

Pupil premium strategy statement

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 RC Primary School
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	22.02%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body
Pupil premium lead	Mr Hoyes
Governor / Trustee lead	Sister Anne Marie Niblock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100,875.00
Recovery premium funding allocation this academic year	£ 10,230.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,105.00

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's the staff and governing body are committed to enabling all of the children to achieve their full potential in all aspects of their education.

At St Joseph's we pride ourselves on having high aspirations and ambitions for all pupils, regardless of their background. Pupil premium funding allows us to implement strategies to improve the quality of provision for our pupils and to raise standards of pupil progress and attainment across the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Access to the Curriculum</p> <ul style="list-style-type: none">• Enabling all children to access the curriculum at an age-appropriate level• Enabling all pupils to achieve their full potential academically• Ensuring that economic background does not disadvantage any pupils' attainment
2	<p>Vocabulary Gap</p> <ul style="list-style-type: none">• Ensuring that all pupils develop a broad and deep vocabulary• Ensuring that all pupils have sufficient vocabulary to access the core curriculum• Ensuring that all pupils develop a vocabulary which aligns with the development of their cultural knowledge
3	<p>Cultural Capital</p> <ul style="list-style-type: none">• To ensure that all pupils develop the cultural knowledge, skill and experiences to allow them to be socially and economically mobile• To ensure that all pupils have equal access to curriculum enrichment opportunities

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
Improved progress and attainment	All pupils, including those who are eligible for pupil premium, achieve at least age related expectations across the curriculum. This will be evident in pupil attainment data at each of our three key assessment points.
Improved vocabulary knowledge	All pupils, including those who are eligible for pupil premium, develop their vocabulary systematically and progressively in line with curriculum topics. This will be evident through subject leader monitoring.
Cultural Capital	All pupils, including those who are eligible for pupil premium, receive their appropriate entitlement of curriculum enrichment opportunities which are aligned with the school's core curriculum. This will be evident through the uptake of curriculum enrichment opportunities.

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: £5,500

Activity	Evidence that supports this approach	Actions & Costing	Challenge number(s) addressed
High quality curriculum & Teaching	EEF - Using your pupil premium funding effectively	Curriculum Development. The implementation of a developed school curriculum which ensures that the granular detail of what is to be learned and when is sufficiently detailed so that pupils build their understanding of key substantive knowledge and skills systematically and progressively as they move through the school. Projected Spend: £2,500 (per annum)	1, 2 & 3
		Staff CPD (New Curriculum & Pedagogy) Projected Spend: £3,000	
		Include Target Vocabulary as part of all curriculum documentation Projected Spend: £0.00	
		Include opportunities for curriculum enrichment as part of curriculum documentation Projected Spend: £0.00	

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

Budgeted cost: £92,525.00

Activity	Evidence that supports this approach	Actions & Costing	Challenge number(s) addressed
Targeted Academic Support	EEF - Using your pupil premium funding effectively	<p>The employment of two out of class teachers to plan/run small group and 1-1 intervention groups (including vocabulary/language comprehension and reading) for target groups pupils</p> <p>Projected Spend: £56,422.80</p>	1 & 2
		<p>The employment of support staff in every class to support with learning, small group and 1-1 intervention</p> <p>Projected Spend: £36,102.20</p>	

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

Budgeted cost: £13,080

Activity	Evidence that supports this approach	Actions & Costing	Challenge number(s) addressed
To support children's well-being	EEF - Using your pupil premium funding effectively	To train two members of support staff as Emotional Literacy Support Assistants Projected Spend: £1,000	1,2,3
To boost attendance of self-directed learning activities and curriculum enrichment activities	EEF - Using your pupil premium funding effectively Curriculum enrichment activity registers	Funding available to so support pupils who are eligible for pupil premium with attending self-directed learning and curriculum enrichment opportunities Projected Spend: £3,500	3
To boost Attendance	EEF - Using your pupil premium funding effectively School Attendance Data	Funding available to support families attending breakfast club Projected Spend: £1,560 Projected Spending: Funding available to support families attending after school club – Projected Spend: £7,020	1,2,3

Total budgeted cost: £111,105.00

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 2020 to 2021 academic year.

Aim	Outcome
Progress in Reading	Across the school, July's reading scores indicate a positive trajectory in children's reading attainment. In December 2020 we identified a significant drop in the proportion of pupils attaining greater depth in reading leading to whole school development focus upon reading. In March 2021, following lockdown, this figure improved. In our July 2021 assessments this figure rose again to be comparable with pre-pandemic levels. This improvement in attainment is the result of high quality reading instruction through phonics teaching and guided reading and the effective application of strategies to increase pupil engagement with reading and their reading frequency. These remain essential parts of our practice as we begin the new academic year.
Progress in Writing	The periods of lockdown have resulted in typically lower standards of attainment in writing. Focusing on ensuring children's fundamental foundational writing skills, particularly for those children identified as below track, is a key priority moving into the next academic year.
Progress in Maths	In maths over the past academic year there has been a positive trajectory across the school in the number of pupils attaining greater depth, progressing from December 2020 to July 2021. The proportion of children working below age-related expectations has remained consistent across the year – moderately higher than is typical in our school. Ensuring that we address the gaps in pupil understanding resulting from the pandemic and implement targeted provision for individuals and groups of children is a key priority for the academic year 2021-22.
Progress in Phonics	Progress in phonics was positive this academic year. At the end of the academic year 2020-21 the vast majority of pupils in Reception, Year One and Year 2 were on track for their age group in phonics. Running targeted provision for those children identified as below track is a key priority as we move into the academic year 2021-22/
Access to remote	During the periods of lockdown and remote learning, the school

learning provision	provided families with devices, including iPads and Chromebooks to ensure that all children could successfully access remote learning provision. Furthermore, teachers called each child a minimum of twice a week to ensure that they were accessing the school's remote learning programme effectively.
Attendance	Attendance remained consistently high throughout the year, finishing at 97.86% for the academic year 2020-21.
Cultural Capital	Upon the return to school following lockdown on March 8 th the school strived to provide pupils with a range of experiences to enrich the curriculum. This included: sailing, climbing, a Shakespeare workshop, author's visit (remote), Brazil Day, Lego Robotics Workshops, football coaching, school nurse visits (dental hygiene/drug and alcohol safety) and local walks.
Access to local libraries	During the period of lockdown, St Joseph's provided all parents with access to a vast database of e-books through a partnership with Southwark Library.

Externally provided programmes

N/A