

St Joseph the Worker Catholic Primary School

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

Detail	Data
St Joseph the Worker Catholic Primary School	
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	40%(82)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	November 2021 (reviewed Sept 22)
Date on which it will be reviewed	March 2023
Statement authorised by	Mrs J. Ryan
Pupil premium lead	Mrs J. Ryan
Governor lead	Mrs L. Lester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,010
Recovery premium funding allocation this academic year	£ 13775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£1,441,464

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph the Worker Catholic Primary School we want every child to enjoy their time in our school, have enrichment opportunities and reach their full academic and emotional potential, we will use our Pupil Premium to support this vision. We will provide our children with effective interventions and tailored support. Every child will be given the support they need.

- We will provide interventions in Maths, Reading and Writing.
- We will ensure all children have the same opportunities as their peers: school trips will be subsidised when there is a significant cost.
- We will provide specialist resources (where required and as guided by SENDCO).
- We will ensure that no child is left behind.
- We will use the EEF recommended approach to Pupil Premium spending, first quality teaching (effective feedback and intervention) is always a priority, addressing barriers to learning will be a focus for all staff in order to provide effective targeted academic support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupils – impact on progress and attainment
2	Level of Parental need and engagement with home learning / support
3	Children missing out on social interaction through trips/residentials
4	Extra support needed through class interventions
5	Impact of ACE's on children's ability to engage in learning and social situations

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
For the attendance of disadvantaged pupils to be inline with the national average.	<ul style="list-style-type: none">• PA attendance improved.• Attendance of all Disadvantaged pupils meets the school target.

	<ul style="list-style-type: none"> Disadvantaged pupils attend Breakfast Club to provide them with the best start to every day.
Parents / Carers to have an understanding of the teaching strategies we use in school to enable them to support their children at home.	<ul style="list-style-type: none"> All children reach national expectations in each cohort. Parental support for home learning is in place. There is a clear understanding of expectations for every year group.
Every child will have access to all clubs and residential trips.	<ul style="list-style-type: none"> All Year 6 Pupils attend residential. Every child attends all educational school visits.
Support for pupil well being is provided by a team of specialist teachers/support workers.	<ul style="list-style-type: none"> Staff CPD is relevant and has an impact on pupil development. Every child that needs support has access to support at the right level for their needs.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support	EEF extra support from support staff	4
Release time	Releasing Reading Lead / KS2 Lead / SENDco to lead sessions on English / Mathematics support with TA's / Teachers / Families.	1,2,4,5

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

Budgeted cost: £53,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor / Pastoral Support	1:1 sessions and parental engagement sessions to ensure parents understand work of school.	2, 5
Teaching Assistant Intervention	Maths and English Intervention with 1:1 and groups of children in key subjects.	4

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

Budgeted cost: £12,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team monitoring of attendance, first day response, target groups, attendance panels	Improved attendance of PA's	1,3,5
Attendance reward scheme	Improved attendance of cohorts	1,3,5
Learning Mentor / Pastoral Support Assistant targeted sessions	1:1 Behaviour mentoring sessions and parental engagement sessions to ensure wellbeing of pupils	1, 2, 5
Funded support for families in need of voluntary trip contributions/ uniform etc	Improved attendance of PA's/vulnerable learners, children more engaged and ready to learn.	1,3,5
Hope's Therapy Dog's / Mental Health Support Worker / Play Therapy Trained staff	Improved attendance of PA's/vulnerable learners, children more engaged and ready to learn.	1,3,5

Total budgeted cost: £116,290

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil premium strategy outcomes please see last year's outline which has been updated and evaluated and is now on our school website.

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
Read, Write, Inc	Oxford University Press

Service pupil premium funding

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?	Extra in class support and time that children received from Learning Mentor 1:1 Involved in clubs and residential/trips
What was the impact of that spending on service pupil premium eligible pupils?	Improved confidence and attainment through focused support