

Pupil premium strategy statement – St Joseph’s Catholic Primary School, Brindle

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 outcomes for disadvantaged pupils last academic year.

Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	K Armstrong
Pupil premium lead	D Dewhurst
Governor lead	K Armstrong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,660
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£19,660

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide extra life experiences to pp children

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1:1 support where required or deemed necessary.
- Additional teaching and learning opportunities provided.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	Long term memory and retrieval of learning.
2	Poor oral language and communication skills in some of our younger children.
3	Poor self-regulation and emotional understanding and having the skills/strategies to deal with this.
4	Social and emotional factors for some of our PPG children can inhibit their academic success.
5	Low confidence, lack of resilience and sometimes poor motivation for learning and poor working memory is identified in children eligible for PPG, especially since the pandemic where pupils spent extended periods at home.
6	Attainment gaps in Reading, Writing and Maths
7	Some children identified as eligible for PPG, need extra pastoral support for themselves and their families.
8	Higher ability PP children can lack enrichment and life experiences.

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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Maths	Achieve at least national average progress scores in KS2 Maths
Improved working memory of children	Spiral teaching used effectively to enhance learning. Allowing children to know more and remember more.
Improved communication and emotional self-regulation	Pastoral and oracy intervention being effectively delivered allowing children to achieve ARE

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class size for Year 6	Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for 3 4 example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies.	2,3,4
Experienced teacher will work with small groups of children to enable disadvantaged pupils to make accelerated progress and narrow the attainment gap between them and their peers	Providing booster sessions for identified individuals in certain year groups will accelerate progress. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.	1,2,3,4,5
PP lead in consultation with English Lead to purchase good quality texts used in school to send home with each family eligible for the PPG to support expanding vocabulary and to improve outcomes for all pupils.	To expose pupils entitled to the PPG to an increasingly expansive vocabulary by providing a half termly book to keep. Numerous pieces of research conducted and commissioned by BookTrust have discovered the profound benefits of reading for a child's development. One study details the effects of reading on later literacy skills, facilitating social interaction between adults and children, and encouraging children to engage with the world around them.	1,2,3,4,5
PP lead to purchase a range of resources to support learning at	Homework has a positive impact on average (+ 5 months)	1,2,3,4,5

<p>home, to include stationary, work books, number squares and letter lines.</p>		
<p>• Forest school days- All pupils will spend time weekly carrying out forest school activities (Y6 set days per Half Term) as children's intellectual, social, cultural, spiritual and emotional development can be enhanced and enriched by active participation in experiences not available inside the classroom.</p>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	<p>1,2,3,4,5</p>
<p>Whole school CPD on effective teaching principles including growth mindsets, Kagan, Meta Cognition and Feedback to enhance Quality First Teaching. Development of school curriculum to allow for deeper, sustained learning</p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +7</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	<p>1,2,6</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group reading and language interventions for pupils falling behind age related expectations (IDL, NESSY)	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	1,3,4
To offer support to PPG children to complete homework set and consolidate learning in class with access to computers for remote tasks.	To support pupils with home learning (homework club) It is certainly the case that schools whose pupils do homework tend to be more successful. However, it is not clear whether use of homework is a reason for this success. A number of reviews and meta-analyses have explored this issue. There is stronger evidence that it is helpful at secondary level	1,2,3,4,5
<ul style="list-style-type: none"> • Children identified by class teachers and SENDCo are invited to attend the club to support social skills • Club to be run by teaching assistants/Sports coaches/Chorley Family Well-being and PP pupils to be given priority to attend 	To provide an alternative provision for identified individuals during lunchtimes (Nurture group/Sports Club) Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	2,3,4,5,6
Drama and musical theatre workshop	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1,2,3,4,5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly and termly tracking of attendance</p> <ul style="list-style-type: none"> • Reminders about attendance in the newsletter for all children • HT to work with Pupil Premium children to support attendance and family support for SEMH • The offer of funding the external breakfast club is made to all PP pupils who have issues with getting to school on time for whatever reason 	<p>Monitoring the attendance of pupil premium children and providing support and interventions where required will ensure pupils attendance is consistently good. (Current attendance average is 97%)</p>	<p>2,5</p>
<p>Pastoral TA to support pupils families on attendance and wellbeing strategies</p> <p>External SEND specialist support used to ensure effective teaching and learning, especially for SEND/PP</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>
<p>Celebration Days of Reading/Drama – involving parents and carers</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their</p>	<p>3</p>

	children's learning or their self-regulation, as well as specific skills, such as reading	
<p>Trip subsidy- All PP pupils have access to subsidies to ensure they are able to take part in all school residentials, school trips and paid extra-curricular activities in order to broaden their experiences.</p> <ul style="list-style-type: none"> • Swimming subsidy- All PPG children have access to subsidies to ensure they are able to take part in school swimming lessons in order to develop this life skill. • All PP children have access to subsidies to ensure they are able to partake in school 1:1 or 1:2 instrumental music lessons, group lessons and drama club. 	Widening opportunities and developing personal and social qualities.	1,2,4

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to COVID-19,

“The Government will not publish KS2 school level; data for the 2021 to 2022 academic year. They have archived data from the 2018 to 2019 academic year because they recognise that the data from that year may no longer reflect current performance.”

At St Joseph’s, we completed baseline assessments in September 2021 for Year 2 and Year 6, autumn assessments in December 2021 Spring 2022 and an end of year assessment in June 2022

Running alongside the above, was the ongoing daily assessments of children.

We also held termly Pupil Progress meetings to discuss attainment, progress, gaps and interventions.

This year’s PP plan takes into account all of the above and any findings.

Last year’s plan and outcomes has led us to continue to focus on metacognition and the use of questioning in the classroom as well as nurture and well-being intervention.

We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Edshed (Maths Shed and Spelling Shed)	Education Shed
Spag.com	Orchard Digital Limited
Seesaw	Seesaw Learning Inc.
NESSY	Nessy Learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.