



St Joseph's Catholic Primary School, Exmouth

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."

(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 Primary School, Exmouth
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	N Taylor-Bashford
Pupil premium lead	N Taylor-Bashford
Governor / Trustee lead	L Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865 - 2021-2022 £30,470 – 2022-2023
Recovery premium funding allocation this academic year	£2,465 – 2021-2022 £4,930 – 2022-2023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – 2021-2022 £0 – 20220-2023
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	£25,330 – 2021-2022 £35,400 – 2022-2023

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

At St Joseph's our strategy is underpinned by the seven building blocks of success identified by the National Foundation for Education Research (NFER) in its November 2015 report, Supporting the Attainment of Disadvantaged Pupils:

Articulating success and good practice:

- Promoting an ethos of attainment for all pupils.
- Having an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
- Focusing on high quality teaching first rather than on bolt-on strategies and activities outside school hours;
- Focusing on outcomes for individual pupils.
- Deploying the best staff to support disadvantaged pupils; develop skills and roles of teachers and teaching assistants
- Making decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points;
- Having clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff.

Principles

- To ensure all PP children have the same access to school life – academically and socially as non-PP children.
- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are regularly 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 and that there are pupils not in receipt of the funding who are equally socially disadvantaged.
- Pupil Premium funding will be allocated according to need which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals may be in receipt of pupil premium interventions at one time.
- Early identification of barriers and need is paramount.

Strategies

- A focus and aspiration on supporting all our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving academically and reasons for this.
- Using research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own observations to allocate the funding to the activities that are shown to have highest impact weighed against cost impact.
- Quality First Teaching is paramount.
- Allocating most qualified staff to teach intervention groups.
- Use assessment regularly to check how interventions or strategies are working and adjust accordingly.
- Provide high quality training for staff.
- Systematic focus on giving pupils clear, purposeful feedback about their work. Ensure all pupils are clear on their next steps and how to achieve them.

- Senior Leadership Team and governors have a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils. Strategy published on website. Governors question and challenge to ensure funding is having highest impact.
- Class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- HT and SENDCo provides targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil achieving highly.
- A clear and robust appraisal system for all staff including discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of data shows that disadvantaged children are working below national compared to non-disadvantaged pupils, especially in writing, EYFS, phonics and achieving greater depth.
2	The attendance of our PP children is below that of non-disadvantaged pupils (94.38% compared with 96.83%)
3	Social and emotional issues affect the wellbeing and progress of learners including those eligible for PP. Levels of resilience, self-esteem and aspects of social, emotional and mental health are not as strong as they could be for some pupils often due to external factors. Weaknesses in learning behaviours have a detrimental effect on academic progress, e.g. lack of independence leads to an over-reliance on adults, children displaying reticence to risk taking and feeling defeated when faced with challenging tasks.
4	Parents in receipt of PP at times have financial difficulties meaning the children do not always receive broadening experiences in the wider community.
5	Social and emotional needs of particular children lead to poor self-regulation skills. This impacts on their ability to work collaboratively and to accept a degree of challenge in their learning. They find conforming to the behaviour expectations in school difficult.
6	Parental aspirations and ability to support learning. Our most vulnerable families struggle with parental mental health difficulties or chronic illness. Some of our families need support in providing consistent parenting routines and this can impact on attendance, punctuality, homework etc. This has had a particular impact on children's progress due to school closures and lower engagement in remote learning.
7	PP children are coming in to school with lower levels in oracy.

