# Pupil premium strategy statement 2022-2023

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 and St Teresa's Catholic Primary School |
| Number of pupils in school | 146 children |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2023 |
| Date this statement was published | March 2022 |
| Date on which it will be reviewed | March 2023 |
| Statement authorised by | |
| Head Teacher | Teresa Harvey |
| Pupil premium lead | Teresa Harvey |
| Governor / Trustee lead | Brendan Ring |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £27,924.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £27,924.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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 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 will:

- ensure disadvantaged pupils are challenged in the work that they're 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.

The Key principles of our strategy plan is to ensure that pupils are supported to make progress in all subject areas but particularly in Reading, Writing and Maths and that they are sufficiently challenged that they leave St Joseph and St Teresa's achieving as well as their peers or better.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Most of our KS1 pupil premium children are working at the same rate as our non- pupil premium children but are not being challenged enough. |

| | |
|---|---|
| 2 | To ensure our pupil premium children in KS2 are supported with targeted interventions to ensure they make the age related standard in reading, writing and maths or are pushed to achieve GDS in reading, writing and maths. |
| 3 | To ensure our pupil premium children's emotional well-being is supported so that they are able to make good academic progress. |
| 4 | To have a consistent behaviour approach within lessons as well as during 'free time' to ensure children are settled and are able to make good progress with their learning |

## 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 our KS1 & KS2 PP children to be challenged to further so that they are at least working at ARE if not GDS. | PP Children are working at expected level or greater depth for Reading, Writing and Maths |
| PP children are emotionally aware and have strategies available to support themselves when they are struggling | PP children are emotionally aware of strategies to support themselves so they are able to make good progress with their learning |

# 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: £1000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *CPD for staff on restorative practice* | To have a consistent behaviour approach within lessons and outside to ensure children are ready to learn in the classrooms.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour | 4 |
| *CPD for staff on attachment and trauma* | For staff to have an understanding of the impact of attachment and trauma, as well as supporting children to self- regulate so they are able to support those children who are struggling with their learning. | 4 |

| | | |
|---|---|---|
| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | |

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

Budgeted cost: £ *22685.00*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Intervention support* | Challenging pupils with their learning through targeted small group / 1:1 interventions<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition<br><br>Feedback given through pre-teach and post –teach learning<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback | 1& 2 |

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

Budgeted cost: £ *4239.00*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *ELSA Support* | Children receiving ELSA support to become more resilient and to develop their self-confidence which in turns helps with their learning.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 3 |
| *Residential trips & class trips* | Supporting those children who may not be able to afford residential trips which will develop their self-esteem and confidence<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | |

## Total budgeted cost: £27,924.00

# 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.

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|---|
| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*<br><br>*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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 |
|---|---|
| | |
| | |

## 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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

## Further information (optional)

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|---|
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |