



St Joseph's 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 RC Primary, Ramsbottom
Number of pupils in school	190 pupils (7 joining Nursery in Jan 2022)
Proportion (%) of pupil premium eligible pupils	31 chn (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Moncado (Headteacher)
Pupil premium lead	Emma Moncado (Headteacher)
Governor / Trustee lead	Bill McSorley – Chair of Governors Andy Matthews – Pupil Premium Link Governor Lynsey Eaton – Safeguarding & SEND Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,830
Recovery premium funding allocation this academic year	£3,000
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	£33,830

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's RC Primary our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the specific tailored interventions or additional tutor time for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- ensure we allow all pupils' a voice that we listen and respond to in order for us as a school to support their specific needs.
- work closely with parents/carers and any outside agencies involved to ensure good communication and that a holistic approach is used.
- act early to intervene at the point the need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Regularly review provision/resources that are in place to ensure that they are still appropriate to meet the needs of each individual.

Challenges

This details the key challenges to achievement that we have identified at St Joseph's RC Primary among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Our assessments, observations and professional discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils due to a lack of enrichment opportunities and the increased pressures of home life during school closure. Also many of our families have been under significant pressure during COVID linked with high pressure jobs in the NHS or other Key Worker roles and this has impacted on the mental health of parents/carers and the children. These challenges have particularly affected disadvantaged pupils, including their attainment.</p> <p>As a school we have had to reflect on and change the way in which we are able to support families due to the increase in the amount of support that is needed and also the length of time waiting for referrals to outside agencies, we felt that we needed an earlier intervention approach – Family Support Worker Role and Wellbeing Support Role. 9 of our pupils that receive Pupil Premium Funding are currently receiving 1:1 weekly wellbeing support. All of our disadvantaged pupils are able to access the new sensory room that has been created.</p>
3	<p>Our assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>6 of our pupils that receive Pupil Premium Funding are currently receiving either Speech and Language Therapy from an external provider or are receiving additional language based opportunities to enrich and deepen their vocabulary.</p>
4	<p>Our assessments, observations and discussions with pupils indicate that there are a greater amount of disadvantaged pupils who don't read for pleasure and don't have a love of reading.</p> <p>All our disadvantaged children have been involved in selecting and purchasing new books of interest for their class reading corner, have had the opportunity to loan one of 'Mrs M's Recommended Reads' and 8 of the children receive a 'Book in A Box' each half term.</p>
5	<p>Our observations, professional discussions and discussions with pupils indicate that a greater amount of children are struggling with returning to school after COVID with the formal setting of the classroom. This is evident from Reception through to KS2.</p>

As a school we have reflected and assessed through observation where we need to implement more opportunities for Learning Outside the Classroom. 13 of our pupils that receive Pupil Premium Funding access a structured Outdoor Learning Afternoon each week and also staff across school are planning more LOTC opportunities for these children.

Intended outcomes

This explains the outcomes we are aiming for at St Joseph's RC Primary **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Knowledge gaps for disadvantaged pupils in maths and writing significantly reducing.	<p>Disadvantaged pupils making at least 6 steps progress in maths and writing from their starting point.</p> <p>Sticky knowledge assessments showing that pupils are retaining prior knowledge.</p>
2. High quality wellbeing support implemented for children and families.	<p>Families in school community feeling well supported with their wellbeing needs.</p> <p>Children able to articulate their feelings and regulate their emotions.</p> <p>Stability of attendance from disadvantaged pupils and confident, happy children.</p>
3. Oral language skills and vocabulary enriched and developed for disadvantaged pupils.	<p>Improvement in the children's reading attainment due to a better understanding of vocabulary.</p> <p>Increase in children's confidence and self-esteem due to a development of their oral language skills.</p>
4. Increased amount of disadvantaged pupils who read for pleasure and have a love of reading.	<p>Pupils reading more regularly in school and at home.</p> <p>Pupils sharing their views about books in assembly, on the newsletter, in class with their peers.</p> <p>Pupils recommending books to their peers.</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: £12,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff but especially focussed on ECT staff to ensure that knowledge gaps for disadvantaged pupils in maths and writing can be significantly reduced.	EEF states supporting high quality teaching is pivotal in improving children's outcomes and can narrow the disadvantage gap. They recognise the importance of teacher quality such as the Early Career Framework – St Joseph's ECT's are accessing a DFE accredited support programme from Star Academy and have weekly meetings with their mentor.	1
CPD – Attachment training (All Staff)	A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers.	2
Mental Health Award – Training for SENCo	Both the Department for Education and Ofsted have supported this approach, stressing that promoting good mental health is the responsibility of all the people who make up a school community: its staff and governors, parents and pupils, and partner organisations beyond the school gates.	2
Family Support Worker Role – recruitment of HLTA completing 2 days per week.	EEF Recommendation: Offer more sustained and intensive support to help parents and families. Encouraging a consistent approach to behaviour between home and school.	1,2,3
Purchased WellComm assessment resources.	EEF states studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language	3

