

St Mary & St Joseph's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Mary & St Joseph's
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	26/10/23
Date on which it will be reviewed	Feb 2024
Statement authorised by	S Terrey
Pupil premium lead	K Cheeseman
Governor / Trustee lead	W Sheldon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,403.34
Recovery premium funding allocation this academic year	£3045
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	£36,448.24

Part A: Pupil premium strategy plan

Statement of intent

At St Mary and St Joseph's we target the use of Pupil Premium to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become independent, self-motivated, resilient and responsible. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Dispel the gap between disadvantaged pupils and their non-disadvantaged peers
- Remove barriers to learning
- Ensure all disadvantaged pupils make expected progress or more in Reading, Writing and Maths
- Support all disadvantaged pupils in achieving higher attainment in combined RWM
- Ensure all children are able to articulate and explain their understanding and thinking coherently
- Ensure all children develop their vocabulary knowledge
- Equip all children with a strong growth mindset developing higher resilience and perseverance
- Access a wide range of opportunities to develop children's knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome barriers to learning we will:

- Provide all teachers with CPD to ensure pupils access quality first teaching
- Use targeted intervention and support to address identified gaps in learning. This will include 1:1 and small focus group work
- Target funding to ensure disadvantaged pupils have access to trips, breakfast and After School Club, residentials and memorable learning experiences
- Ensure that disadvantaged pupils will participate in enrichment activities including: Purbeck Sports Partnership events, Forest School sessions, clubs and nurture sessions
- Provide appropriate support to enable pupils to access learning and improve attendance, e.g. Motional Programme, Play Therapy, Horse Course, EP, ELSA and nurture room

Key Principles:

We will ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate support and provision is made for those disadvantaged and vulnerable children. We will ensure that those pupils with social and emotional needs access support from appropriately trained adults and agencies.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading and writing
2	Attainment in Maths
3	Mental health/Well-being and behaviour issues arising since lockdown
4	Parental Engagement
5	Attendance - PP attendance at end of 2022-23 has dropped to 85% which is significantly below national

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
Children in receipt of funding make accelerated progress, prioritising phonics, reading, writing and maths	<ul style="list-style-type: none"> ○ 50 % of pupils in receipt of PPG achieve above the national average attainment in reading, writing and maths
Children in receipt of funding will have improved confidence and self-esteem	<ul style="list-style-type: none"> ○ Children in receipt of PPG will use TRICK BOX strategies to help self-regulate their emotions ○ Children in receipt of PPG know and recognise good characteristics of learning in themselves and others ○ Revised Behaviour Strategy: Ready, Respectful and Safe implemented and all children recognise how behaviours show readiness, respectfulness and safety. Children follow these 3 rules accordingly ○ Nurture Room and Motional programme fully implemented and enables children to take responsibility for their behaviour and allows them to self-regulate their feelings and emotions
Improved Parental Engagement	<ul style="list-style-type: none"> ○ Parents/Carers will have access to regular workshops focusing on phonics, reading and maths
Improved attendance	<ul style="list-style-type: none"> ● Open communication with parents enables all to be clear about individual's aspirations and how this can be achieved.

	<ul style="list-style-type: none">• Children in receipt of PP attend school on a regular basis and arrive on time• Involvement in Clubs and FS sessions will motivate children to attend school on a regular basis• Access to 'Early Birds and Late Owls' will enable children to improve attendance and be 'school ready'
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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: £7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revisit and embed school pedagogy based on Rosenshine's Principles to support quality first teaching.	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.(EEF 2020)	1, 2 & 3
Phonics Training and development RWI days In-school refresher training for all staff Implement full RWI session to include Writing element	Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Writing Training in accurate target setting that builds on prior skills in a coherent way enabling all children to succeed Using 'The Write Stuff' to tailor units to focus on teaching key concepts identified in target setting	Integrated formative assessment into classroom teaching strategies helps to ensure that teaching is appropriately targeted and that pupil needs are identified and being met (EEF 2021)	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small focus groups / 1:1 to work on: Precision Teaching strategies TA support to deliver interventions Reading Interventions Writing catch up	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. (EEF 2020)	1,2
Targeted maths groups for children identified as requiring further support in maths calculation skills	First quality teaching is evidenced as being the most beneficial use of funding. Our evidence to date suggests a key impact on raising the understanding of mathematical basic skills and pupils develop more confidence and resilience.	2

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

Budgeted cost: £17,648.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual counselling/ support, ELSA support, EP support, Play Therapist, Motional	ELSA & Play therapy recognise that children learn better and are happier in school if their emotional needs are also addressed.	3, 4, 5
After School Forest School Club and Extra-Enrichment Clubs	Children taking part in forest school sessions quickly show evidence of a greater emotional maturity. Stronger bonds often emerge between children, resulting in greater support for each other, both at forest school and in the classroom. EEF evidence suggests that Outdoor Learning has a moderate impact upon pupils learning +4 months.	3, 5
Focused whole school implementation of TRICK BOX	Evidence-based, inclusive and developing mental wellbeing in line with DFE guidelines, Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future, helping individuals to thrive.	3

<p>TIS (Trauma Informed Schools) Training:</p> <ul style="list-style-type: none"> - Whole School Inset Training (Sept 22) - TIS Trainer Autumn visits to support and train TAs - INSET training for Nurture Provision Lead (Sept 23) 	<p>There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”</p> <p>(Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision)</p>	<p>3</p>
<p>Parental Engagement: Phonics and reading Workshops Maths Workshops PTFA Termly coffee and cake events</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement)</p>	<p>1, 2, 4, 5</p>
<p>Uniform support for pupil premium children. Families are given a £55 payment towards the costs of school uniform.</p>	<p>Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour.</p>	<p>3</p>
<p>All pupils have a 50% reduced cost to pay for any trips or experiences the children have in the curriculum.</p>	<p>DfE guidance recognises that school trips and outdoor learning improves children’s educational development, health and well-being.</p>	<p>3</p>
<p>Targeted PP and disadvantaged pupils invited to Breakfast club to support attendance, punctuality and emotional well-being.</p>	<p>EEF is still evaluating all evidence upon the impact of Breakfast Clubs, however the revised EEF reports positive impact upon KS 1 pupil attainment. The full impact of Breakfast Club on SEMH outcomes.</p>	<p>3,4,5</p>

Total budgeted cost: £36,448.24

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.

REVIEW 2022-23

Quality of Teaching:

PP Progress for end of year 2023:

	Reading	Writing	Maths
Year 6 (4 chn)			
Exp Progress	100%	100%	100%
More than expected Progress	75%	-	-
Year 5 (6 chn)			
Exp Progress	83%	83%	83%
More than expected Progress	16%	16%	33%
Year 4 (1 child)			
Exp Progress	100%	100%	100%
More than expected Progress	-	-	-
Year 3 (5 chn)			
Exp Progress	80%	60%	100%
More than expected Progress	-	(20%)	-
Year 2 (3 chn)			
Exp Progress	100%	100%	100%
More than expected Progress	66%	33%	33%
Year 1 (1 child)			
Exp Progress	100%	100%	100%
More than expected Progress	-	-	-
Reception (3 chn)			
Exp Progress	100%	66%	100%
More than expected Progress	-	-	-
All PP chn Expected or more than expected progress	91%	82%	100%
All PP chn More than expected progress	26%	13%	13%

Challenge 1: Attainment in phonics, reading and writing

78% of all PP children achieved ARE+ in Reading.

17% of all PP children achieved GDS in Reading

61% of all PP children achieved ARE+ in Writing

No PP children achieved GDS in Writing

	NATIONAL	All Pupils	PP children
Y1 Phonics	79%	81%	100% (1 child)
Y2 Reading ARE +	68%	79%	100% (3/3)
Y2 Reading GDS		34%	33% (1/3)
Y2 Writing ARE +	60%	72%	100% (3/3)
Y2 Writing GDS		17%	0%
Y6 Reading ARE +	73%	85%	100% (4/4)
Y6 Reading GDS		55%	75% (3/4)
Y6 Writing ARE+	71%	75%	100% (4/4)
Y6 Writing GDS		15%	0%

PP child in Y1 phonics are in line with all pupils. The implementation of RWI in January 2022 has had a positive impact.

PP children in Y2 Reading are in line with all pupils and % is above national. PP children in Y6 Reading are in line with all pupils and higher than national.

PP children are not achieving GDS in Writing.

Challenge 2: Attainment in Maths

78% of PP children achieved ARE+ in Maths

13% of PP children achieved GDS in Maths

	NATIONAL	All Pupils	PP children
Y2 Maths ARE +	70%	72%	66% (2/3)
Y2 Maths GDS		31%	33% (1/3)
Y6 Maths ARE +	73%	70%	100% (4/4)
Y6 Maths GDS		25%	25% (1/4)

PP chn in Y2 are broadly in line with all pupils and slightly below the national average.

PP chn in Y6 are above all pupils and the national average.

The targeted Maths Support groups held after school for Y2 and Y6 had a positive impact

Challenge 3: Mental health/Well-being and behaviour issues arising since lockdown

The more focused whole school implementation of TRICK Box and the new Characteristics of Learning Characters have enabled some PP children to develop self-help strategies to help them manage their emotions and develop their learning attitudes. This will continue to be developed with the introduction of the nurture room and the revised behaviour strategy of Ready, Respectful and Safe.

3 of the PP children had regular ELSA sessions and 3 PP children used the sensory room regularly to self-regulate. This helped the children begin to develop resilience and self-regulation strategies with increasing success.

The introduction of a nurture room and the motional programme in Feb 23 will be further developed this year to support all children to self-regulate and manage their mental health and well-being. The newly-appointed Nurture Provision Lead will be crucial in developing this. They are currently working with 8 PP children.

Challenge 4: Parental Engagement

RWI parent workshop took place Autumn 23

HT met with vulnerable families to offer wrap-around care and additional support.

Purbeck Link worker supported 4 PP families

PTFA held one coffee and cake morning, which was not well attended

Attendance of PP children has dropped to 85%.

Externally provided programmes

Programme	Provider
Trick Box	Trickbox.co.uk
Play Therapy	British Association of Play Therapists
The Write Stuff	Jane Consadine
Motional Programme	Motional

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> ● Accelerating progress and improving attainment in reading, writing and maths (extra language support sessions for those with EAL). ● Strategies used to build self-esteem and resilience ● 4 service children received nurture support ● All service children have access to ELSA support and check ins when needed
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> ● 100% (2 chn) Year 1 Service children achieved the expected phonics standard ● 60% achieved ARE+ in KS1 Reading ● 40% achieved ARE+ in KS1 Writing ● 20% achieved ARE+ in KS1 Maths ● 100% (1 child) achieved ARE+ in Reading and Maths ● Children have developed confidence in recognising and talking about their progress and next steps ● ELSA and nurture support has enabled the children to build their resilience and feel more secure and confident, resulting in a more positive social and emotional wellbeing.