

Pupil premium strategy statement 2022-2024

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, Harwich
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2023 2023 – 2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Becky Maguire Headteacher
Pupil premium lead	Becky Maguire
Governor / Trustee lead	Richard Colley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£21,420

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or challenges they face, make good progress and their attainment is at or above age related expectations.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs. We will focus on controllable factors rather than factors that are out of our control.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (in our experience language and SEMH). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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 progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worse affected, including non-disadvantaged pupils by the pandemic.

Our approach will be responsive to common challenges and individual needs, based on robust assessments, 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 will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations ¹ indicate increased numbers of children entering school with speech and language needs, gaps in vocabulary and undeveloped oral language skills.

¹ We complete a NELI and Speech Link Screen with every EYFS cohort- the % identified as requiring additional support is growing year on year. The identified children are more likely statistically to come from a disadvantaged background.

	We continue to see the effects of the pandemic including limited social interaction which has impacted on children's language development.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils in Year 1 generally have greater difficulties with phonics than their peers ² . This negatively impacts their development as reader and writers. Assessments and observations indicate that attainment in writing among disadvantaged pupils in Years 2 – 6 is below that of non-disadvantaged ³ .
3	Assessments and observations indicate that attainment in mathematics among disadvantaged pupils in Years 1 – 6 is below that of non-disadvantaged ⁴ .
4	Observations have identified a post-pandemic change in attitudes to learning; children appear less willing to 'have a go', children requiring greater scaffolding and encouragement, low self-esteem and reduced concentration and focus levels ⁵ .
5	Observations identified disadvantaged pupils struggle more with SEMH (Social, Emotional, Mental Health) needs, we know that children identified with SEND are more vulnerable to SEMH needs also.

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 oral and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	Disadvantaged pupils to achieve expected standard in Phonics Screening Check. KS2 reading outcomes in 2024/25 show that there is a reduced difference between the % of disadvantaged and non-disadvantaged pupils that met the expected standard. Lesson observation and all pupils receive high quality phonics teaching.
Improved mathematics attainment among disadvantaged pupils.	KS2 mathematics outcomes in 2024/25 show that there is a reducing difference between the % of

² There are 6 pupils in Year 1 who qualify for Pupil Premium- there are also 2 children with significant SEND (1 of these has an EHCP), additionally there are 2 EAL learners. There are 18 pupils in Year 1. Of the Pupil Premium eligible pupils a third of these are attaining below age-related expectation in reading. 100% of pupils that are not Pupil Premium eligible are meeting age-related expectations in reading.

³ Of the 9 pupils across Year 2-6 that qualify for Pupil Premium 55% are working below age-related expectation in writing. Whereas 23% of non-disadvantaged are not meeting this standard.

⁴ Of the 14 pupils eligible for Pupil premium across years 1-6, 42% are working below age-related expectations in math. 22% on non-disadvantaged pupils are working below.

⁵ Based on a questionnaire completed by teachers regarding behavior for learning and observed changes post-pandemic. 70% of teachers answered that they felt attitudes and behavior for learning was negatively affected by the pandemic.

	disadvantaged and non-disadvantaged pupils that met the expected standard. (Mathematical progress is accelerated in order to close the attainment gap for disadvantaged children.)
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that there is a reducing difference between the % of disadvantaged and non-disadvantaged pupils that met the expected standard.
Improvement in children's attitude to learning. Improved metacognition skills. Children learning to learn again. Children have the tools and language needed in order to be resilient, self-sufficient and active learners.	Observations and pupil survey demonstrate a positive change to children's attitudes and approach to learning.
Disadvantaged pupils provided with safe, secure environment underpinned by the catholic ethos of our school that allows pupils to have good emotional wellbeing and good mental health.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent/teacher surveys

