paramount.
* Allocating most qualified staff to teach intervention groups.
* Use assessment regularly to check how interventions or strategies are working and adjust accordingly.
* Provide high quality training for staff.
* Systematic focus on giving pupils clear, purposeful feedback about their work. Ensure all pupils are clear on their next steps and how to achieve them.
* Senior Leadership Team and governors have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. Strategy published on website. Governors question and challenge to ensure funding is having highest impact.
* Class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
* HT and SENDCo provides targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil achieving highly.
* A clear and robust appraisal system for all staff including discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.
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## Challenges

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

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| **Challenge number** | **Detail of challenge**  |
| 1 | Analysis of data shows that disadvantaged children are working below national compared to non-disadvantaged pupils, especially in writing, EYFS, phonics and achieving greater depth.  |
| 2 | In 2020-2021 the attendance of our PP children was below that of non-disadvantaged pupils (94.38% compared with 96.83%) |
| 3 | Social and emotional issues affect the wellbeing and progress of learners including those eligible for PP. Levels of resilience, self-esteem and aspects of social, emotional and mental health are not as strong as they could be for some pupils often due to external factors. Weaknesses in learning behaviours have a detrimental effect on academic progress, e.g. lack of independence leads to an over-reliance on adults, children displaying reticence to risk taking and feeling defeated when faced with challenging tasks. |
| 4 | Parents in receipt of PP at times have financial difficulties meaning the children do not always receive broadening experiences in the wider community.  |
| 5 | Social and emotional needs of particular children lead to poor self-regulation skills. This impacts on their ability to work collaboratively and to accept a degree of challenge in their learning. They find conforming to the behaviour expectations in school difficult. |
| 6 | Parental aspirations and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some of our families need support in providing consistent parenting routines and this can impact on attendance, punctuality, homework etc. This has had a particular impact on children’s progress due to school closures and lower engagement in remote learning. |
| 7 | PP children are coming in to school with lower levels in oracy. |

## 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.

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| **Intended outcome** | **Success criteria** |
| Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Staff to identify pupil’s gaps and barriers to learning and help overcome these through careful, targeted support. Pupils in receipt of pp to have a growth mind-set with high levels of resilience and self-esteem with strong, positive learning behaviours. They will be ready to learn in class. Children in receipt of pp to have high aspirations for their future. This in turn to increase the children’s academic attainment and progress with 60% PP children reaching ARE. | Children to be able to verbalise their feelings rather than let them influence their behaviour negatively. Pupils to be able to work independently and take risks with their learning and persevere when they find things difficult. The outcomes for these pupils will include their increased participation in class, reduction in anxiety and friendship/ social issues and better social integration. Children to understand that if they work hard they can achieve highly regardless of external circumstances.60% of PP children to reach ARE. |
| Higher rates of progress across KS2 in writing for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability, across Key Stage 2 in writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the MAT.60% of PP children to be working at ARE. 11% of PP children to be working at GD. |
| Full participation in forest school and outdoor play equipment. As clubs reopen improved participation in the wider life of the school for PP children e.g. music lessons, after school clubs, sports clubs which will then raise self-esteem and improve mental well-being (link to outcome A). It will also increase their desire to attend school (link to outcome D) | All pp children to have a term of forest school and to have represented the school at an event and taken part in an extra-curricular activity. All pp children to access outdoor play equipment daily. Children to develop more resilience, greater self-esteem, social skills and then to find it easier to concentrate and to work within the classroom setting. |
| Increased attendance rates for pupils in receipt of PP. Parents and children to be aware of the importance of good attendance in school and to value the education provided. Meetings to be held with EWO and parents as soon as attendance level drops below 90%. For parents to engage with the school and work with the school to benefit the child. | To reduce the number of persistent absentees among pupils eligible for pp. Overall attendance of PP children to improve from 94.38% to 96%. For parents to be working with the school so the child can reach their full potential. |

## 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: £9,800

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPD and planning programme for teachers in reading and phonics to support children, particularly those in FSU & KS1 | Reading planning support – CLPE Power of Reading.Little Wandle phonics. DfE validated programme and training for staff. EEF – High impact for relatively low cost based on extensive evidence. | 1, 7 |
| CPD on meta cognition strategies and activities to use in class to boost resilience and self-esteem. | EEF – Metacognition and self-regulation, vert high impact for low cost based on extensive evidence.  | 1, 3, 5 |
| Forest School leader. Children to have a term of forest school which will boost self-esteem and attendance. | EEF – Outdoor learning, moderate cost for high impactProven research that children who have increased participation in outdoor activities that they engage with are more willing to attend school and have better outcomes academically and emotionally. | 2, 3, 4, 5 |
| CPD for teachers on providing stretch and challenge for high attaining pupils. | High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. To ensure that PP pupils can achieve high attainment as well as reaching ARE. To train a teachers in practices to provide stretch and encouragement for these pupils.  | 1 |

