Pupil premium strategy statement 2021-2022

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	158 children
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Teresa Harvey
Governor / Trustee lead	Maria Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,140.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£ 1,822.50
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	£28962.50

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our Curriculum Intent, Implementation and Impact are based in our Core Values.

That pupils access a broad and balanced curriculum that combines both knowledge-based teaching with skills-based learning
That pupils develop skills in order to retain information meaning that knowledge is generative and has a positive impact on their long-term memory
That pupils develop a vocabulary sufficient to support them through qualifications and into the wider world
That pupils develop knowledge which enables them to make links between learning
That pupils have a sense of pride in their learning and achievements
That pupils develop communication skills in order to be able to clearly express their needs, access the curriculum and be ready for adult life
That pupils develop reading skills through a phonics-based reading scheme
That pupils use of ICT is encouraged, and that they learn skills and safety for modern technology
That pupils develop a greater awareness of their local community and make a positive contribution to society.
That pupils are able to identify, understand and regulate their own emotions

That pupils develop pro-social interaction skills, which can be generalised outside of the classroom

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	Some of our younger Pupil Premium children are not achieving in Reading, Writing and Maths like our non-pupil premium children.
2	Our older Pupil Premium children are working at the same rate as our non-Pupil Premium children but are not being challenged enough.

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 ensure our younger Pupil Premium children are achieving in Reading, Writing and Maths like our non-pupil premium children.	Children are working at expected level for Reading, Writing and Maths
To ensure our older Pupil Premium children are being sufficiently challenged so that they are able to achieve exceeding in Reading, Writing and Maths.	Children are working at exceeding level for Reading, Writing and Maths

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: £0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching in reading, writing and maths	To ensure staff are given high quality CPD in Reading, Writing and Maths led by Middle leaders who have been on training provided by the Trust and Local Authority experts. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 2

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

Budgeted cost: £ *25132.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Intervention support	Feedback on children's learning through post and pre-teach activities in small group or with individuals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1 & 2
School led tutoring	To ensure staff are effectively trained and are then able to carry out tutoring sessions with children on a 1:1 basis or small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1 & 2

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

Budgeted cost: £ *3830.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being	Support to be given to our more vulnerable children through ELSA to work on self-esteem to build confidence with their learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se	1 & 2

Total budgeted cost: £ £28962.50