

St Joseph's Catholic Primary School, Malmesbury

Pupil Premium Strategy Statement 2022-23

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

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	129
Proportion of disadvantaged pupils	27 (21%)
Academic years of our current Strategy	Sept 2021-24
Date this statement was published	September 2022
Review date	September 2023
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	£36,145
Recovery Premium allocation this academic year	£3045
Service Pupil Premium Funding	£2240
Pupil premium funding carried forward from previous year	£3953
Total budget for this academic year	£45,383

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 2022-23
1	48% of our disadvantaged children are currently working below expected levels in reading. (Compare 2021-22 = 55%)
2	20% of our disadvantaged children in KS1 are currently working below expected levels in phonics by the end of Year 1. (Compare 2021-22 = 100%)
3	52% of our disadvantaged children are currently working below expected levels in writing. (Compare 2021-22 = 70%)
4	Disadvantaged children are not engaging fully with learning times tables both in school and at home.
5	44% disadvantaged children are currently working below expected levels in maths. They struggle to articulate their mathematical reasoning when solving maths problems. (Compare 2021-22 = 67%)

6	52% disadvantaged children struggle with Emotional literacy, including self-regulation and independent focus. These children require wider enrichment opportunities to support their self-esteem, meta-cognition and resilience including ELSA support.
7	11% of our PP children struggle with attendance and lateness as shown in the ongoing monitoring during 2021-22

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 an aspirational target of 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 an aspirational target of 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 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. ELSA records show a measured improvement in Emotional Literacy including, amongst others, self-esteem and resilience.
All of our children, including disadvantaged learners, can talk more confidently about their	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.

learning, particularly when talking about how they are doing and why they have been successful.	
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. An aspirational target for all of our disadvantaged learners in Y4 to pass the multiplication tables check.

Activity in this academic year 2022-23

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: £19,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching of Reading across the school	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 KS2 pupils have the opportunity for daily reading lessons. In EYFS and KS1, Unlocking Letters & Sounds will provide the framework for a high-quality approach to daily reading lessons. The Reading Pals project aims to secure firm foundations in the development of reading for all pupils across the	1, 2 & 6

	<p>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 CPD events for new staff and parent volunteers with a focus on robust assessment of reading using the running record approach and effective teaching including effective retrieval and summarising.</p> <p>Evidence suggests +6 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>High Quality teaching of Phonics across the school, especially EYFS & KS1</p>	<p>‘Unlocking Letters & Sounds’ programme provides a systematic approach to Phonics. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Evidence suggests +5 months impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 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, with the program being individualised to current attainment and knowledge of multiplication tables</p> <p>Evidence suggests +4 months impact</p>	<p>4, 5 & 6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
High Quality Maths lessons allow for mathematical Reasoning – robust instruction of vocabulary to support mathematical reasoning	<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 and teach metacognitive approaches to maths.</p> <p>Teachers seize chances to reinforce mathematical vocabulary, particularly within lessons. They create opportunities for extended discussion of mathematical ideas with children.</p> <p>The use of manipulatives and representations to encourage discussion about mathematics.</p> <p>Maths lessons teach pupils strategies for solving problems and require pupils to monitor, reflect on, and communicate their problem solving</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Evidence suggests impact +7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4, 5 & 6
“Mark for Impact” programme will be used to provide focussed support to pupils to improve their writing.	<p>‘Mark for Impact’ training and will implement and disseminate across the school, to ensure that feedback and marking is of a consistent high quality across the school but with a specific focus on supporting our disadvantaged pupils to improve their writing and make rapid progress in writing.</p> <p>Time has been built into the week for teachers to carry out pupil conferencing to small groups and individuals, prioritising PP pupils. <i>“Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback’s effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.”</i></p> <p>Evidence suggests +6 months impact.</p>	3 & 6

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
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Targeted Academic Support

Budgeted cost: £15,089

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>Evidence suggests +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 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 Evidence suggests that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF </p>	1, 2, 3

	Evidence suggests +6 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Additional targeted writing opportunities	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 One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 6

Wider Strategies

Budgeted cost: £10,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	We will be continuing to train 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 Evidence suggests +4 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6
After School Clubs, Trips, (including Residential)	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. Evidence suggests moderate impact +3 months:	6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
Bespoke work to improve attendance issues for a few pupils, including PSA support where necessary.	<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> <p>Evidence suggests +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	7

Teaching	£ 19,513
Targeted Academic Support	£ 15,089
Wider Strategies:	£ 10,751
TOTAL budgeted cost:	<u>£ 45,383</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 disadvantaged pupils in the 2021 to 2022 academic year.

