

St Joseph's Catholic Primary School, Malmesbury

Pupil Premium Strategy Statement 2021-22

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

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	139
Proportion of disadvantaged pupils	27 (19%)
Academic years of our current Strategy	Sept 2021-24
Date this statement was published	December 2021
Date this statement was reviewed and re-published	March 2022
Review date	December 2022
Statement authorised by	Mrs Sue Woods
Pupil premium lead	Mrs Helen Lever
Governor lead	Mrs Janine Birkin-Hewitt

Funding Overview

Detail	Amount
Pupil premium allocation this academic year	£33,450
Recovery Premium allocation this academic year	£9081.38
Pupil premium funding carried forward from previous year	£4104

Total budget for this academic year	£46,635
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Part A: Pupil premium strategy plan

Statement of intent

“Walking in the Footsteps of Jesus, loving and serving together.”

At St Joseph’s Catholic Primary School our ambition for Disadvantaged Learners is to ensure high quality education for all by prioritising our funding on strategies that make a difference to the academic lives of children who experience disadvantage. We endeavour to use our Pupil Premium Grant to maximum effect, to secure the best teaching for every child in receipt of pupil premium. We seek to secure carefully monitored interventions to meet the specific needs of our children and aspire to provide opportunities in all aspects of life so our children can develop a lifelong love of learning that leads to high aspirations and ambitions for their future. In this way, we ensure that children who experience disadvantage have equal chances to be prepared for the next stages of their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	55% of our disadvantaged children are currently working below expected levels in reading.
2	All of our disadvantaged children in KS1 are currently working below expected levels in phonics.
3	70% of our disadvantaged children are currently working below expected levels in writing.
4	40% disadvantaged children are not engaging fully with learning times tables both in school and at home.
5	67% disadvantaged children are currently working below expected levels in maths. They struggle to articulate their mathematical reasoning when solving maths problems.

6	25% disadvantaged children struggle with self-regulation and independent focus when faced with a learning challenge. These children require wider enrichment opportunities to support their self-esteem, meta-cognition and resilience.
7	A handful of our PP children are struggling with attendance and lateness as shown in the monitoring completed at the end of Term 2 Dec 2021

Intended Outcomes by the end of this 3 year Strategy (Sept 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
Attainment of our disadvantaged pupils will be at expected levels or higher in reading.	Data shows that accelerated progress is made over the three years from 2021-2024. Attainment shows at least 90% of our disadvantaged children are working at expected levels or higher by the end of the three years.
Attainment of our disadvantaged KS1 pupils will be at expected levels or higher in phonics.	Data shows that accelerated progress is made over the three years from 2021-2024. Attainment shows at least 90% of our disadvantaged children are working at expected levels in phonics or higher by the end of the three years.
All children will be receive daily high-quality teaching in phonics, reading and writing.	Internal and external monitoring confirms that the quality of teaching is consistently good in phonics, reading and mathematics. Teachers all know, use and talk about the guiding principles of QfT (EEF 2020) to support the needs of all learners to succeed in learning.
Our disadvantaged children have strategies to help them self-regulate and become independent learners. Where appropriate, they have access to wider strategies to boost their self-esteem, support metacognition and build resilience.	Monitoring shows that levels of engagement, of pupils who have previously struggled to across all lessons, has improved.
All of our children, including disadvantaged learners, can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful.	Pupil voice data shows that our disadvantaged children can talking about how they are doing and why they have been successful in their learning during feedback.

All of our children, including disadvantaged, can confidently use mathematical language accurately to explain their reasoning in mathematics.	Monitoring data shows that articulation of reasoning during a lesson occurs frequently. Disadvantaged pupils are confident to demonstrate their mathematical thinking and reasoning in class and assessments. Our disadvantaged children will be able to complete a broader range of reasoning activities in mathematics and their overall mathematics attainment will improve.
Our disadvantaged children are engaging with mastering early number and times tables practise	Times table tracking data will show increased progress over time for our disadvantaged children. 85% of all our children in Year 4 will pass the Multiplication Tables Check. All of our disadvantaged learners in Y4 will pass the multiplication tables check.

Activity in this academic year 2021-22

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching of Reading across the school	<p>Jane Considine's 'Book Talk' aims to secure firm foundations in the development of a love of reading, securing reading comprehension skills and developing inference across the school. This high-quality approach to reading will ensure that pupils have the opportunity for daily reading lessons.</p> <p>The Reading Pals project aims to secure firm foundations in the development of reading for all pupils across the school and secures a balanced approach to the teaching of reading as cited in the Reading Framework (July 2021).</p> <p>This project will be driven by an implementation plan that includes the support of an experienced Reading Recovery teacher) who will deliver a programme of 2 CPD events for all staff with a focus on robust assessment of reading using the running record approach and effective teaching including effective retrieval and summarising. Evidence suggests +6 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2 & 6

