

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	83
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
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	£20775
Total budget for this academic year	£20775

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 Reading: Introduction of accelerated reader for year 2 pupils	Pupils ready for the next stage of reading need challenge in order to move forward. This can be in high quality text and ensuring that these pupils continue to make progress in their reading
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	<p>Current support staff in class and INA staff work 1:1 with pupils, there is little/no time for the class TA to work with small groups for catch-up intervention or address misconceptions.</p> <p>Internal assessments indicate that additional small group intervention will support pupils in reading, writing and maths.</p>
4 On going CPD	Our phonics data and reading assessments indicate that an enhanced and robust approach to daily reading will support our pupils in KS1.
5 1:6 tutoring	Assessment data for writing for our KS1 pupils highlights the need for a catch-up intervention for targeted pupils. 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.
6 Community and family key worker	Through monitoring and looking at the whole child we can see that there is a need for support for our families and pupils beyond the classroom. Parents are unsure where to go to get particular support. This results in low attendance and parents feeling unsupported with matters arising at home
7 Enrichment opportunities	From evidence gathered and discussions with pupils and families , financial constraints for many families mean that pupils do not have the opportunity to

	engage in enrichment opportunities, this particularly affects the disadvantaged pupils.
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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
Reading attainment is at least in line with National expectations for PPG pupils	Terms 2,4,6 Pupils progress meeting pin point specifically attainment of reading for PPG pupils. The termly reading age assessments for our year 2 pupils (through Accelerated reader) will support that progress is being made. Interventions are in place with the additional TA appointed. Monitoring and tracking of reading is consistent and robust.
Additional TA support , for small groups of pupils	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
Family support worker assists targeted families for support	Those families identified or have requested support are given the support and information they need to help. The attendance data and attainment data for

	these pupils demonstrates the support is targeted and having impact on the pupil
Enrichment activities that support learning during school time and after school activities are available to all pupils	Finance is not a barrier for pupils to engage all enrichment activities the school has on offer. 70%+ attend after school enrichment activities.

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: £7000.00

1 Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of afternoon TA to provide targeted small interventions	Current support staff are allocated to whole class or INA 1;1 with pupils. There is little or no adult time for small group support to address misconceptions in a lesson or for a more targeted support identified by the class teacher.	1,3
CPD for new staff Daily supported reading Sounds write phonics	The daily supported reading approach is a consistent reading approach that ensures all pupils in Year 1 are heard read every day. This was introduced in 21-22 and will be continued. The impact of the Daily Supported reading and Sounds write phonics approach is already evident in Autumn T2 data. This indicates that the strong consistent approach should be continued and the new support staff will have the CPD	1,4

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

Budgeted cost: £3000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Program on a 1:6 ratio. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Evidence shows that, for a proportion of pupils, writing is below ARE. There is a need for a catch-up particularly for Year 2 pupils to ensure they are ready for the next stage of their education. Under the new NTP guidance there will be a ratio of 1:6 for s groups for 15 weeks initially. Following the initial 15 weeks the evidence from data, book look etc will decide on the next targeted tutoring support group.	4
Reading support and challenge	Evidence and data shows that there is a need for our Year 2 pupils to be provided with challenge The introduction of Accelerated reader programme will monitor and track progress for these pupils and provide quality reading material that will extend and challenge their reading ability.	3,4

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

Budgeted cost: £10,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult dedicated to community and family key worker 1.5 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.	2,6,7
Enrichment opportunities	Finance is a barrier for some of our pupils to engage in enrichment opportunities be it in school time or after school.	6

Total budgeted cost: £ 20,775

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.

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	11	62%	36%
	writing	8	55%	9%
	Maths	8	63%	27%
Year 2	Reading	7	62%	29%
	writing	7	55%	29%
	Maths	7	63%	29%
EYFS	reading	4	62%	25%
	Writing	4	62%	25%
	number	4	62%	25%

This data supports the analysis made by the school of the attainment of our PPG pupils, throughout the academic year 21-22. Leaders know that for the largest % of our pupils, Y1 and Y2 this would have been their first full academic year in school. As a school we will continue to strive to ensure that this group of pupils are provided with the support they need to raise their attainment. A number of pupils in this group were affected by poor attendance throughout the year.

Adittional provision for PPG pupils	No pupils	% of PPG pupils
*ELSA - EY / KS1 Aut 2		
Pupil premium	4	57.14%
*ELSA - EY / KS1		
Pupil premium	3	50.00%
*ELSA - Spring 2022		
Pupil premium	6	50.00%
*ELSA - Summer 2022 term 6		
Pupil premium	7	58.33%
*ELSA - Summer 2022		
Pupil premium	7	58.33%
*Jump Ahead Spring 2022		
Pupil premium	3	50.00%
*Maths Intervention - Year 2 - Summer 2022		
Pupil premium	3	75.00%
*Speech and Language Therapy Spring 2022		
Pupil premium	1	100.00%
*Speech and Language Therapy Summer 2022		
Pupil premium	1	100.00%
*Speech and Language Therapy		
Pupil premium	1	25.00%
Better Reading Partnerships - Spring 2022		
Pupil premium	2	66.67%
DC SALT		
Pupil premium	1	100.00%
Total	1	
Daily Readers Y1 - Spr 22		
Pupil premium	3	50.00%
Daily Readers Y2 Summer 2022		
Pupil premium	2	40.00%
Daily Readers		
Pupil premium	1	100.00%

EAL Intervention

Pupil premium 1 20.00%

Handwriting Group - Year 2

Pupil premium 3 100.00%

Lego Therapy

Pupil premium 6 66.67%

National Tutoring Programme

Pupil premium 1 16.67%

Numbers Count - higher group - Y2 Spr 22

Pupil premium 3 50.00%

Numbers Count - lower group - Y2 Spr 22

Pupil premium 2 40.00%

Phonics Provision

Pupil premium 5 45.45%

Precision Teaching - Y1 - Reading Spr 22

Pupil premium 3 50.00%

Reading with Anne - Spring 2022 Y2

Pupil premium 4 33.33%

Reading with parent helper - Spring 2022

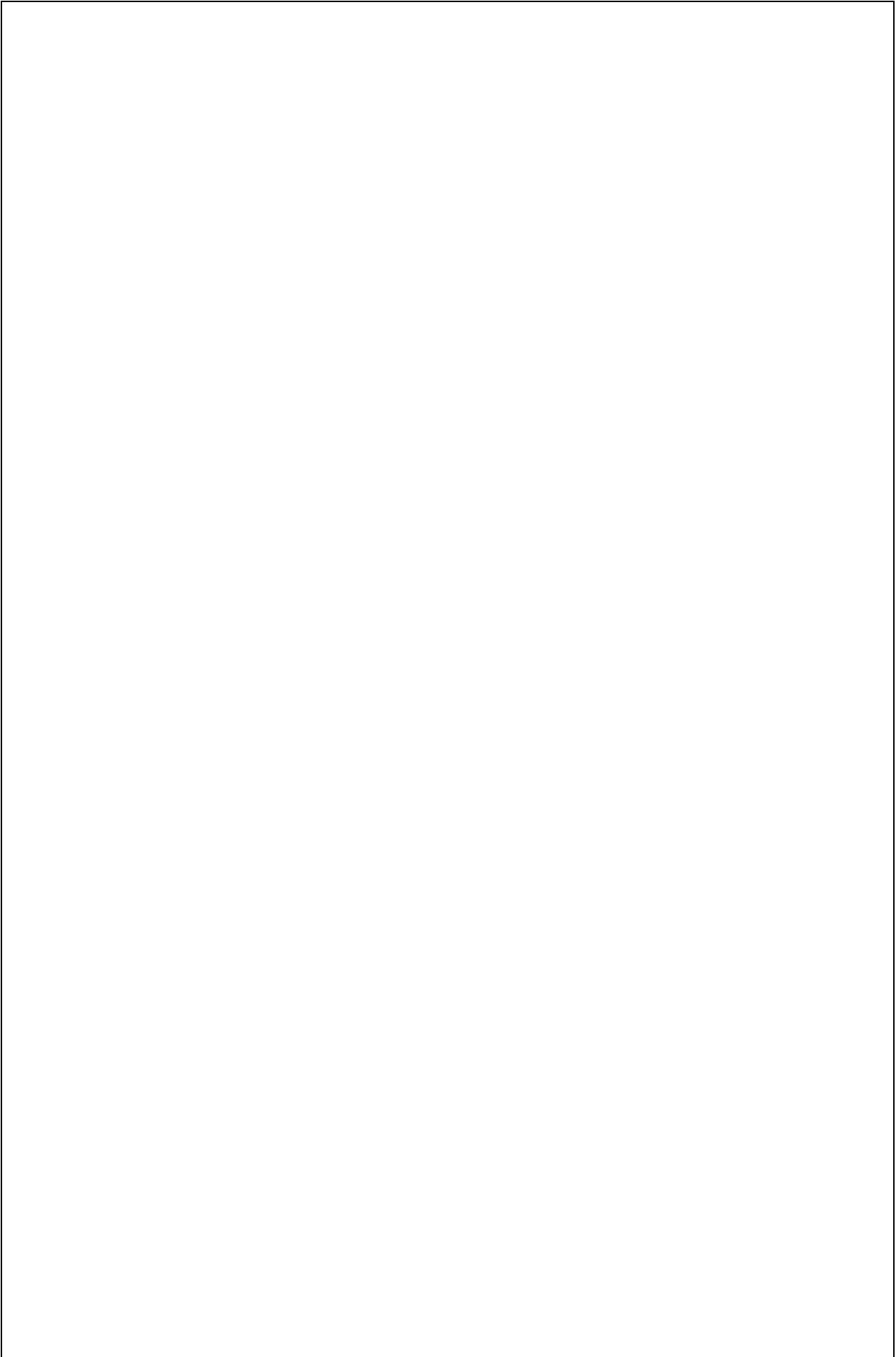
Pupil premium 7 87.50%

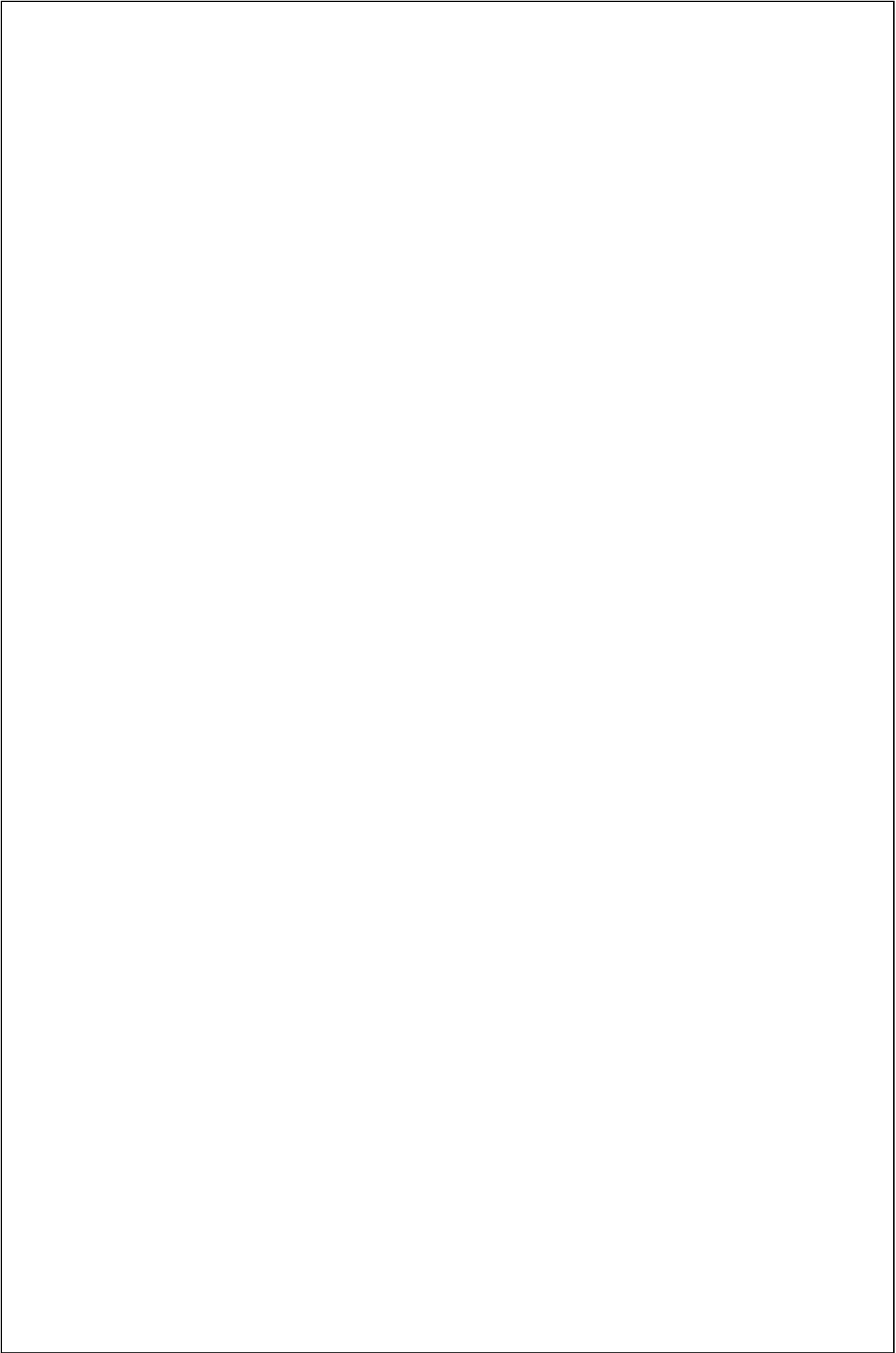
Wellbeing Support

Pupil premium 1 100.00%

Wobble Cushion

Pupil premium 1 50.00%





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	33%

ELSA	25%
IDL Literacy	40%
IDL Maths	25%
Speech Therapy	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.