	approaches make approximately six months' additional progress over the course of a year.	
Purchase recommended high quality texts.	EEF approved: It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	4
GLA Assessment Kit – Measures of Children's Mental Health and Psychological Wellbeing Toolkit	EEF states the benefits of specific diagnostic tools and also the impact if the results of these assessments are addressed the impact that this can have on pupil wellbeing and attainment.	2

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

Budgeted cost: £16,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Book In a Box'		3, 4
1:1 support – reading	EEf states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	3, 4
Small group support – spelling & writing (1:4)	EEF state that small group tuition has an average impact of four months' additional progress over the course of a year.	1
Mrs M's recommended reads (high quality texts)	Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so – building both the will and the skill.	3, 4

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

Budgeted cost: £ 4,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 wellbeing support sessions.	EEF state: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	2
Lego Therapy	EEF support the benefits of Lego Therapy for Social and Emotional Needs and also on Speech and Language development. (Nuffield Study).	2, 3

Total budgeted cost: £ 34,400

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.

Review of last year's aims and outcomes – 2020 - 2021

Aim	Outcome
Outdoor Learning	Notable impact on SEMH with appointment of LoTC co-ordinators. Purchase of equipment. CPD and training for all staff CoJo programme and interventions. Play Leaders.
To raise Maths attainment at KS2 even further to ensure all children make at least expected 6 steps progress.	Regular monitoring of all maths books has ensured consistency across all classes. Ensured all NC objectives are being covered and are challenging. Staff CPD – developed consistency and clear progression. Provided team teaching opportunities for all staff in house and with other cluster schools. Implemented White Rose programme ensuring that mastery objectives are being taught and used White Rose Assessments.
Pupil Premium Review implementation of recommendations.	Pupil Premium parent/carer partnership established and flourishing with termly get-togethers supporting families/children with professionals invited. Children are challenged through range of differentiated activities (E.g. Chilli Challenge) Pupil Premium Strategy streamlined.

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
Outdoor Learning Provision	Wild Souls
1:1 Wellbeing Support	Growth and Wellbeing

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Outdoor learning sessions. Sensory resources and sensory circuit book.
What was the impact of that spending on service pupil premium eligible pupils?	Children were more focussed on their learning because they were given regular sensory breaks and opportunities to Learn Outside the Classroom in a natural environment to support their wellbeing.

Further information

St Joseph's has a successful Pupil Premium and SEN Parent's Voice group which meet on a termly basis in school. This is sometimes a relaxed opportunity for parents and staff (SENCO, PP Lead, Wellbeing Support Worker and Family Support Worker) to meet and discuss any current concerns, share ideas and celebrate successes. Other times we organise professional speakers from Outside Agencies (e.g. transition support, behaviour strategy support, healthy eating support etc).

The use of pupil premium funding is tracked closely for each pupil that receives this funding to ensure that is being spent to the best of benefit for each individual child. Each child has a tracking sheet which is reviewed each half term and pupil voice, parent voice is captured on this sheet.