<p>High Quality teaching of Writing across the school</p>	<p>Jane Considine’s ‘Write Stuff’ programme followed by the whole school aims to secure firm foundations in the development of writing. This high-quality approach to writing will ensure that pupils have the consistent opportunity for daily high quality writing lessons that model sentence structure, grammar and punctuation in an engaging way and give meaningful purposes for writing.</p> <p>Evidence links: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>3, 6</p>
<p>Times-table project</p>	<p>In addition to the specific teaching of tables within normal mathematics lessons, pupils will also be engaging in ‘Time Tables Rockstars’, a times table teaching programme across the school.</p> <p>The programme focuses on two elements of learning times tables</p> <ol style="list-style-type: none"> 1. Deliberate practice linked to auditory memory 2. Understanding commutative law <p>Pupils will receive daily opportunities to rehearse timetables facts.</p>	<p>4, 5 & 6</p>
<p>Mathematical Reasoning – robust instruction of vocabulary to support mathematical reasoning</p>	<p>High quality maths teaching & learning using the Third Space Learning and the ‘I do, we do, you do’ approach materials will positively impact pupils’ ability to reason mathematically.</p> <p>Maths Subject leaders will disseminate QFT strategies for Maths reasoning, including language posters and sentence stems for reasoning.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4, 5 & 6</p>
<p>“Mark for Impact” programme will be used to provide</p>	<p>HT & AHT will attend LA ‘Mark for Impact’ training and will implement and disseminate across the school, to ensure that feedback and marking is of a consistent high quality</p>	<p>3 & 6</p>

focussed support for to pupils to improve their writing.	across the school but with a specific focus on supporting our disadvantaged pupils to improve their writing and make rapid progress in writing.	
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Targeted Academic Support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SHINE Maths intervention	<p>SHINE will target children across Years 1-6. It is an intervention that, following Rising Stars PUMA maths assessment, identifies gaps in knowledge and attainment. Three to five weekly sessions each lasting for x minutes will be delivered to small groups of children to close the identified knowledge and attainment gaps in Maths.</p> <p>https://www.risingstars-uk.com/subjects/assessment/school-reporting-hub/shine-targeted-interventions-for-primary-reading/customer-reviews-(1)</p>	4, 5
Additional reading and phonics	<p>Daily 1:1 and small group sessions with children benchmarked below Phase 3 to encourage identification of graphemes, phoneme-graphemes correspondence and segmenting-blending to read and spell. Monitored phonic intervention with catch up TA - to fill gaps in phonics.</p> <p>3 times a week 1:1 'Reading Pals' intervention</p> <p>Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Additional targeted writing opportunities	<p>3 times a week small group sessions with children benchmarked in the bottom 20% of attainment in their year group to encourage stamina in writing, punctuation, grammar and spelling skills. This will address the writing gaps identified from weekly independent writing opportunities and regular teacher assessment. These sessions are led by TAs using planning from c</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	3, 6

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider Strategies

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	<p>We will be training one of our teaching assistants to become an Emotional Literacy Support Assistant. Children will be able to benefit from regular sessions each week to prepare them for their behaviour for learning in the classroom. This will be led and monitored by our Assistant Head Teacher</p> <p>Evidence suggests +4 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
After School Clubs, Trips, (including Residential) and Music Tuition	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these activities can have a positive impact on children's self-esteem and behaviour.</p>	6
Bespoke work to improve attendance issues for a few pupils	<p>PP Leader to work with children and families identified as having fallen into the 'Persistent absence' and/or 'Persistent lateness' category.</p> <p>For upper KS2 pupils, PP leader will work with the pupil to design a child-friendly, needs-driven 'action plan' to achieve buy-in from both the pupil and parent/carers to support improved attendance and punctuality.</p> <p>For EYFS & KS1 pupils, PP leader will reach out to parents/carers to work co-operatively and supportively to highlight the concerns around missed learning and agree positive steps and strategies to improve attendance.</p>	7

Teaching	£ 17,000
Targeted Academic Support	£ 20,000
Wider Strategies:	£ 9500.00
TOTAL budgeted cost:	<u>£ 46,500</u>

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Teaching Priorities for 2020-21	Impact
<p>Progress in Reading</p> <p>KS1 67% achieve expected standard in Reading</p> <p>KS2 76% achieve expected standard in Reading</p>	<p>Based on teacher-administered assessment:</p> <p>End of KS1 50% PP pupils achieved expected standard in Reading</p> <p>End of KS2 50% PP pupils achieved expected standard in Reading</p>
<p>Progress in Writing</p> <p>KS1 67% achieve expected standard in Writing</p> <p>KS2 76% achieve expected standard in Writing</p>	<p>Based on teacher-administered assessment:</p> <p>End of KS1 50% PP pupils achieved expected standard in Writing</p> <p>End of KS2 16.6% PP pupils achieved expected standard in Writing</p>
<p>Progress in Maths</p> <p>KS1 67% achieve expected standard in Maths</p> <p>KS2 76% achieve expected standard in Maths</p>	<p>Based on teacher-administered assessment:</p> <p>End of KS1 50% PP pupils achieved expected standard in Maths</p> <p>End of KS2 33.3% PP pupils achieved expected standard in Maths</p>
<p>Progress in Phonics</p> <p>100% To achieve phonics skills in line with National expectations.</p>	<p>Based on teacher-administered assessment:</p> <p>50% Achieved phonics skills in line with National expectations.</p>
<p>Metacognition</p>	<p>Using evidence from monitoring strategies lead by PP leader and based on self-</p>