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

Budgeted cost: £13,030

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Phonics/Spelling interventions | EEF – Phonics High impact for relatively low cost based on extensive evidence.EEF – small group tuition – moderate impact for lost cost | 1, 7 |
| Oral language interventions for children in EYFS | EEF – very high impact for low cost based on extensive evidence. | 1, 7 |
| Weekly small group tutoring in writing for high attaining pupils with teacher, in addition to standard lessons. | To provide extra support to increase and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit). Combine this with ‘aspiration’ interventions such as talks from successful former pupils. | 1 |
| Weekly small group tutoring in Maths | To provide extra support to increase and maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit). Combine this with ‘aspiration’ interventions such as talks from successful former pupils. | 1 |
| Weekly small group pastoral and behaviour support | EEF – moderate impact for moderate cost | 3, 5 |

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

Budgeted cost: £2,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Breakfast Club and snacks provided for PP children as required | Our own observations show that some PP children come in late and not ready to start the day. Coming to Breakfast Club first allows them to eat breakfast and settle before the school day starts. | 2, 4, 6 |
| Financial support to cover 50% of trips and residential costs and school uniform. | Children will have access to full curriculum. Children will be wearing correct uniform and know they ‘belong’ and are not different. | 2, 4, 6 |
| Meetings with parents, letters, engagement of EWO, coffee mornings. | EEF – parental engagementIncreased parental engagement means raised attendance for pp children and engagement with learning. | 2 ,4, 6 |
| SENDCO to meet with parents and set up activities such as Lego club to support children | EEF – moderate impact for low cost | 2, 3, 4, 6 |

**Total budgeted cost: £25,330**

# 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.

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| **Quality of teaching:**Children accessed Forest School in the Autumn and Summer Term and then those attending school in the Spring Term lockdown also accessed Forest School. 43% PP children attended school during Spring lockdown either full or part-time. Through pupil voice 93% PP children said it was their best session of the week. The PP children could list what they learnt and how the sessions made them feel more positive and happy about themselves. Through observation the Forest School leader has noticed the increased confidence of the PP children. During the Spring Term lockdown PP children were asking their parents to send them into school on the Forest School afternoons so they didn’t miss out. Class teachers have also made observations of how the PP children engage better if they know it is a Forest School day.A new piece of equipment has been purchased for the playground which PP children in school have been accessing. Due to Covid they have not been able to access it daily but on a rota in their bubbles. The KS2 children have expressed how now they have access to climbing they are enjoying using their arm muscles to swing and climb. Longer term this will support an increase in writing stamina.Due to the second partial school closure in the Spring Term gains made with PP children in the Autumn term changed and there was a dip in attainment even with substantial remote learning. Education Endowment Fund (EEF) states COVID 19 school closures are likely to reverse progress made to narrow the gap in the last decade (median estimate indicates gap would widen by 36%. Rosenshine’s article: <https://www.teachertoolkit.co.uk/wp-content/uploads/2018/>We re-assessed and identified gaps upon the children’s return. Rosenshine’s principles were implemented in daily lessons to support pupils with ‘catch up’ and to support retention of new learning following the period out of school for most children.43% PP children attended either full or part-time during Spring lockdown. Chrome books were given out to 54% of the PP children to access home learning as were two routers and 8 broadband vouchers. Children in school received targeted support by the class teachers. Children learning remotely received daily online sessions with the whole class and then where necessary PP children have stayed on at the end of an online session to work remotely with a teaching assistant. Home learning has been printed out for PP children where necessary and differentiated according to need. Summer 2021 data showed an increase of 42.5% working at ARE in Reading from 39%.48% working at ARE in Maths an increase from 37%**Targeted support:**Due to high levels of staff absence during the Autumn and Summer Term and the Spring lockdown not all the planned interventions were able to take place. Interventions that did take place were reviewed by the teachers, SENDCo and SLT. PP children expressed how having some time out of class to talk to someone pastorally enables them to concentrate and focus more easily in class. Teachers report that when PP children return to class from being out that the children are more engaged and positive helping them to make more progress academically. Academic interventions have taken place where possible and an increase in ARE and GD shows them to be effective.Summer 2021 data showed an increase of 42.5% working at ARE in Reading from 39%. 48% working at ARE in Maths an increase from 37%.33% working at ARE for writing an increase from 21%All PP children were sent individual Praise postcards from the Headteacher to celebrate their achievements and work over Spring lockdown. Due to Covid it has not been possible for children to represent the school at an event. However, during lockdown physical fitness activities and challenges have been delivered each week to keep the children motivated, engaged and physically active. **PP Data July 2021:**Yr 1 – Reading 50% ARE, Writing 50% ARE, Maths 100% AREYr 2 - Reading 33% ARE, Writing 33% ARE, Maths 33% AREYr 3 - Reading 50% ARE, Writing 50% ARE, Maths 50% AREYr 4 - Reading 50% ARE, Writing 50% ARE, Maths 50% AREYr 5 - Reading 80% ARE, Writing 40% ARE, Maths 80% AREYr 6 - Reading 67% ARE, Writing 67% ARE, Maths 67% ARE**Other approaches:**The Headteacher had regular meetings with the EWO and wrote letters to PP parents where attendance has dropped below 95%. Face to Face meetings with parents were more difficult due to Covid but have still gone ahead where attendance is a concern and parents find accessing online meetings difficult. Attendance increased but not to above the target of 96%  |

## 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*

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| **Programme** | **Provider** |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| **Measure** | **Details**  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |