

St Joseph's Catholic Primary School

Pupil Premium Strategy Statement

Date of this report: September 2022

Review date: September 2023

The current Government website guidance on Pupil Premium informs the content of this strategy.

It includes information on:

Academic year 2021 – 22 (review of Pupil Premium strategy)

Academic year 2022 – 23 (strategy for the coming year)

At St Joseph's our aim is to spend the Pupil Premium grant on whole school strategies:

- To improve the quality of teaching through training and development
- To provide targeted support for disadvantaged pupils through evidence based interventions
- To improve attendance, behaviour, well-being and readiness to learn

Overview	2021/22	2022/23
Number of pupils on roll	202	200
Number of pupils eligible for Pupil Premium	36 (£1,345 per pupil)	35 (£1,385 per pupil)
Total grant	£48,420	£48,475

Use and impact of the Pupil Premium Grant 2021-22			
Item/ Project	Cost	Objective	Impact
Family Support Worker/ELSA	Approx £13,976	<ul style="list-style-type: none"> • To ensure attendance of all pupils is good and to support families when needed. • To continue meeting the SEMH needs of all our pupils. • To share all training targeted to meet SEMH needs with all staff. • To continue to provide strong home/school links for all of our families. • To identify pupils and families for whom lockdown has brought specific and continued challenges, both emotional and financial and to support these needs. • To alert staff to pupils and families who may need specific support such as more guidance with home learning, help with settling after separation or friendship support. 	<p>Regular updates between FSW and Head teacher and regarding individual children with concerning attendance, contact with families and support/strategies given.</p> <p>Attendance Data 2021-22 Whole school -95.9% - Pupil Premium-95.8%</p> <p>Targeted support given to several families and children with low attendance but not on the PP register. Additional provision put in place to enable increased attendance with increases from 65% to 72 % during the course of the summer term and 100% attendance in that time.</p> <p>FSW joined the SENDCO at the Annual Planning meeting (December 2021) with the EP service where individual children with SEMH needs discussed and advice offered. Through regular ELSA sessions, these children worked through individual plans to support their needs. Strategies were shared with class teachers and parents. Staff who were concerned with children displaying challenges with SEMH used the ELSA referral form, assessment followed and ELSA support started as was appropriate.</p> <p>ELSA supervision continued throughout the year and practice shared with SLT, SENDCO and class teachers as needed resulting in staff developing their skill base for teaching children with SEMH needs – particular need supporting children vulnerable after Covid lock downs. Also additional referrals were recommended and paid for the Family Counselling Trust.</p> <p>ELSA received training in understanding and recognizing pressures from Child Exploitation, county lines, grooming, domestic violence and vulnerability. This training was cascaded to all staff. The trainer then visited the children in year 5 and 6 children to explain this to them at an age appropriate level. Some children, for whom there was, increased concern for transition to secondary school, worked individually with FSW.</p> <p>Strong home/school links have continued to support vulnerable children and families. FSW made regular home visits, collecting for school and dropping off when needed. A close working relationship between the FSW and PFSA resulted in vulnerable families and children receiving effective support.</p>

			<p>Delivery of foodbank parcels and uniform to vulnerable families continued this year.</p> <p>Individual work with children reluctant to separate, with friendship issues and anxiety over learning. FSW worked with parents and children then worked with class teachers to implement effective plans. Emotion coaching continues throughout the school as an effective strategy to support the above.</p> <p>FSW supported children with individual transition plans to secondary school, visited secondary schools and liaised with FSWs at these schools.</p> <p>Supported Forest School lead in identifying 'mentors' to build confidence and self-esteem in vulnerable groups.</p>
Teaching	Approx £34,444	<ul style="list-style-type: none"> • To assess in reading, spelling, writing and maths, at agreed times during the year. To use this information to plan interventions that will start to bridge the progress and attainment gap of vulnerable learners. • To measure the current attainment of all pupils against expected attainment levels using Fisher Family Trust data and using this information identify the pupils needing targeted intervention work. • To use termly Pupil progress meetings to set targets, monitor intervention groupings and monitor progress and attainment. • Continue to use Showbie for all home learning. To monitor 	<p>Staff have a clear understanding of the levels children are working at in maths and English, barriers to learning and steps to take to fill the learning gaps through the regular use of evidence based assessments and schemes. These include Accelerated Reader, White Rose and the Single Word Spelling test. This year we purchased Puma maths assessments, they give a standardized score that effectively tracks attainment and progress.</p> <p>Staff have implemented a new phonics scheme, Unlocking Letters and Sounds, and all staff, teaching and support, have received follow up training in this from St Peter's school who are part of the national English hub.</p> <p>National testing (SATs) take place in 2022 and summer term data is not validated yet but indications are we had a strong set of results. Pupil premium was used to supplement School lead tutoring. Results were above National in all areas.</p> <p>Phonics testing took place autumn 2022 with year 1 cohort. Results: Whole class: 26/30 children (87%) reached expected standard Children on PP register: 3/3 children (100%) reached the expected standard.</p> <p>Pupil progress meetings took place again after lockdown. Meetings to set targets and monitor attainment, following assessments outlined above, to take place in November 2022. In January 2022, pupil progress will measure progress against these targets and set new targets as needed.</p>

	<p>the home learning and provide support for pupils and families who are unable to access this.</p> <ul style="list-style-type: none"> • For families not using Showbie maintain contact by telephone calls or conversation at pickup or drop off as risk assessments allow. • Encourage all parents to use Showbie to maintain effective home school links by sharing significant information that may affect learning and well-being between home and school. • To access professional development virtually and to share any effective training with all staff. • To be aware of the needs of vulnerable learners and families and, if appropriate, amend expectations accordingly. • To regularly monitor the effectiveness of interventions and stop if the impact is not good. • To aspire highly for all pupils. To foster a positive growth mindset/ "can do " approach in the classroom • To develop oracy and discussion skills through targeted whole class, group and individual speaking and 	<p>Staff have now (September 2022) routinely use agreed sheets to record the impact of their interventions. This will be a more effective and consistent way to record the impact and effectiveness of specific interventions.</p> <p>An experienced and regular volunteer has provided philosophy lessons to some children in Key Stage 2. This has enhanced oracy and discussion skills. This has been extended to include a public speaking competition to enhance children's opportunities</p> <p>Showbie, an online learning platform, started during lockdown, continues as a way to maintain contact with all parents and to set and monitor home learning. This is proving very successful. For parents who prefer, a phone call provides this contact. As soon as it is safe, face-to-face contact will be resumed.</p> <p>For children with additional needs and for safeguarding, meetings with parents and professionals have taken place throughout the year. SENDCO and FSW liaise with staff and parents regularly, through conversation and, when needed, planned meetings. This ensures the needs of vulnerable learners are met and expectations meet these needs.</p> <p>Staff have continued to receive a variety of professional development virtually and this has been cascaded by subject leads.</p> <p>Training has included: Phonics training for all staff from the Excellence hub – with top up training for those who missed out on the first round.</p> <p>Training from the speech and language team for staff supporting specific children – with a dedicated TA to run provision and monitor care plans.</p> <p>Regular training for computing apps to support teaching and learning (particularly with alternative recording opportunities.</p> <p>Staff now use Jigsaw as a whole school scheme to teach PSHE. This ensures that the social, emotional and mental health of all children continues to be a priority.</p> <p>Residential trips have now resumed; year 6 spent an overnight visit at Kilve Court and Year 4 visited Kilve. Other tripos are now able to go ahead and years 3 and 4 have visited Taunton museum.</p>
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		<p>listening tasks.</p> <ul style="list-style-type: none"> • To spend dedicated time developing social, emotional and well-being skills. (Jigsaw – PSHE scheme) • Develop the wider curriculum by planning for local visits/ visitors/ residential trips. 	<p>September 2022-Swimming has started for both year 5 and 6. All children have had swimming during the Summer term</p> <p>The additional PE sessions, started during lockdown, to support mental health is continuing this year. This includes support for learners struggling to access PE due to lack of confidence or poor coordination skills.</p>
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Possible barriers to progress and achievement for disadvantaged pupils

Whilst the following are all possible barriers we understand and appreciate that, they are in no way barriers for all disadvantaged children.

- Poor attendance
- Lack of or limited experience of extra- curricular activities
- Limited support with home learning
- A lack of books/reading material at home
- A lack of basic equipment eg uniform/sports kit/I T equipment to facilitate remote learning
- Limited life experiences at home such as holidays and trips
- A lack of a rich and varied vocabulary modelled at home.
- Limited aspirations
- Poor oracy skills
- Feeling hungry and tired
- Extra home responsibilities eg helping with younger children/young carers

Pupil Premium Strategy for 2022-23

Item/Project	Cost	Objective
Family Support Worker/ELSA	Approx. £23,157	<ul style="list-style-type: none"> • To ensure attendance of all pupils is good and to support families when needed. • To continue meeting the SEMH needs of all our pupils. • To share all training targeted to meet SEMH needs with all staff. • To continue to provide strong home/school links for all of our families. • To identify pupils and families for whom the pandemic has brought specific and continued challenges, both emotional and financial and to support these needs. • To alert staff to pupils and families who may need specific support such as more guidance with home learning, help with settling after separation or friendship support. • To liaise regularly and work with the PFSA – plan and deliver ‘tuning into kids’ program for a new cohort. • To plan and manage ELSA interventions. • To liaise with the designated safeguarding lead and monitor specific caseloads under his instruction. • To liaise with the SENDCO and support effective transition from nursery and to secondary school for vulnerable children.
Teaching	Approx. £25,318	<ul style="list-style-type: none"> • To use evidence based assessments in reading, spelling, writing and maths, at agreed times during the year. To use this information to identify barriers to learning and plan interventions to bridge the progress and attainment gap of vulnerable learners. • To measure the current attainment of all pupils against expected attainment levels from using Fisher Family Trust data and using this information identify the pupils needing targeted intervention work. • To use termly Pupil progress meetings to set targets, monitor intervention groupings and monitor progress and attainment. • Continue to use Showbie for all home learning. To monitor the home learning and provide support for pupils and families who are unable to access this. • For families not using Showbie maintain contact by telephone calls or conversation at pickup or drop off as risk assessments allow. • Encourage all parents to use Showbie to maintain effective home school links by sharing significant information that may affect learning and well-being between home and school. • To access professional development virtually and to share any effective training with all staff. • To be aware of the needs of vulnerable learners and families and, if appropriate, amend expectations accordingly. • To use evidence based interventions to close learning gaps. To regularly monitor the effectiveness of interventions and stop if the impact is not good.

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| | | <ul style="list-style-type: none">• To have high aspirations for all pupils foster a positive growth mindset/ “can do “ approach in the classroom• To develop oracy and discussion skills through targeted whole class, group and individual speaking and listening tasks.• To use evidence based communication interventions; Talk Boost and NELI (Nuffield Early Literacy Intervention)• To spend dedicated time developing social, emotional and well-being skills. (Jigsaw – PSHE scheme)• Continue to develop the wider curriculum by planning for local visits/visitors/residential trips.• To resume the invaluable support provided by our current volunteers and to welcome/encourage further volunteer support when we can safely do so. |
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