<p>Children are engaged with their learning activities at all times and can talk about their learning.</p>	<p>assessment using Wiltshire Council Pupil Premium Matrix assessed as mostly secure with some vulnerabilities, specifically:</p> <p><i>Not all PP/LAC are engaged, and further consideration is required to identify successful strategies that will increase enjoyment of school and learning.</i></p>
<p>Targeted Academic Support for 2020-21</p>	<p>Impact</p>
<p>Priority 1 Oracy Children have speech and language skills to enable them to make good progress in phonics.</p> <p>High quality daily phonics lessons in class. 1:1/small group phonics booster sessions (across EYFS, Y1, Y2 & Y3 as appropriate)</p>	<p>Using evidence from monitoring strategies lead by PP leader and based on self-assessment using Wiltshire Council Pupil Premium Matrix assessed as secure with specifically:</p> <ul style="list-style-type: none"> • Positive and supportive adult/pupil relationships are considered central to the success of all targeted academic support • Assessment and diagnosis of difficulty are understood to be the responsibility of the class teacher and quality teacher assessment accurately informs provision and opportunities for targeted academic support • Skilled TAs/staff deliver carefully selected, evidence-based structured interventions to complement and extend classroom teaching and learning • Intervention sessions are timetabled to minimise the amount of time pupils spend out of class and are delivered in an appropriate environment which supports a focus on learning • Targeted academic support is well planned and structured with resources, clear objectives and an appropriately established timeframe within which to evidence impact; <p>The partial school closure from January-March 2021 stalled the effectiveness and positive impact of the planned targeted academic support.</p>
<p>Priority 2 Reading Children can articulate their learning in line with National expected attainment for Reading.</p> <p>High quality first teaching of reading in class – guided reading, shared reading, reading for pleasure, cross-curricular reading opportunities. Targeted 1:1 reading sessions with TA Small group Reading comprehension intervention with TA</p>	
<p>Priority 3 Writing Children can compose writing fluently using their oracy skills and building upon their reading comprehension and discussions skills.</p> <p>High quality first teaching of writing in class Targeted in-class teaching to develop writing Introduce and embed new writing scheme that includes: WAGOLLS, scaffolded vocabulary, SPAG and composition skills.</p>	
<p>Priority 4 Maths Children develop fluency in maths which enables them to move to the deeper skills of reasoning and problem solving.</p> <p>High quality first teaching of Maths using Mastery approach.</p>	

<p>Pre-teaching with teachers Targeted 1:1 maths fluency sessions with TA Small group maths reasoning and problem solving intervention with TA</p>	
<p>Priority 5 Metacognition Children develop metacognition skills, improving learning behaviour and resilience. Children are explicitly taught metacognition skills and strategies in class and during intervention with PSA</p>	
<p style="text-align: center;">Wider Strategies for 2020-21</p>	<p style="text-align: center;">Impact</p>
<p>Priority 5 Metacognition Children develop metacognition skills, improving learning behaviour and resilience. Priority 6 Wider support All children are able to access a broad and balanced curriculum offer.</p>	<p>Using evidence from monitoring strategies lead by PP leader and based on self-assessment using Wiltshire Council Pupil Premium Matrix assessed as secure-secure plus with specifically:</p> <ul style="list-style-type: none"> • An effective and wide range of social and emotional welfare strategies reflects the school's commitment to value pupils' personal development, behaviour and welfare needs in a no excuses culture • Absence and punctuality for PP/LAC is regularly monitored and, where concerns are identified, the school takes the time to ensure that the right support is offered to pupils and families resulting in good and/or improving levels of attendance • Incidents of exclusion are rare and exhaustive efforts are made to ensure that support and strategies are highly responsive to the needs of each individual pupil. • There is an established culture of recognition and reward for all pupil achievement • The school has an established, consistent and positive approach to behaviour and pupils respond well to clear expectations • There is a well-established culture of safeguarding and support and care for the most vulnerable permeates every area of school life • The school has established excellent relationships with parents and carers, and they are highly involved and engaged with school life

	<ul style="list-style-type: none"> • The school works in positive partnership with a wide variety of services, groups and/or agencies providing a positive and cohesive support network which champions Disadvantaged Learners. <p>Further work is needed to ensure that all PP/LAC are engaged and enjoy coming to school and learning.</p>
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Externally provided programmes

Programme	Provider
Third Space Learning intervention programme	https://thirdspacelearning.com/
Shine Maths intervention	https://www.risingstars-uk.com/