Teaching Priorities for 2021-22	Impact
High Quality Teaching of Reading across the school	<p>By the end of 2021-22 48% of disadvantaged pupils achieved the expected standard (or above) in Reading.</p> <p>Therefore 52% of our disadvantaged children are currently working below expected levels in reading.</p> <p>By comparison, at the end of 2020-21 55% of our disadvantaged children were working below expected levels in reading, so there has been a slight improvement towards closing the attainment gap in Reading.</p>
High Quality teaching of Writing across the school	<p>By the end of 2021-22 48% of disadvantaged pupils achieved the expected standard (or above) in Writing.</p> <p>Therefore 52% of our disadvantaged children are currently working below expected levels in writing.</p> <p>By comparison, at the end of 2020-21 70% of our disadvantaged children were working below expected levels in writing, so there has been an improvement in writing attainment.</p>
Times-table project	40% of disadvantaged children passed Year 4 Multiplication Tables Checker in Summer 2022
Mathematical Reasoning – robust instruction of vocabulary to support mathematical reasoning	<p>By the end of 2021-22 56% of disadvantaged pupils achieved the expected standard (or above) in Maths.</p> <p>Therefore 44% of our disadvantaged children are currently working below expected levels in maths.</p> <p>By comparison, at the end of 2020-21 67% of our disadvantaged children were working below expected levels in maths, so there has been an improvement in maths attainment for disadvantaged learners.</p>

<p>“Mark for Impact” programme will be used to provide focussed support to pupils to improve their writing.</p>	<p>See writing attainment data above.</p> <p>“Mark for Impact” has now been trialled in one class and has begun to be disseminated across the school and is embedded in school policy. From September 2022, all teachers will use this programme and will receive non-contact time to be able to carry out pupil conferencing, prioritising disadvantaged pupils.</p>
<p>Targeted Academic Support for 2021-22</p>	<p>Impact</p>
<p>SHINE Maths Intervention</p>	<p>By the end of 2021-22 56% of disadvantaged pupils achieved the expected standard (or above) in Maths. Therefore 44% of our disadvantaged children are currently working below expected levels in maths.</p> <p>By comparison, at the end of 2020-21 67% of our disadvantaged children were working below expected levels in maths, so there has been an improvement in maths attainment for disadvantaged learners which can be attributed, in part to the SHINE maths intervention. It has afforded pupils the opportunity to revisit Maths skills and knowledge that have been accurately identified through the PUMA maths assessments. This has helped to close the ‘knowledge gap’ in mathematics.</p>
<p>Additional reading and phonics</p>	<p>4/5 disadvantaged Year 1 pupils achieved the expected standard in phonics as per the Phonics Screening Check.</p> <p>‘Reading Pals’ (RP) has ensured that disadvantaged pupils are regularly heard read allowed to build their confidence, fluency and reading comprehension. They are accurately assessed on 1:1 basis. All RP pupils progressed through the book band levels, on average by 4 book bands. Pupil voice captures these children’s positive outlook on reading that they have felt since beginning the RP programme.</p>
<p>Additional targeted writing opportunities</p>	<p>Additional targeted writing opportunities were scheduled before the main school day. They were most positively impactful when attendance was high i.e. the younger pupils.</p>

Wider Strategies for 2021-22	Impact
ELSA support	<p>ELSA support for disadvantaged pupils has ensured that there is an effective and wide range of social and emotional welfare strategies which reflects the school's commitment to value pupils' personal development, behaviour and welfare needs in a no excuses culture</p> <p>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.</p> <p>There is a well-established culture of safeguarding and support and care for the most vulnerable permeates every area of school life.</p>
After School Clubs, Trips, (including Residential) and Music Tuition	<p>Allocating some PP funding to supporting families in payment for clubs, trips (including residential) has allowed disadvantaged pupils the opportunity to attend and participate in activities that, otherwise, their families would not be able to afford.</p>

Externally provided programmes

Programme	Provider
Shine Maths intervention	https://www.risingstars-uk.com/