



St Joseph's Catholic Primary School & Nursery

PUPIL PREMIUM STRATEGY PLAN 2022-23

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 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

Detail	Data
School name	St. Joseph's Catholic Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	22%
Academic year that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£157,835
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,835

Part A: Pupil premium strategy plan

Statement of intent

St. Joseph's is a two-form entry primary school in Islington. 22% 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%.

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	Assessment shows that pupils attaining at the lowest 20% of each class in reading and writing often include disadvantaged pupils.
2	Some disadvantaged pupils who come from an EAL background show underachievement in core subject areas
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.

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. 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.
B. Disadvantaged pupils with EAL achieve in line with peers	Pupils in this category reach ARE and Greater Depth
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.

Activity in this academic year 2022-2023

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: Approx £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. (Last. Last, Last and Next) prompts used in classes to support this	1, 2, 3, 4, 5

CPD for all staff in effective provision for pupils with SEND and EAL 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
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approx £110,000

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 (SENDCo) 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
Pupil conferencing sessions with class teachers to ensure areas for development are targeted	As above	
Explicitly teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'. Oral approaches include;	3,4,5

<p>use. Target disadvantaged pupils through the use of vocabulary on displays</p> <p>Word of the week on classroom doors</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 daily after school sessions to between 4 and 6 pupils in each group– 30 mins each session Nurture group that includes 1 PP child 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>
<ul style="list-style-type: none"> Additional EAL support from Librarian and support teacher 		

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
PE Tutor supports pupils in Breakfast Club and during lunchtimes – physical activity		
Children have complimentary snacks every breaktime from October half term until April – snacks to break the fast from breakfast until lunchtime – crackers, cheese, healthy snacks		
High quality texts to support a love of reading and introduce new vocabulary and improve comprehension. These include:	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.	2, 3, 4, 5

texts where the teacher and the children read out loud as a class daily - high quality core texts used to teach literacy and topic lessons.	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>	
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: £160,000