



St Joseph's Catholic Primary School & Nursery

PUPIL PREMIUM STRATEGY PLAN 2021-22

Our family at St Joseph's Learns, Loves & Grows with
God at the centre

Pupil Premium Strategy Statement

Pupil Premium funding gives schools extra funding to raise the attainment of Disadvantaged Pupils from Reception to Year 11. The Pupil Premium Grant provides funding for two policies:

1. Raising the attainment of disadvantaged pupils and closing the gap with their peers.
2. Supporting children and young people with parents in the regular armed force

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 School
Number of pupils in school	326 (1-6, Dec 21)
Proportion (%) of pupil premium eligible pupils	27%
Academic year that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Clare McFlynn
Pupil premium lead	Clare McFlynn
Governor Lead	Marie Halpin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,330
Recovery premium funding allocation this academic year	£8,265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£163,595

Part A: Pupil premium strategy plan

Statement of intent

St. Joseph's is a two-form entry primary school in Islington. 27% of our year 1 to 6 children are recorded as Disadvantaged Pupils (DP) as they are eligible for pupil premium funding, compared to the National figure of 24%. 9% of these identified pupils have special educational needs.

Although these factors can present significant challenges, we have high expectations of all our children and are committed to ensuring that every child is given the best opportunities to enjoy and succeed at school. We want all our children to reach their full potential and become confident, independent, life-long learners with a love of reading.

Our intent is for disadvantaged pupils to develop the skills of Early Reading to become fluent readers with outcomes at least in line with their non-disadvantaged peers. Disadvantaged pupils should leave primary school attaining at the expected standards in reading at least in line with their non-disadvantaged peers.

Disadvantaged pupils' oral skills and vocabulary should enable them to make good progress across the whole curriculum.

High quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our Pupil Premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of early reading. Teachers are supported to develop high quality teaching of oral skills and vocabulary.

Where disadvantaged pupils need additional support, our Pupil Premium enables small groups and 1:1 intervention and tuition for these pupils to make the most progress.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment shows that there is a difference between disadvantaged pupils' attainment in meeting the Phonics screening check compared to their non-disadvantaged peers.</p> <p>In November 2021:</p> <p>15/16 (94%) Pupil premium children passed the phonics screening check.</p> <p>7/16 children (44%) of those children received full marks.</p>
2	<p>Assessment shows that pupils attaining at the lowest 20% of each class in reading and writing often include disadvantaged pupils.</p>

3	Assessment shows that the majority of disadvantaged pupils begin at St. Joseph's with poor/limited oral language skills which are well below the expected standard for their age upon entry to Reception class.
4	Assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can lead to social communication difficulties and make it harder for pupils to master the whole curriculum if it is not closed.
5	Monitoring of school-based and remote learning shows issues with emotional resilience, self-regulation skills and aspiration can impact on many pupils' ability to work independently and respond positively to challenge in their learning.

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
A. Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing over time.
B. Pupils attaining at the lowest 20% of each class in reading and writing make good progress.	Pupils attaining the lowest 20% of each class in reading and writing to meet their challenging targets.
C. Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the whole curriculum and meet their academic targets in all subjects.
D. Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the whole curriculum and meet their academic targets in all subjects.
Disadvantaged pupils at risk of not engaging/achieving successfully in learning (including remote learning) due to emotional or other issues are identified and targeted for additional support.	Disadvantaged pupils at risk of not engaging/achieving successfully make good progress and meet their academic targets in Reading, Writing and Maths.

Activity in this academic year 2021-2022

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching systematic synthetic phonics, using the 'Jolly Phonics' phonics scheme.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading. The school uses the 'Jolly Phonics' accredited resource.	1, 2, 3, 4, 5
Ongoing school based, bespoke CPD for class teachers in effective, high-quality teaching	Impact of regular retrieval practice, modelling working examples with clear links to previous learning. Teaching in small steps to consider the limits of working memory and aid the process of moving learning to long term memory and keeping it there.	1, 2, 3, 4, 5
CPD for all staff in effective provision for pupils with SEND or other highly vulnerable children.	Pupils with SEND and other highly vulnerable children are at higher risk of falling behind academically due to their specific learning need, other needs or circumstances.	1, 2, 3, 4, 5

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

Budgeted cost: £125,000

As outlined below, the majority of the funding is allocated to staffing costs to target academic support.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School (SENCo) ensuring high quality SEND provision and intervention programmes across all key stages.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.	1, 2, 4, 5
Booster tuition in small groups for pupils who are not yet at the Expected Standard in English and Maths	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.	1, 2, 5
Focused teaching in reading lessons which explicitly teach reading comprehension strategies.	<p>The EEF summary of evidence in 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'.</p> <p>Reading lessons in KS1 and KS2 teach pupils a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p> <p>Whole-school Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children • explicitly extending pupils' spoken vocabulary • the use of structured questioning to develop reading comprehension 	2, 3, 4, 5
Explicitly teach Tier 2 words in lessons to support children's exposure to a larger	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language	3,4,5

<p>vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through the use of vocabulary on displays</p> <p>Word of the week on classroom doors</p>	<p>interventions consistently show positive impact on learning’.</p> <p>Oral approaches include;</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children explicitly extending pupils’ spoken vocabulary the use of structured questioning to develop reading comprehension the use of purposeful, curriculum-focused, dialogue and interaction 	
<ul style="list-style-type: none"> Maths tutor leads twice weekly after school sessions to 11 PP children – 30 mins each session Nurture group that includes 2 PP children twice a week for 30 mins Lexia intervention groups 5 times per week Toe-by-toe groups 	<p>The EEF summary of evidence in the ‘Teaching and Learning Toolkit’ shows that 1:1/ 1:3 tuition has a positive impact on pupil attainment</p>	<p>2, 3, 4, 5</p>
<p>1:1/ 1:4 tuition for pupils who are not yet at the Expected Standard in Reading and Writing</p> <p>These are offered to 16 children per week for one hour sessions with an experienced teacher for a 10 week period</p>	<p>The EEF summary of evidence in the ‘Teaching and Learning Toolkit’ shows that 1:1/ 1:3 tuition has a positive impact on pupil attainment</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce positive thinking and language strategies to support pupil resilience and good mental health, using structured conversations and tools with pupils on 'helpful and unhelpful thinking'. E.g. Emotional Literacy Support	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions which 'seek to improve pupils' interaction with others and self-management of emotions' has a positive impact on pupil attainment.	3, 4, 5
High quality texts to support a love of reading and introduce new vocabulary and improve comprehension. These include: - a carefully chosen set of books in each class for the children to access - group class texts linked to topic where the teacher and the children read out loud as a class daily - high quality core texts used to teach literacy and topic lessons.	The DFE Reading Framework sets out the case that there are important cognitive consequences of the story format. Pupils explore language and emotional engagement. Pupils have multiple exposure to vocabulary and language that they are unlikely to hear in everyday conversation. Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up." Beck IL, McKeown MG and Kucan L (2013). <i>'Bringing words to life: robust vocabulary instruction'</i>	2, 3, 4, 5
Resources and Licenses to support curriculum provision (e.g.Doodle Maths, See-Saw, Discovery Education and Rising Stars, Library System and online books	To support the planning and delivery of high quality curriculum provision to raise attainment of all.	1, 2, 3, 4, 5

Total budgeted cost: £165,000