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: £ 1420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruited a Deputy Headteacher. Broad CPD programme for teachers.	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' The EEF Guide to the pupil premium	1,2,3,4,5
Embedding dialogic activities (high quality talk between teacher and pupils) across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time. (NELI training, Talk Boost training, Literacy difficulties	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2

training, Whole school language focus – staff CPD)		
A Phonics Lead appointed to develop/coordinate our St Joseph's systematic and rigorous approach to teaching phonics. Embed a new phonic scheme, reading books and phonic resources to ensure appropriate resources and decodable books matched to pupils' phonic knowledge are used. Leadership time to ensure continuity across Key Stages All pupils to receive high quality phonics teaching.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Continue to develop and embed the CPA (Concrete Pictorial Abstract) Mastery approach in order to strengthen Mathematical Pedagogy with all staff (especially new staff members). CPD for teachers and teaching assistants on the use of probing questions to deepen understanding.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NELI, Speech Link, Talk Boost and Language Link (Language support and targeted intervention programmes)	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

Whole school language focus – staff CPD Ensure a language rich environment with high quality input from adults Embedding dialogic activities (high quality talk between teacher and pupils) across the school curriculum.	‘Language provides the foundation of thinking and learning and should be prioritised.’ EEF Evidence indicates that success in literacy relies on the secure development of language. Nation, K. (2019) ‘Children’s Reading Difficulties, Language, and Reflections on the Simple View of Reading’, Australian Journal of Learning Difficulties, 24 (1), pp. 47–73 Evidence indicates rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Law, J., Charlton, J., Dockrell, J., Gascoigne, M., McKean, C. and Theakston, A. (2017) ‘Early Language Development: Needs, Provision and Intervention for Preschool Children from Socio-Economically	
Small group tuition interventions to address gaps in learning delivered by qualified teacher recruited to the role of Academic Mentor. A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
School wide intervention strategy reviewed by the SENCO	Co-ordination of a robust toolkit of relevant evidence based interventions across a range of curriculum areas to be implemented. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2, 3, 5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A designated member of staff holds the post	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-engagement	4, 5

of Pastoral Lead- this member of staff will input on a range of activities related to improving attendance, improving behaviour and improving well-being of pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Identify pupils requiring more specialised support and ensure they receive additional support eg. Emotional Resilience Coaching or Psychodynamic Counselling or ELSA (Emotional Literacy Support Assistant)	The school has employed an Emotional Resilience Coach for 4 years. The therapist has successfully supported children with a range of social, emotional and mental health needs. The school has a psychodynamic counsellor who works 0.5 days a week. The school has trained and provides supervision for two trained ELSAs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £ 21,420

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 2021 to 2022 academic year.

172 hours of tutoring were delivered through the National Tutoring programme to pupils, including disadvantaged pupils in the academic year 21-22. KS2 outcomes in reading, writing and GPS, including those for disadvantaged pupils, were above or significantly above local and national averages.

156 hours of resilience coaching were provided for pupils, including disadvantaged pupils. 100% of pupils and their families feel this had a positive impact on self-esteem and well-being.

54 hours of psychodynamic counselling were provided for pupils, including disadvantaged pupils. This targeted support was aimed at pupils at risk of exclusion- no permanent exclusions were made during the academic year and fixed-term exclusions were drastically reduced.

468 hours of Pastoral Support were provided to children and their families.

108 hours of ELSA- Emotional Literacy Support were delivered to pupils including disadvantaged pupils and two staff trained in the award. 100% of pupils receiving support had improved well-being scores in pre and post intervention assessments.

20 week NELI intervention was delivered to pupils, including disadvantaged pupils. 100% of pupils closed the gap in early language skills with peers in assessment pre and post intervention.

All staff were trained in TPP- Trauma Perceptive Practice.

The school took embedded good practice from 'The Essex Way: Addressing Educational Disadvantage in School', by Marc Rowland and had the author visit school to review our practice.

End of KS1 outcomes 2022

There were no pupil premium eligible pupils in this cohort of Year 2 pupils.

Reading- 93% met or exceeded ARE

Writing- 75% met or exceeded ARE

Maths- 87.5% met ARE

End of KS2 outcomes 2022

Reading- 100% of disadvantaged (PPG) pupils met or exceeded ARE (age related expectations).

Reading- 100% of SEND pupil met or exceeded ARE

Writing- 50% of disadvantaged met ARE (50% equates to 1 out of 2 pupils in this case).

Writing- 100% of SEND met or exceeded ARE.

Maths- 100% of disadvantaged didn't meet ARE (both 2 pupils). Maths- 66% (2/3) SEND pupils met ARE

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
NELI- Nuffield Early Language Intervention	
NTP- National Tutoring programme	

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A