

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	Our Lady & St Joseph
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	50 pupils (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 22 nd 2021
Date on which it will be reviewed	November 22 nd 2022
Statement authorised by	Head and Chair
Pupil premium lead	Emma Barraki/Sarah Woodhouse
Governor / Trustee lead	Julian Vennis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,252
Recovery premium funding allocation this academic year	£7,599
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	£N/A Voluntary Aided School

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady & St Joseph our key objective is to ensure all our pupils, including those who are disadvantaged, are given the opportunities and tools to succeed in their early education. Quality first teaching is supported by a range of evidence based interventions and initiatives to enable pupils to develop the skills, both academic and social, to succeed in their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with staff, pupils and families have highlighted social and emotional difficulties including high levels of anxiety and difficulties with emotional regulation. This has had an impact on children's readiness to learn and lower levels of sustained concentration. Limited social opportunities heightened by school closures have particularly affected disadvantaged pupils.
2	Poor/ Low initial assessment in reading, writing.
3	Limited enriched experiences in comparison to peers. Oracy/vocabulary.
4	Impact of school closure due to Covid-19
5	Parental engagement in support for learning

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
Narrow gaps and ensure that there is no gap between DA and non-DA students.	High quality teaching and consistent interventions. Additional support for core subjects in focused Year group. Parental engagement Effective use of pupil information to identify underachieving groups
Improve reading age of DA students who are below chronological reading age.	Ensure a systematic synthetic phonics program 'Floppy's Phonics' is being taught

	<p>through structured consistent approach.</p> <p>Daily phonics sessions, whole class supported reading and additional interventions.</p> <p>To facilitate progress in reading and writing.</p>
<p>To monitor the mental health and wellbeing of pupils with the support of external agencies including WAMHS, PHE and LA.</p>	<p>Regular staff meetings and CPD to increase awareness of pupil's mental health and wellbeing needs.</p> <p>Regular vulnerable pupils group meetings.</p> <p>To implement the new RSE program in consultation with parents.</p>
<p>DA student to experience a creative enrichment program.</p>	<p>Small group/ 1:1, tuition eg. Saxophone, piano, flute, clarinet and drumming.</p> <p>Access to an instrument and high quality music instruction.</p> <p>Opportunities to perform enhancing confidence and sense of achievement through a concert.</p>

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: £2,003.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor – ELSA course	The ELSA course is an evidence-informed, nationally recognised approach to supporting children and young people with a range of social and emotional needs. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.	1, 3, 4
CPD – WellComm speech and language assessment	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an impact rating of +6 on the EEF teaching and learning toolkit.	1, 4
CPD – phonics training (teachers and support staff) 1 hour each	Phonics is rated as having a high impact for very low cost based on very extensive evidence. Phonics has an impact rating of +5 on the EEF teaching and learning toolkit.	2
Edel – HLTA course		4
Vanessa – NELI training	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an impact rating of +6 on the EEF teaching and learning toolkit.	1, 3, 4
CPD – sharing best practice		2

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

Budgeted cost: £49,248.00

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
1:1 toe-by-toe (Year 5)	One to one tuition is rated as having a high impact for moderate cost based on moderate evidence. It has an impact rating of +5 on the EEF teaching and learning toolkit.	2
1:1 reading bottom 20%	One to one tuition is rated as having a high impact for moderate cost based on moderate evidence. It has an impact rating of +5 on the EEF teaching and learning toolkit.	2
1:1 language for thinking (Year 1)	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an impact rating of +6 on the EEF teaching and learning toolkit.	3, 4, 5
1:1 phonics interventions (Year 1)	Phonics is rated as having a high impact for very low cost based on very extensive evidence. Phonics has an impact rating of +5 on the EEF teaching and learning toolkit.	2, 4
Year 1/2 – Box clever group	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an impact rating of +6 on the EEF teaching and learning toolkit.	3, 4, 5
Colourful semantics	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an impact rating of +6 on the EEF teaching and learning toolkit.	2
Daily supported reading	Teaching reading comprehension strategies have a very high impact for very low cost based on extensive evidence. It has an impact rating of +6 on the EEF teaching and learning toolkit.	2
Small group writing	Small group tuition has a moderate impact for low cost based on moderate evidence. It has an impact rating of +4 on the EEF teaching and learning toolkit.	1, 2
Small group tuition within Y3 class (English/Maths)	Small group tuition has a moderate impact for low cost based on moderate evidence. It has an impact rating of +4 on the EEF teaching and learning toolkit.	1, 2, 3, 4, 5
Small group maths	Small group tuition has a moderate impact for low cost based on moderate evidence. It has an impact rating of +4 on the EEF teaching and learning toolkit.	1, 2
Lunchtime language group	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an	2

	impact rating of +6 on the EEF teaching and learning toolkit.	
Lunch time book club	Teaching reading comprehension strategies have a very high impact for very low cost based on extensive evidence. It has an impact rating of +6 on the EEF teaching and learning toolkit.	1, 2, 3, 4, 5
WellComm language groups EYs/KS1	Oral language interventions are rated as having very high impact for very low cost based on extensive evidence with an impact rating of +6 on the EEF teaching and learning toolkit.	1, 3
Rapid Dyslexia screening – identification of need	‘The reading framework: teaching the foundations of literacy’ (DfE, 2021) highlights the fundamental importance of improving reading standards. Early identification of literacy difficulties, including dyslexia, helps ensure all children are given the best possible chance at becoming accomplished readers.	2

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

Budgeted cost: £18,547.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – 1:1 emotional support.	Social and emotional learning has a moderate impact for very low cost based on very limited evidence.	1
CPD – zones of regulation	Metacognition and self-regulation is rated as having a very high impact for very low cost based on extensive evidence with a rating of +7 on the EEF Teaching and Learning toolkit.	1, 4
Breakfast club provision	Extending school time has a moderate impact for moderate cost based on a moderate evidence base. It is rated as +3 on the EEF teaching and learning toolkit.	1, 2, 4, 5
Music – small group and 1:1 tuition	Evidence suggests that arts participation has a moderate impact for very low cost based on moderate evidence. It has an impact rating of +3 on the EEF teaching and learning toolkit.	3
WAMHS/MHST support	Social and emotional learning has a moderate impact for very low cost based on very limited evidence.	1, 4

Regular vulnerable pupils group meeting		1, 4
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Total budgeted cost: £70,413

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.

During the 2020-2021 academic year, children did not sit any statutory assessments. As a school, we continued to assess pupils using standardised teacher administered tests including past phonics screening checks and past SATs papers. All teacher assessments are moderated in school during pupil progress meetings to ensure accuracy and consistency across the key stages.

50% of disadvantaged pupils in the EYFS achieved a good level of development. 80% of disadvantaged pupils in Year One achieved a pass mark in their phonics screening check (2019 paper). In Year Six, 57% of disadvantaged pupils were working at age-related expectation across reading, writing and maths, with 14% of pupils being assessed as working above age-expectation in reading and maths. In Year 6 there was a much narrower gap between those achieving age expectation and those working towards age-expectation in maths compared to writing, where the gap was much wider.

Maths is identified as an area of strength in the whole school data with 56% of disadvantaged pupils working at age expectation, 32% of which were working above age expectation. Working at greater depth in writing is highlighted as an area for development.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.