

Pupil premium strategy statement



St Joseph's Infant School Pupil Premium Grant, How we plan to spend the grant September 2021 – August 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's Infant School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Lisa Hardy Executive Headteacher
Pupil premium lead	Lisa Hardy
Governor / Trustee lead	Steve Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22864,00
Recovery premium funding allocation this academic year	£1345,00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8000,00
Total budget for this academic year	£ 32,209

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.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. 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

Challenges

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

Challenge number	Detail of challenge
1 ISEND Speech and language support	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills are more prevalent among our disadvantaged pupils than their peers.
2 attendance	Our data indicates that low attendance among our disadvantaged pupils is high compared to that of non-disadvantaged pupils
3 Additional TA support	Internal assessments indicate that reading attainment for our KS1 pupils has been affected by the 2 COVID lockdowns this is particularly among the disadvantaged pupils.
4 CPD	Assessment and observations tell us that a more consistent approach to writing is needed to support pupils gaps. Our phonics data and reading assessments indicate that an enhanced and robust approach to daily reading will support our pupils in KS1.
5 1:1 tutoring	From internal assessment it is apparent that writing has some significant gaps for pupils particularly in Year 2. The National tutoring programme will support small groups of pupils (disadvantaged pupils and where applicable non- disadvantaged pupils) to catch-up and fill gaps in writing in order to raise attainment for all pupils
6 Community and family key worker	Through monitoring and looking at the whole child we can see that many issues for this group of pupils have remained unsolved particularly around family issues and support that family's need to recover from the pandemic. This results in low attendance and parents feeling unsupported with matters arising at home
7 Enrichment opportunities	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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 language skills and vocabulary 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 ongoing formative assessment.
Improved writing and reading attainment	Formative assessment and teacher assessment 3 times a year indicates that writing and reading attainment has improved due to the additional measures put in place and the gap between attainment of disadvantaged and non-disadvantaged has narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations a significant increase in the opportunity for participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to meet national expectations

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: £8,000

1Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD- Sentence stacking approach to writing	Writing moderation and assessment of pupils writing attainment	1.4
Staff CPD and introduction of daily Daily supported reading	Reading attainment, particularly in Year 1, is not at the level, as a school we would like it to be . Many pupils are not having the opportunities to read with an adult outside of school. A reduction in reading helpers in school has led to added pressure on teachers and support staff to hear reading 1:1. The daily supported reading approach is a consistent reading approach that ensures all pupils in Year 1 are heard read everyday	1,4
Staff CPD new phonics scheme (part funded from PPG premium)	Phonics assessment has shown that pupils phonetic knowledge is below that of previous years (for this point in the year) , this is particularly evident in the current Year 1 . There is a need for a more consistent approach throughout the whole school to phonics. Disadvantaged pupils, are shown through assessment, to have lower attainment. Access needs to be available for online learning in phonics should the situation arise.	1.4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps. Initially Autumn 2 and Spring 1 Year 2 writing support. 50% of pupils engaged in the tutoring programme will be PPG pupils.</p> <p>Following further KS1 assessment, Spring 2 Summer 1 and summer 2 will see other pupils engaging in the tutoring programme following identification of need</p>	<p>4</p>
<p>Better Reading partner for 1:1 reading</p>	<p>3 PPG pupils will access the Better Reading Partner approach with an adults 3 times a week for 6 weeks. These pupils have been identified through formal and Teacher assessment .</p>	<p>3,4</p>
<p>Additional targeted interventions support 1;1 or small group support</p>	<p>Small group maths support for targeted pupils to improve attainment Targeted Year groups initially Year 2</p>	<p>3,4</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult dedicated to community and family key worker 2 days per week	Some of our families are struggling with accessing support outside of school eg: support with parenting, pupils behaviour at home which has a knock on affect to attainment in the classroom and attendance.	2,5,6
Enrichment opportunities	Extended schools clubs (those which require payment by families) has low attendance by our PPG pupils. This is evidenced in the data that is gathered termly. In order for these pupils to access the clubs there needs to be funding available to ensure they have the same opportunities as other pupils.	6

Total budgeted cost: £ 32,000

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.

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 this data show the outcomes for our children eligible for Pupil Premium funding. In the academic year 20-21 the information is based on Teacher Assessment and internal assessment.

Year	subject	Cohort No	Term 6	
			Targeted	Actual
Year 1	Reading	8	62%	50%
	writing	8	55%	50%
	Maths	8	63%	25%
Year 2	Reading	8	62%	38%
	writing	8	55%	38%
	Maths	8	63%	50%
EYFS	reading	5	62%	55%
	Writing	5	62%	55%
	number	5	62%	55%

The data tells us that the national lockdown lock down due to COVID in term 3 & 4 has affected the progress in attainment by our PPG pupils. You will see from the additional support put in place in the tables below that in most cases a high number of our PPG pupils had access to these interventions. This assessment provides us with the evidence to put the funding support for the academic year 21-22 to accurate and targeted use for this group of pupils.

Teaching Assistant Support

Unplanned additional support was put in place following pupils return from COVID lock-down between 4th Jan 21- 8th March 21.

Year Group	Intervention	% of pp accessing intervention
R	ELSA Speech Therapy	75% 40%
1	IDL ELSA Jump Ahead Numbers Count Mighty Writer	100% 100% 25% 50% 18%
2	Better Reading Partnership ELSA IDL Literacy IDL Maths Speech Therapy	33% 25% 40% 25% 66%

Additional Interventions

Intervention grp	Number of pupils (PPG)	Percentage
Self esteem	7	45%
Social communication	2	66%
handwriting	8	20%
Speech and language	6	50%

Play Therapy

at Lancastrian Infants play therapy was delivered by an external Play therapist specialist.

Number of PP pupils accessing play therapy	% of pupils
2	100%

2 pupils continued weekly play therapy sessions throughout lockdown.

