

Pupil premium strategy statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 School, Stanley
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	29/09/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sonia Fraser 2021 - 2022 Jill Burgess New headteacher Sept 2022
Pupil premium lead	Sonia Fraser Jill Burgess
Governor / Trustee lead	Catherine Horsely

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62, 420
Recovery premium funding allocation this academic year	£6,090
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	£68, 510 (2021 – 2022)

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate other funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography

St. Joseph's, Stanley is an average sized Catholic primary school with 215 pupils on roll (including the new nursery). The school is located within an ex-mining village in Durham that is also within an area of deprivation. The school is largely white-British with a very small percentage (1.3%) of children who are EAL.

St. Joseph's initial percentage of disadvantaged children is much lower at 18% of the actual reality when the IDACI is explored. 62% of the school population overall fall into the top 30% level of

deprivation in the country. This is a much more accurate picture of the deprivation levels within school.

Pre-COVID a large majority of children have low starting points when they joined the school. Many children who enter our nursery are well below the expected level for their age. Since all children returned to school in September 2020, following a national lockdown, these already low starting points have further declined, and this has impacted on our Early Years setting and needed to be a high priority on the COVID catch-up plan. However, we continue to endeavour that our curriculum is enriched with real life experiences where possible while following COVID guidelines ranging from trips, visitors or hands on practical learning to ensure all our learners are starting from the same advantage point. We believe that no child should be at a disadvantage due to their background.

The school's children with special educational needs is in line with national 2019 at (12%). There is currently 1 pupil with an EHCP and 3 potentially will be undergoing assessments. Most of the children in the school are white British and the percentage of children with different ethnicities and with EAL is well below the national average. (1.3% EAL, BAME 4.65%).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to at least reach Age Related Expectation at the end of Year 6 of attain GDS without financial issues being a barrier.

How we achieve these objectives

- Allocating support staff to classrooms where pupil premium children require extra support helping to accelerate progress
- To provide small groupwork with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations and above.
- Supporting children emotionally with our counsellor and outside agencies.
- Additional learning support.
- Pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To allow the children to learn a musical instrument

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium (PP) pupils are making less progress in individually identified areas (RWM) than pupils not eligible for pupil premium
2	Parental Engagement – Educational support and home learning in and out of lockdown
3	Social emotional and behavioural problems are affecting wellbeing of some pupil premium pupils
4	Some pupils on entry into reception have low language acquisition as well as speaking, listening and language skills.
5	Attendance issues for some children
6	Affording school additional costs (clubs, music provision, uniform, milk)

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
<i>Improved progress and attainment for all PP pupils. Appropriate individualised support will be given to pupil premium pupils in all year groups through targeted intervention in class and outside in small groups (1 to 1 when needed). They will be measured through pupil progress meetings, attainment data and alongside pupil's views on their own progress.</i>	Gaps closing between PP pupils and none PP in ARE and GDS in all subjects, particularly in the core subjects of Phonics, RWM and RE.
<i>Greater parental engagement – Educational support and home learning in and out of lockdown. This will be measured through pupil progress meetings, pupil voice and school data.</i>	PP children engaging better with homework and home learning and parents more engaged with supporting children in their school life. Breakfast and afterschool provisions to offer support with homework and helping PP families where appropriate back to work.
<i>Barriers to learning for PP pupils identified as needing social, emotional wellbeing or other support are reduced. This will be measured by how settled the children are and how quickly they are catching up and making progress as well as their emotional wellbeing. This will be undertaken by monitoring in class, Pupil</i>	Pupils will be less dependent on support as barriers to learning have been reduced/removed and the negative impact their needs have had on their progress have lessened. Gaps will be narrowing. Pupils and parents feel they are supported well in this area.

<i>progress meetings and discussions with outside professionals where relevant.</i>	
<i>Speaking, listening and language skills in Reception are improved to enable children to be successful throughout the school. This will be undertaken by monitoring in class, Pupil progress meetings and discussions with outside professionals where relevant.</i>	Pupil premium children left behind in their language skills make good progress by the end of the year so they close the gap towards GLD.
<i>Attendance rates improved for PP children so it is that of the none PP children. Measured by whole school data.</i>	PP children's attendance will match that of none PP children.

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.

Budgeted cost: Free/within main budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	SEED research discusses the importance of early language including speaking and listening to develop reading.	1, 2, 4
<i>RWI Training – Whole School</i>	EEF toolkit discusses the impact a synthetic phonics scheme, well delivered and taught has on children's progress and outcomes.	1, 2, 3

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

Budgeted cost: £ 46,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistant support – 1 to 1 and small group interventions</i>	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	1, 4
<i>Extra teacher assistant in classes and for small group and one to one support – EYFS unit</i>	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	1, 4

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

Budgeted cost: £ 24, 619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling</i>	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	2, 3
<i>Music lessons</i>	This is in place to ensure that all children who wish to develop their musical skills can and that money is not a barrier to their learning.	6
<i>Milk provision</i>	This is to ensure promotion of a healthy lifestyle and access to calcium that does not cost the parent.	6
<i>Wrap around care</i>	This is in place (on a case by case basis) to support low income families back to work so that they children can have better outcomes longer term.	2, 5, 6
<i>Uniform</i>	This is in place (on a case by case/ discretionary basis) to support low income families who need support with their finances to purchase uniform.	6
<i>Pastoral/SEN/ attendance support (Dedicated Inclusion manager role)</i>	The EEF toolkit suggests that targeted interventions/support matched to particular needs or behavioural issues can be effective.	1, 3

Total budgeted cost: £ 71,384

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Interventions

Targeted interventions have been challenging to provide consistently due to high levels of staff illness and isolations. This is still an area of focus and extra support will be in place next year to ensure these children catch up on the lost learning.

School continues to embed RWI as our approach to phonics teaching. We ensure training is ongoing whenever there is movement of staff.

Wider Strategies

Wrap around care

The uptake is increasing, offering greater flexibility and support to our families.

Counselling

School continues to employ a fully trained school counsellor, part-time, although need can be greater than current capacity. School ensures prompt referrals/seeks support from external agencies as pupil need becomes apparent.

A summary of 2022 results is as follows:

EYFS

15% of pupils were disadvantaged pupils (0 boy and 4 girls).

50% of disadvantaged pupils achieved the GLD.

This is compared to 71% of pupils nationally.

Phonics result

12% of pupils were Disadvantaged - 3 pupils (2 boys and 1 girls).

33% of disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils nationally.

KS1

28% of pupils were disadvantaged - 8 pupils (3 boys and 5 girls).

Reading

50% of disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils nationally.

Writing

63% of disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils nationally.

Maths

50% of disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils nationally.

Year 4 multiplication check

The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test was 3%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 17.7 (out of 25).

Year 6 Results

7% of pupils are disadvantaged - 2 pupils (1 boy and 1 girl).

Reading/Writing/Maths combined

50% of disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils nationally.

Reading

50% of disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils nationally.

Writing

50% of disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils nationally.

Maths

50% of disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils nationally.

**This details the impact that our pupil premium activity had on pupils in the
2022 to 2023 academic year.**

Interventions

School continues to utilise RWI as our approach to phonics teaching. Staff new to year groups completed training. On-going monitoring ensures consistent delivery. Complimented by additional, timely and targeted interventions after school, we feel our rigorous and robust approach in the teaching of phonics has positively impacted results for our Year 1 pupils and those pupils who took the test again in Year 2. As a result, we intend to build on this and have introduced the RWI spelling programme to all KS2 pupils and use this for all spelling intervention. We feel this will provide a smooth transition for staff and pupils.

Improving reading outcomes for all those pupils who are not keeping up is one of our key improvement priorities as is improving skills in arithmetic. Staff are deployed appropriately to ensure targeted interventions take place for those pupils in most need.

Wider Strategies

Wrap around care

A number of families continue to access free of charge. We also continue to prioritise places for disadvantaged pupils at extracurricular sessions.

