

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Catholic Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023
Date this statement was published	9 th December 2022
Date on which it will be reviewed	1 st April 2023
Statement authorised by	Mr A Wilkes
Pupil premium lead	Mr A Wilkes
Governor / Trustee lead	Mr R Reeve

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,340
Recovery premium funding allocation this academic year	£2,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£30,060

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Pupils have slow processing and retention skills
2	Pupils not achieving at least a good level of progress across core subjects
3	Pupils' readiness for the next stage in their learning journey

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
Pupils to achieve at least expected level of progress in reading, writing and maths	Internal data to show that targeted pupil will achieve at least expected progress in reading, writing and maths (core)
Improved pupils' emotional health and well-being	Improved levels of attendance Pupils' attitude to learning (pupil voice) Pupil readiness for the next stage in their education journey

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: £5,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing programme of CPDF for staff</p> <p>In-house through staff meetings and INSET days</p> <p>MAC and Township Coordinator Meetings</p> <p>Other external providers to support all staff CPDF i.e. Catholic Primary Partnership, Stourbridge Learning Partnership, Dudley MBC, Emmaus CMAC, National College etc.</p>	<p>School is following best practice/current research in terms of its pedagogical approach to teaching and learning.</p> <p>This will include:</p> <p>Embedding Barak Rosenshine's Principles of Instruction across the curriculum</p> <p>Sounds and Syllables Spelling Programme (x3 twilight sessions for teachers from Years 1 to 6)</p>	1, 2 & 3

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

Budgeted cost: £20,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition support for identified children	<p>Termly Pupil Progress Review meetings</p> <p>Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within MIS)</p>	1, 2 and 3
Targeted small group support with key	Termly Pupil Progress Review meetings	1, 2 and 3

mathematics skills and knowledge – ongoing pre-teach and re-teach sessions with TAs	Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within MIS) Review: Spring – 68% PP at ARE across school	
Targeted small group support with key English skills – ongoing pre-teach and re-teach sessions with TAs	Termly Pupil Progress Review meetings Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within MIS) Review: Spring – 43% PP at ARE reading across school. 68% at ARE writing across school	1, 2 and 3

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

Budgeted cost: £4,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support for children to help with transition (including Mentor Link and Learning Support Service)	Pupil voice and staff ongoing assessment of pupils' well-being Staff ongoing assessment of pupils (outcomes at the end of the academic year)	3
Ongoing mental health and well-being support through mental health first aider and support from SENCo and senior mental health lead	Pupil voice and staff ongoing assessment of pupils' well-being Staff ongoing assessment of pupils (outcomes at the end of the academic year)	3

Total budgeted cost: £30,060

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 2021 to 2022 academic year.

Small group and one-to-one support enabled the vast majority of pupils to make at least expected progress in reading (79%), writing (84%) and maths (95%).

The continuation of the 'Active Maths' and 'Maths on the Move' programmes supported children with the development of core maths skills centred on a physical activity approach. Ongoing communication between the class teachers and 'Sport Educator' supported pre-tutoring and re-teach strategies. The whole-school approach on Maths Mastery (Sustaining programme) also enabled the very large majority of pupils to make at least good progress in maths.

Mental health and well-being support through school mentor dog, SENCo support and mental health first aider.

The funding has also been used to support Key Stage 1 children with Phonics (Read Write Inc.) taught in small groups as part of the ongoing assessment of pupils.

Pupils with Speech and Language Communication Needs (SLCN) were supported through SMART targets set by the class teachers with support from the SENCo.

External agencies such as Mentor Link, Learning Support Service, Educational Psychology Service etc. provided targeted support for identified children.

Ongoing monitoring by the Pupil Premium Administrator ensured that records and provision were reviewed and appropriate support was given to identified pupils.

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
Maths Mastery Approach – Sustaining Programme	Maths Hub – no fee

Mastering Number Programme (Reception and KS1)	
Maths on the Move/Active Maths	RB Gym and Sport – paid through PE SPG Funding

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.

The school will supplement the support for disadvantaged pupils through Active Maths paid through the PE and Sport Premium Grant Funding. For 2022-23, this will target SEND children's SMART targets through small group activities. This funding will also be used to pay for the transition programme 'Balance ability' for all children in Reception (including those who are disadvantaged) to help with the Physical Development ELG and prepare for transition into Year 1. This will take place in the Summer term over 12 weeks.