

# 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 Catholic Primary School, Wetherby
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	6.4% 15 Children - 5 SEND children 3 with specific needs.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021 Reviewed July 2022
Date on which it will be reviewed	Termly (full review due July 2024)
Statement authorised by	Louise Milivojevic
Pupil premium lead	Louise Milivojevic, Rebecca Collier
Governor / Trustee lead	Mandie Jackson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,830
Recovery premium funding allocation this academic year	£2700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,530

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, reach their full potential and achieve their highest attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including achieving rapid progress for those who are already high attainers.

At the heart of our strategy is our rigorous drive for excellence across the curriculum embedded within a bespoke, ambitious curriculum for our children. This is driven by a commitment to supporting the development of all our pupils' emotional literacy to support their well-being.

We will use a tiered approach to support the recovery of our disadvantaged children's progress and attainment directly impacted as a result of school closures caused by COVID-19. We are aware that the impact of the school closures has varied across our pupils and our recovery plans are designed to address this.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap for our disadvantaged children whilst also benefitting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside improved and sustained progress for their disadvantaged peers.

The tiered approach has its foundations set in quality first teaching (QFT) which includes QFT top ups and more specific targeted interventions and wider strategies beyond interventions where needed.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we are committed to ensuring the following:

- we act early to intervene at the point need is identified
- disadvantaged pupils are challenged in the work that they're set
- drive excellence in QFT which includes the implementation of strategies developed in targeted interventions through a broad and balanced curriculum
- improve outcomes for disadvantaged children in reading, writing and maths
- raise the standard in children's speech, communication and oracy skills in order to improve phonics, reading and writing progress and attainment
- raise attainment for disadvantaged children in maths by supporting recall of Key Instant Recall Facts and fluency of key skills
- further develop the curriculum at St Joseph's to support our school intent for pupils to active, resilient, life-long learners with high aspirations for themselves, their community and God's world

## Challenges

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

Challenge	Detail of challenge
A	<b><u>Phonics and Reading</u></b> Lost learning due to whole school lockdown – Covid absence
B	<b><u>Writing</u></b> Lost learning due to whole school closure: misconceptions, errors within writing and lack of stamina to write at length. Moving and handling (fine motor) especially for EYFS, KS1 and LKS2 has also been affected.
C	<b><u>Maths</u></b> Lack of accuracy in key instant recall facts, to draw upon across mathematical concepts and lack of regular exposure to maths resulting in a drop in mathematical fluency in key skills.
D	<b><u>Extra-Curricular Opportunities</u></b> Loss of first-hand experiences to enrich children’s exposure to support wellbeing, language skills and knowledge of the wider world.

## 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
To raise the standard in children’s speech, communication, and oracy skills in order to improve phonics, reading and writing progress and attainment.	<p>Fidelity to the Sounds Write phonics program across school, ensuring consistency, appropriate pace, and depth to learning, resulting in attainment outcomes for disadvantaged children is that of pre-covid levels (93% - phonics 2019).</p> <p>Intervention impact records reviewed regularly to ensure targeted interventions are in place that improve outcomes for pupils (both in terms of progress measures and attainment achieved).</p> <p>Interventions in place to support disadvantaged children, who did not pass phonics screening or meet ARE in reading, and further challenge those who disadvantaged pupils who are already working at.</p> <p>Additional writing support in place to support and further challenge disadvantaged pupils who did not meet ARE and to increase progress and improve attainment.</p>
To raise attainment for disadvantaged children in maths by supporting fluency of key skills.	<p>All disadvantaged children to have access to a device at home to regularly access the home learning platforms (Mathletics and Timestable rockstars).</p> <p>KIRFs to be accessed daily (in addition to maths lessons) with additional adult support for disadvantaged pupils.</p>

	Consolidation of fluency of key maths skills to deepen understanding and accuracy.
All disadvantaged children will access all curriculum enhancements and extra-curricular activities.	<p>A monitoring system will ensure that 100% of disadvantaged children access extra-curricular activities.</p> <p>Pupil and parent voice will inform some of the extra-curricular opportunities to appeal to disadvantaged pupils.</p> <p>Subject leaders to ensure that their subject has curriculum enhancements embedded within St Joseph's curriculum this academic year and that their subject offers extra-curricular opportunities to disadvantaged pupils.</p>

## 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: £ 17,500

Activity	Evidence that supports this approach	Challenge addressed
Release time for staff to be trained in the delivery of Sounds Write Program across school, Alpha to Omega, Alphabet Arc, ALC, Rainbow Words. This will ensure consistency in approach to the teaching of phonics, reading and writing.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">EEF – Evidence based TA led interventions</a> states that a small number of well chosen interventions that complement the teaching and learning can have a positive impact on pupil outcomes (of up to 3-4 months acceleration).</p>	A, B
CPD for three support staff to deliver high quality teaching and learning within interventions and effectively contributing to assessment and next steps (alongside class teachers). HLTA award CPD and further inhouse training to ensure consistency and therefore impact.	<p><a href="#">EEF – Evidence based TA led interventions</a> states that a small number of well-chosen interventions that complement the teaching and learning can have a positive impact on pupil outcomes (of up to 3-4 months acceleration).</p>	A, B, C

<p>Additional staff employed to deliver consistent additional small group delivery of targeted interventions in phonics, reading and writing.</p>	<p>As above.</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF Pupil Premium Guidance</a></li> <li>• <a href="#">Teaching and Learning Toolkit Strand EEF</a></li> <li>• <a href="#">Reading Comprehension Strategies EEF</a></li> <li>• <a href="#">Interventions/strategies EEF</a></li> </ul> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Rationale:</b> many of our disadvantaged children struggle with fluency in maths. Many have lacked structure and boundaries with home learning, so data shows fluency has dipped through lack of practice and exposure.</p> <p><b>Evidence:</b>  Baseline assessments show that disadvantaged children are more at risk or below standard at the end of academic year than non-disadvantaged children.</p> <p><a href="#">EEF Maths EYFS KS1 Guidance Report</a></p> <p><a href="#">EEF KS2 KS3 Maths Guidance 2017</a></p>	<p>A, B, C</p>
<p>Release time for Intervention Lead to observe and mentor to ensure consistent interventions and impact on pupil outcomes.</p>	<p>We referred to the following guidance:</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF Pupil Premium Guidance</a></li> <li>• <a href="#">EEF communication and language approaches</a></li> <li>• <a href="#">Interactions Speech &amp; Language Therapy based on theories and evidence from Hirsch 1996</a></li> </ul>	<p>A, B, C</p>
<p>Time for staff to prepare parent information evening, resources, analysis of parent questionnaires and follow up support. CPD for all</p>	<p>Parental support improves outcome for pupils.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from</p>	<p>A, B, C</p>

<p>staff to ensure reading approach is consistent across school.</p>	<p>the EEF supports ways we are working with parents. We are focused on the four-step approach.</p> <ul style="list-style-type: none"> <li>• <a href="#">EEF Parental Engagement Guidance Report.</a></li> <li>• <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>By increasing the number of teaching assistants employed, it provides more consistency meaning the same teaching assistant stays with the same class and children, thus supporting:</p> <ul style="list-style-type: none"> <li>• all classes having TA support for the full school week;</li> <li>• children's wellbeing from having the same familiar adults with them;</li> <li>• consistency in behaviour approaches;</li> <li>• consistent support and feedback.</li> </ul>	<p>A</p>
<p>Purchase of programs to improve listening, narrative and vocabulary skills.</p> <p>NELI (No cost)</p> <p>Early Talk Boost</p> <p>Sounds Write Program across school</p> <p>Alpha to Omega, Alphabet Arc, ALC, Rainbow Words, Reading Eggs, Spelling Shed, ELSA.</p> <p>Other programs are used to support maths:</p> <p>Maths Seed, Mathletics.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>A, B</p>

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge addressed
<p>Time invested in daily wellbeing check ins and follow up support for pupils identified daily within the session.</p> <p>Weekly onsite counsellor – Catholic Care, EPOSS support including pupil and parent support and time supporting staff in delivering targeted support and intervention: ELSA.</p> <p>Release time for PSHE leader to monitor impact and support for staff.</p>	<p><u>Rationale:</u> many of our disadvantaged children struggle to articulate how they are feeling. Sometimes they will say what they think adults want to hear or will find some situations very difficult to manage and navigate through.</p> <p><u>Evidence:</u></p> <p>Emotional literacy questionnaire scores show a direct correlation between outcomes, progress and high emotional wellbeing scores.</p> <p>Leeds Health and Wellbeing service – participation in online questionnaire and results and impact measures following coverage of areas to further develop.</p> <p>To support or rationale we referred to the EEF research of making the best use of or teaching assistants for targeted support for our disadvantaged children.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>D and whole school commitment to supporting all pupils' emotional literacy and wellbeing to enable pupils to reach their full potential.</p>
<p>Bespoke Nurture support groups (friendship, target emotional literacy groups, regular wellbeing check ins and talking mats).</p> <p>ELSA Leader.</p>	<p>Targeted support for pupils identified as needing additional support to further develop their social and emotional skills and regulation including building resilience socially, emotionally and academically.</p> <p>To support our teachers and teaching assistants and support staff, we referred to the EEF social and emotional research to ensure our support is personalised to our disadvantaged children.</p> <p><u>Evidence from the EEF's Teaching and Learning toolkit suggests that effect SEL can lead to learning gains of +4months over the course of a year.</u></p> <p><u>Improving Social and Emotional Learning for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged peers is essential.</u></p> <p><u>EEF Social and Emotional Learning</u></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>D – Whole school commitment to supporting emotional literacy and wellbeing.</p>

	<p><u>We referred to the following guidance:</u></p> <ul style="list-style-type: none"> <li>• <u>EEF Pupil Premium Guidance</u></li> </ul>	
<p>Provide financial support for our disadvantaged families to ensure all disadvantaged pupils access curriculum enhancements, trips and residential as well as attend extra-curricular activities.</p>	<p>Pupils from disadvantaged backgrounds to be given the same opportunities and experiences as children from non-disadvantaged backgrounds. Through these opportunities, we aim to support our pupils in having high aspirations from themselves.</p> <p>We referred to the following report to give our disadvantaged pupils the opportunities to access a range of activities.</p> <p>The report recommended that increase the capacity of schools to provide extra-curricular activities and provision of extra information.</p> <p><a href="https://publishing.service.gov.uk">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></p> <p>All disadvantaged pupils will have the opportunity to access extra-curricular activities throughout the year.</p>	D

**Total budgeted cost: £ 34,000**

## Part B: Review of Outcomes

### Pupil premium strategy outcomes

This details the impact that our activities and approaches in place to support outcomes for our disadvantaged pupils had on pupils in the 2021 to 2022 academic year.

Our Pupil Premium intervention and support is fully embedded. Assessment data shows that the gap between our disadvantaged and non-disadvantaged pupils has closed this academic year.

**Intended Outcome: Raise the standard in children's speech, communication and oracy skills in order to improve phonics, reading and writing progress and attainment.**

The progress of our disadvantaged and non-disadvantaged pupils in reading, writing and maths is now closely matched with disadvantaged pupils performing slightly better than non-disadvantaged pupils: progress combined R, W, M (disadvantaged 6.7, non-disadvantaged 6.4). Both groups are making accelerated progress.

100% of disadvantaged pupils in FS2 achieved GLD.

Lesson and intervention observations showed fidelity to the Sounds Write phonics program.

Interventions are fully embedded and tracked and evidence shows that pupils are receiving effective interventions at the right time to accelerate their progress and support them in closing the gap between their non-disadvantaged peers.

2/3 of disadvantaged pupils in Y1 passed their phonics screening in June 2022. The disadvantaged child who did not meet, continues to receive additional and personalised interventions in reading, writing and phonics. 100% of disadvantaged children who did not pass the phonics screening in June 2021, passed in June 2022 (Y2).

The attainment of our disadvantaged children has increased by 15.9% in reading for ARE and above since this time last year. Attainment for our disadvantaged and non-disadvantaged groups are aligned in reading (difference of 2.4%). Progress for our disadvantaged pupils in reading is above expected progress and exceeds the progress of our non-disadvantaged pupils (disadvantaged 6.7, non-disadvantaged 6.4).

Writing has a difference of 4% (of pupils meeting ARE and above) when comparing disadvantaged and non-disadvantaged pupils which has closed, but remains a whole school focus for further improvement.

The attainment of our disadvantaged children has increased by 33.8% in writing for ARE and above since this time last year. Attainment for our disadvantaged and non-disadvantaged groups are aligned in writing (difference of 4.1%). Progress for our disadvantaged pupils in reading is above expected progress and exceeds the progress of our non-disadvantaged pupils (disadvantaged 6.9, non-disadvantaged 6.4).

End of Key Stage 2 data shows: progress in reading (3.3) was significantly **above** national and in the **highest** 20% in 2022.

Key stage 2 attainment of the expected standard (100+) in reading (97%) was significantly **above** national and in the **highest** 20% in 2022.

**Intended Outcome: Raise attainment for disadvantaged children in maths by supporting fluency of key skills.**

There is clear evidence of improved consolidation of fluency of key maths skills to deepen understanding and accuracy.

Progress for our disadvantaged children is better than expected and in line with our non-disadvantaged cohort's progress (6.5 points).

The attainment of our disadvantaged children has increased by 29.2% in maths for ARE and above since this time last year. Attainment for our disadvantaged is slightly lower than pre-Covid levels due to one child in this cohort (an already small sized cohort), working just below in maths. Targeted intervention continues to be in place for this child. Attainment for disadvantaged and non-disadvantaged pupils is aligned with a difference of 0.4%. Progress for our disadvantaged pupils in maths is above expected progress and is in line with the progress of our non-disadvantaged pupils (both disadvantaged and non-disadvantaged 6.5 points progress).

All pupils are regularly accessing the home learning platforms.

End of Key Stage 2 data shows: Key stage 2 attainment of the expected standard (100+) in mathematics (93%) was significantly **above** national and in the **highest** 20% in 2022.

**Intended Outcome: All disadvantaged children will access all curriculum enhancements and extra-curricular activities.**

100% of pupil premium children accessed all curriculum enhancements and residential (in year groups where appropriate). 100% of pupils accessed extra-curricular activities and all but 2 of our disadvantaged accessed a number of these from school. The 2 children who didn't access a range of extra-curricular activities, already access these out of school and are from the same family.

We continue to increase and extend our club offer – listening to pupil and parent voice to ensure these are appealing to our children and meet the needs of our pupils.

All enrichment activities inhibited by lockdown have been fully restored: *'All enrichment activities inhibited by lockdown have been fully restored. The school enrichment offer is wide and varied with autumn term clubs ranging from History to Spaghetti Maths, Football to 'Pray the Rosary' and Invasion Games to STEM Young Engineers. Further to this, the club agenda for the school year demonstrates fluidity and imagination across future terms with Forest Schools, Origami, Yoga and Science, Creative Writing Clubs being added to an already exciting offer and the tracking of this ensures that all children are encouraged to access the extra-curricular opportunities and all children given the opportunity to take part in competitive sports and represent their school competitively.'* July 2022 analysis from SIA visit.

**Other focused outcomes:**

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health support for our pupils, including targeted support are effectively improving outcomes for our children. Consistency in these approaches and ensuring targeted support and provision is in place has seen an overall improvement in wellbeing survey outcomes for our disadvantaged children and our children overall. 'September 2022 emotional literacy surveys show that all disadvantaged pupils scores are above average.'

Year group and individual group/children continue to be monitored and supported through additional intervention and programs. Whole school trends for further emotional wellbeing support has been shared by the PSHE coordinator to continue to embed in the next academic year.

Where there are similar themes, staff have been able to tailor PSHE lessons to address and support emotional well-being. This has been effectively embedded across school. Within the catch-up program, staff

have embedded PSHE and emotional wellbeing at whole class level, targeted interventions and 1-1 support. The outcome of the My Health, My Survey shows the need to continue to support our pupil's emotional wellbeing and resilience. This will continue into our next academic year's action plan.

### 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*

<b>Programme</b>	<b>Provider</b>
Alphabet Arc (whole staff online training).	Leeds for Learning (Leeds City Council)
Nessy £1320 50 licences 1 year subscription	Nessy Learning
Alpha to Omega Free training academic year 21/22	Leeds for Learning (Leeds City Council)
ALK Active Literacy Kit	SENIT
Rainbow Words Intervention	Leeds for Learning (Leeds City Council)
ELSA	Leeds for Learning (Leeds City Council)

## Further information

As outlined in this strategy plan, there are number of areas that we are striving to further improve, ensuring pupil wellbeing continues to be well supported and secure and is at the heart of our support plan, to enable children to reach their full potential. We are aware that factors can change at any given time that can impact on pupil mental health and wellbeing and we ensure our universal approach for support mental health and pupil wellbeing is well established so that tiered support can be more easily accessed by our pupils meaning a more effective outcome at times when these may be needed.

We have a range of ongoing assessment methods to check in, intervene, support and re-assess to enable us to ensure our support is targeted motivates, provides extra-curricular opportunities, celebrates success and results in improvement in terms of wellbeing, progress and attainment for our pupils.