Counselling

School continues to employ a fully trained school counsellor, part-time, although need can be greater than current capacity. School ensures prompt referrals/seeks support from external agencies as pupil need becomes apparent. School also made full use of additional programmes, within Durham, to support pupils who have social and emotional health needs.

A summary of 2023 results is as follows:

EYFS

2023 EYFS School Disadvantaged vs National 'Other' (Not Disadvantaged)

15% of pupils are disadvantaged- 4 pupils (2 boys and 2 girls).

50% of disadvantaged pupils achieved the GLD.

Disadvantaged pupils are below disadvantaged pupils nationally.

2023 Y1 Phonics School Disadvantaged vs National 'Other' (Not Disadvantaged)

28% of pupils are disadvantaged - 7 pupils (1 boy and 6 girls).

86% of disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils nationally. Therefore, there is an achievement gap of 2%. National disadvantaged is 71%. The performance of disadvantaged pupils in school is similar or better than 'Other' pupils nationally.

Over the last three years 75% of disadvantaged pupils (12/16) have achieved the expected standard.

Key Stage 1

2023 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

15% of pupils are disadvantaged - 4 pupils (2 boys and 2 girls).

50% of disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils nationally. Therefore, there is an achievement gap of 28%. National disadvantaged is 62%. Disadvantaged pupils are below disadvantaged pupils nationally.

Over the last three years 60% of disadvantaged pupils (12/20) have achieved the expected standard or above.

2023 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

15% of pupils are disadvantaged - 4 pupils (2 boys and 2 girls).

50% of disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils nationally. Therefore, there is an achievement gap of 23%. National disadvantaged is 55%. Disadvantaged pupils are below disadvantaged pupils nationally.

Over the last three years 65% of disadvantaged pupils (13/20) have achieved the expected standard or above.

2023 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

15% of pupils are disadvantaged - 4 pupils (2 boys and 2 girls).

25% of disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils nationally. Therefore, there is an achievement gap of 54%. National disadvantaged is 62%. Disadvantaged pupils are below disadvantaged pupils nationally.

Over the last three years 60% of disadvantaged pupils (12/20) have achieved the expected standard or above.

2023 Multiplication Tables Check School Disadvantaged vs National 'Other' (Not Disadvantaged)

The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 3%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 12.5 (out of 25).

Key Stage 2 SATs Results

2023 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are disadvantaged - 11 pupils (7 boys and 4 girls).

55% of disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils nationally. Therefore, there is an achievement gap of 16%. National disadvantaged is 51%. Disadvantaged pupils performance is similar or better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.

Over the last three years 70% of disadvantaged pupils (14/20) have achieved the expected standard or above.

2023 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are disadvantaged - 11 pupils (7 boys and 4 girls).

64% of disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils nationally. Therefore, there is an achievement gap of 14%. National disadvantaged is 62%. Disadvantaged pupils performance is similar or better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.

Over the last three years 75% of disadvantaged pupils (15/20) have achieved the expected standard or above.

2023 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are disadvantaged - 11 pupils (7 boys and 4 girls).

82% of disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils nationally. Therefore, there is an achievement gap of 1%. National disadvantaged is 68%. The performance of disadvantaged pupils in school is similar or better than 'Other' pupils nationally.

Over the last three years 85% of disadvantaged pupils (17/20) have achieved the expected standard or above.

2023 SPaG School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are disadvantaged - 11 pupils (7 boys and 4 girls).

73% of disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils nationally. Therefore, there is an achievement gap of 10%. National Disadvantaged is 67%. Disadvantaged pupils' performance is similar or better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.

Over the last three years 85% of disadvantaged pupils (17/20) have achieved the expected standard or above.

2023 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

37% of pupils are disadvantaged - 11 pupils (7 boys and 4 girls).

73% of disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils nationally. Therefore, there is an achievement gap of 11%. National disadvantaged is 67%. Disadvantaged pupils' performance is similar or better than disadvantaged pupils nationally, but still below 'Other' pupils nationally.

Over the last three years 80% of disadvantaged pupils (16/20) have achieved the expected standard or above.

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
Read Write INC	Ruth Miskin
X Tables Rockstars	TT Rockstars

Further information (optional)

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