

## 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	159
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	30/10/21
Date on which it will be reviewed	Feb 2022
Statement authorised by	G Christopher
Pupil premium lead	K Cheeseman
Governor / Trustee lead	W Sheldon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,555
Recovery premium funding allocation this academic year	£ 5,069
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 30,624

# 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	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) .
2	42% disadvantaged children in writing are not achieving ARE due to limited vocabulary, weaker fine motor skills & incorrect letter formation.
3	72% disadvantaged children show low resilience and perseverance skills.
4	Attendance end of 2020 is 92.5% (below national 96%) July 2021 = 96.3% (not including lockdown). Concern for disadvantaged persistent absentees.

## 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
50% disadvantaged children will make <b>more</b> than expected progress in Reading and writing.	<ul style="list-style-type: none"><li>○ 50% of children in Yr1-Y6 in receipt of PP funding will achieve more than expected progress in at least one areas.</li><li>○ Children will be able to talk about their progress and next steps</li><li>○ Progress will be evident from looking at their books</li><li>○ 39% PP children are identified to achieve GD in at least one area.</li><li>○ Vocabulary analysis of PP children's work identifies improvement in their use of Tier 2 vocabulary.</li></ul>

<p>61% disadvantaged children will achieve the expected ARE attainment in all areas.</p>	<ul style="list-style-type: none"> <li>○ 61% of children in Yr1-Y6 in receipt of PP funding will make ARE attainment.</li> <li>○ Children will be able to talk about their progress and next steps</li> <li>○ Progress will be evident from looking at their books</li> <li>○ Attainment for PP children will be in line with national data</li> <li>○ HLTA support deployed to support interventions Aut term.</li> </ul>
<p>20% disadvantaged children to make greater depth (GD) in reading.</p>	<ul style="list-style-type: none"> <li>○ Power of reading programme provides quality reading material which supports disadvantaged children in achieving GD</li> <li>○ HLTA specialist reading group enables disadvantaged children to achieve</li> </ul>
<p>Disadvantaged children equipped with higher resilience and perseverance skills</p>	<ul style="list-style-type: none"> <li>○ Trick box resilience programme implemented and having impact by giving children techniques and tools to manage and self-regulate their emotions.</li> <li>○ Growth Mindset strategies are developed consistently across the school using the class dojo programme to measure success.</li> <li>○ ELSA programmes and FS sessions will enable children to build their resilience and feel more secure and confident, resulting in increased social and emotional wellbeing.</li> <li>○ Mental health and well being resources – play therapy sessions.</li> </ul>
<p>Attendance of disadvantaged children will be at least in line with the national average.(currently 92.5%)</p>	<ul style="list-style-type: none"> <li>○ Open communication with parents enables all to be clear about individual's aspirations and how this can be achieved.</li> <li>○ At least 96% Children in receipt of PP attend school on a regular basis and arrive on time</li> <li>○ Involvement in outdoor learning activities and FS sessions will motivate children to attend school on a regular basis</li> <li>○ Access to 'Early Birds and Late Owls' will enable children to improve attendance and be 'school ready'</li> <li>○ Termly 'Traffic Light' attendance letter will ensure parents understand how their child's attendance can affect their attainment</li> <li>○ Termly attendance awards involves extra playtime minutes (full school attendance days) to reinforce the importance of school attendance</li> </ul>

## 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: £4,900

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
4 x Short burst writing refresher training sessions for teaching staff with Pie Corbett to help devise toolkit progression throughout the school.	Short-burst writing has an impact on vocabulary acquisition and adds levels of complexity to engage the reader. (Talk for writing)	2
Training and implementation of Power of Reading for all teaching staff.	The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.	1
Daily Timetabled vocabulary lessons to widen use and understanding of tier 2 vocabulary	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)	2

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

Budgeted cost: £12,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive 1:1 & group programmes in place 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)	2,3
Small focus groups to work on challenge and greater depth writing workshops & 'Pirate writing' intervention.	As above	2,3
1:4 Group Tuition Recovery Programme (Y5 & 6)	As above	1,2,3

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

Budgeted cost: £13,474

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 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
Well-being activities: nature garden den building, board games; cookery activities.	As above.	3

**Total budgeted cost: £ 30,624**

## 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.

#### **IMPACT**

##### **Quality of Teaching:**

PP Progress for end of year 2021:

YR 100% RWM expected progress

Y1 100% RWM expected progress

Y2 No PP children in this cohort

Y3 100% RM, 40% not made exp progress in writing.

Y4 100% RWM expected progress

Y5 75% RW, 75% M expected progress

Y6 100% expected RW, 40% not made exp progress in M

Y1: 60% made more than exp progress in Reading, 40% more than exp progress in writing & Maths

Y3: 20% made more than exp progress in Reading

As a result of new phonics and reading initiatives this year, PP have achieved higher than 'others' in this subject.

Training days dedicated to Rosenshine Principles & 'Closing the Gap;' Vocabulary training through English Hub. As a result, QFT involves daily, weekly monthly review sessions to improve working to long term memory skills; probing questions to develop language acquisition; 10 min timetabled daily vocabulary sessions across all years linked to story & class novels.

##### **Targeted Support:**

54% PP children achieved Combined ARE – we had intended for 61% to achieve this.

The 200 signature reading champion award has motivated pupils in regular reading and encouraged the PP children to talk about favourite books in small groups and to their classes. 100% PP children have made expected progress in reading. 71% PP children have achieved ARE/+ in Reading.

### **Wider Approaches:**

Trick box resilience programme completed April 2021 and one trial term complete. ted and having impact by giving children techniques and tools to manage and self-regulate their emotions.

Forest schools & ELSA continue to have a positive effect on children within this group (evidence shown from start & exit point assessment)

Play therapist has given support for those children who tend to bottle things up and find it difficult to offload anxiety.

PP Attendance = 96.3 % = is in line with National (96%) although this figure does not include Lockdown figures so will need to be sustained and revisited next year.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Trick Box	Trickbox.co.uk
Play Therapy	British Association of Play Therapists

## **Service pupil premium funding**

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"><li>• Accelerating progress and improving attainment in reading, writing and maths (extra language support sessions for those with EAL).</li><li>• The Government Catch up programme was used to close the gap for Service children who are not making expected progress.</li><li>• Strategies used to build self esteem.and resilience</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• 100% Year 1 Service children achieved the expected phonics standard</li><li>• Children have developed confidence in recognising and talking about their progress and next steps</li><li>• 72% progress is evident in reading ages (12 months +progress)</li><li>• ELSA has enabled the children to build their resilience and feel more secure and confident, resulting in a more positive social and emotional wellbeing.</li></ul>