

St Mary & St Joseph's Pupil premium strategy statement

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 Mary & St Joseph's
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	20/10/22
Date on which it will be reviewed	Feb 2023
Statement authorised by	P Fearn
Pupil premium lead	K Cheeseman
Governor / Trustee lead	W Sheldon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,943
Recovery premium funding allocation this academic year	£2900
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	£ 35,843

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 and nurture sessions
- Provide appropriate support to enable pupils to access learning and improve attendance, e.g. Play Therapy, Horse Course, EP, ELSA and sensory 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

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
Improved Parental Engagement	<ul style="list-style-type: none"> ○ Parents/Carers will have access to regular workshops focusing on phonics, reading 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: £6882

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	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	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

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

Budgeted cost: £9860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small focus groups to work on: basic writing skills and targeted phonics to support and improve pupil progress.	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: £19,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual counselling/ support, ELSA support, EP support, Play Therapist	ELSA & Play therapy recognise that children learn better and are happier in school if their emotional needs are also addressed.	3
Forest School and Outdoor learning sessions	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.	3
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	3

	the here and now as well as building a repertoire of personal skills for the future, helping individuals to thrive.	
<p>TIS (Trauma Informed Schools) Training:</p> <ul style="list-style-type: none"> - Whole School Inset Training - TIS Trainer Autumn visits to support and train TAs 	<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>	3
<p>Parental Engagement:</p> <p>Phonics and reading Workshops</p> <p>Maths Workshops</p> <p>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>	1, 2, 4
<p>Uniform support for pupil premium children.</p> <p>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>	3
<p>All pupils have a 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>	3

Total budgeted cost: £ 35,843

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.

IMPACT

Quality of Teaching:

PP Progress for end of year 2021:

YR No PP chn in this cohort

Y1 (2 children)

50% RWM expected progress

Y2 (5 children)

100% made expected progress in Reading

20% made more than expected progress in Writing

40% made expected progress in Writing

100% made expected progress in Maths

Y3 No PP chn in this cohort

Y4 (5 children)

40% made more than expected progress in Reading, 60% made expected progress

80% made expected progress in Writing

20% made more than expected progress in Maths, 80% made expected progress

Y5 33% made more than expected progress in Reading, 66% made expected progress

100% made expected progress in Writing

66% made expected progress in Maths

Y6 100% RWM expected progress

55% of PP achieved ARE in Writing (No GDS)

75% of PP achieved ARE in Maths (No GDS)

Challenge 1: Reading expected progress is now 100%. However, 29% disadvantaged children still not achieving ARE in reading due to poor oral language skills and more disadvantaged children need to achieve GD in reading (currently only 1 child achieved GD Reading)

75% of all PP children achieved ARE+ in Reading. We had aimed for 61%.

10% of all PP children achieved GDS in Reading – we had aimed for 20%.

	NATIONAL	All Pupils	PP children
Y1 Phonics		60%	50% (1/2)
Y2 Reading ARE +	68%	71%	80% (4/5)
Y2 Reading GDS	18%	0%	0%
Y6 Reading ARE +	74%	63%	60% (3/5)
Y6 Reading GDS	28%	17%	0%

PP children in Y1 phonics are broadly in line with all pupils, but % is lower than expected. The implementation of RWI in January 2022 will see a more desirable impact this year.

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, but % is lower than national. It is worth noting that the 2 children in Y6 and the 1 child in Y2 that did not achieve ARE are on the SEND register.

PP children are not achieving GDS

Challenge 2: 42% disadvantaged children in writing are not achieving ARE due to limited vocabulary, weaker fine motor skills & incorrect letter formation.

55% of all PP children achieved ARE in Writing – we had aimed for 61%.

No PP children achieved GDS in Writing

	NATIONAL	All Pupils	PP children
Y2 Writing ARE +	59%	57%	40% (2/5)
Y2 Writing GDS	8%	0%	0%
Y6 Writing ARE +	69%	58%	60% (3/5)
Y6 Writing GDS	13%	0%	0%

Challenge 3: 72% disadvantaged children show low resilience and perseverance skills.

All PP children had a half term of Forest School Sessions and access to nurture sessions in the nature garden.

3 of the PP children had regular ELSA sessions and 1 PP child had Play Therapy sessions.

These strategies have begun to develop children’s resilience and perseverance skills, with one child saying that they no longer have anxiety worries and others demonstrating positive learning behaviours in class.

The more focused whole school implementation of TRICK Box and the new Characteristics of Learning Characters will continue to develop this in the next year. This will be developed alongside the reviewed Behaviour Policy, which will include TIS strategies.

Challenge 4: Attendance end of 2020 is 92.5% (below national 96%) July 2021 = 96.3% (not including lockdown). Concern for disadvantaged persistent absentees.

PP children’s attendance Sept 21 – July 22 improved from end of 2020 to 94.97%. This is slightly below national but broadly in line with non-pupil premium children at 95.16%. Attendance was low during Spring Term 2022, due to a COVID influx.

Externally provided programmes

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

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
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">● 75% Year 1 Service children achieved the expected phonics standard● Children have developed confidence in recognising and talking about their progress and next steps● ELSA has enabled the children to build their resilience and feel more secure and confident, resulting in a more positive social and emotional wellbeing.