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
<p>Good provision for emotional and social development impacting positively on the mental health, behaviour and well-being of all of our pupils. Staff to identify pupil's gaps and barriers to learning and help overcome these through careful, targeted support. Pupils in receipt of pp to have a growth mind-set with high levels of resilience and self-esteem with strong, positive learning behaviours. They will be ready to learn in class. Children in receipt of pp to have high aspirations for their future. This in turn to increase the children's academic attainment and progress with 60% PP children reaching ARE.</p>	<p>Children to be able to verbalise their feelings rather than let them influence their behaviour negatively. Pupils to be able to work independently and take risks with their learning and persevere when they find things difficult. The outcomes for these pupils will include their increased participation in class, reduction in anxiety and friendship/ social issues and better social integration. Children to understand that if they work hard they can achieve highly regardless of external circumstances. 60% of PP children to reach ARE.</p>
<p>An increased proportion of disadvantaged pupils achieving the expected standard and greater depth in reading, writing and maths.</p>	<p>Analysis of data to demonstrate an increase in pupils achieving age expected standards or greater in reading, writing and maths across the school, in comparison to the percentages of pupils at the start of the academic year.</p>
<p>An increased proportion of Pupil Premium pupils make accelerated rates of progress in reading, writing and maths.</p>	<p>Analysis of progress to illustrate that an increased number of pupil premium pupils have made accelerated progress in reading, writing and maths compared to the previous academic year.</p>
<p>Higher rates of progress in writing for high attaining pupils eligible for PP.</p>	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the MAT. 60% of PP children to be working at ARE. 11% of PP children to be working at GD.</p>
<p>Full participation in forest school and outdoor play equipment. As clubs reopen improved participation in the wider life of the school for PP children e.g. music lessons, after school clubs, sports clubs which will then raise self-esteem and improve mental well-being (link to outcome A). It will also increase their desire to attend school (link to outcome D)</p>	<p>All pp children to have a term of forest school and to have represented the school at an event and taken part in an extra-curricular activity. All pp children to access outdoor play equipment daily. Children to develop more resilience, greater self-esteem, social skills and then to find it easier to concentrate and to work within the classroom setting.</p>
<p>Increased attendance rates for pupils in receipt of PP. Parents and children to be aware of the importance of good attendance in school and to value the education provided. Meetings to be held with EWO and parents as soon as attendance level drops below 90%. For parents to engage with the school and work with the school to benefit the child.</p>	<p>To reduce the number of persistent absentees among pupils eligible for pp. Overall attendance of PP children to improve from 94.38% to 96%. For parents to be working with the school so the child can reach their full potential.</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: £8,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and planning programme for teachers in reading and phonics to support children, particularly those in FSU & KS1	Reading planning support – CLPE Power of Reading. Little Wandle phonics. DfE validated programme and training for staff. EEF – High impact for relatively low cost based on extensive evidence. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 7
Take part in the Plymouth Oracy Project across the curriculum, to develop pupils' use of language, their ability to express key ideas and to extend their vocabulary. We will fund additional resources where necessary and ongoing training.	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, 5
CPD on meta cognition strategies and activities to use in class to boost resilience and self-esteem.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognition and self-regulation, high impact for low cost based on extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 3, 5
Forest School leader. Children to have a term of forest school which will boost self-esteem and attendance.	EEF – Outdoor learning, moderate cost for high impact Proven research that children who have increased participation in outdoor activities that they engage with are more willing to attend school and have better outcomes academically and emotionally. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	2, 3, 4, 5

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
<p>Enhancement maths teaching and curriculum planning, in line with DfE and EEF guidance. We will make use of Power Maths to continue to develop the 'mastery' approach.</p> <p>We will fund additional resources and teacher time to embed key elements of guidance in school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,6

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

Budgeted cost: £18,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics/Spelling interventions</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF – Phonics High impact for relatively low cost based on extensive evidence.</p> <p>EEF – small group tuition – moderate impact for low cost</p>	1, 7
<p>Oral language interventions for children in EYFS</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – very high impact for low cost based on extensive evidence.</p>	1, 7
<p>Individual and small group teaching and interventions, to address gaps children (including SEND and high attainers) in Reading/Writing/Maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>To provide extra support to increase and maintain high attainment. Small group interventions with highly qualified staff</p>	1

School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>have been shown to be effective, (Visible Learning by John Hattie and the EEF Toolkit). Combine this with 'aspiration' interventions such as talks from successful former pupils.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Weekly small group pastoral and behaviour support	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF – moderate impact for moderate cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 5

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club and snacks provided for PP children as required	Our own observations show that some PP children come in late and not ready to start the day. Coming to Breakfast Club first allows them to eat breakfast and settle before the school day starts.	2, 4, 6
Financial support to cover 50% of trips and residential costs and school uniform.	Children will have access to full curriculum. Children will be wearing correct uniform and know they 'belong' and are not different.	2, 4, 6
Meetings with parents, letters, engagement of EWO, coffee mornings.	EEF – parental engagement Increased parental engagement means raised attendance for pp children and engagement with learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4, 6
SENDCO to meet with parents and set up activities such as Lego club to support children	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 – moderate impact for low cost	2, 3, 4, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
<p>To monitor the attendance of disadvantaged pupils with EWO and as a result, implement a range of strategies including school counsellor, play therapy, Education Welfare Officer, Educational Psychologist. This will be based on guidance in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>In March 2016, the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A*-C and explains that pupils with persistent absences are less likely to attain at school.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2, 4, 6
<p>Use of a professional school counsellor to support children on with their social, emotional, and behavioural needs following COVID 19 lockdown.</p> <p>Work with families to support the needs of the pupil's wider support network, as well as individual intervention in school.</p>	<p>In addition to the school's own evidence of impact from previous years, the EEF's Teaching, and Learning Toolkit suggests 4 months additional progress through social and emotional intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4, 6

Total budgeted cost: £35,400

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.

Quality of teaching:

Last year's Pupil Premium strategy was monitored by senior leadership and the Multi Academy Trust. Teaching and assessment continued to be disrupted by COVID-related absences for both staff and pupils. These absences resulted in some specific year group closures. The school continued to deliver a high-quality curriculum, by ensuring all pupils were able to access learning if they were absent from school. This was carried out by the loan of devices and google classroom.

Targeted support:

Due to high levels of staff absence over the year and the lack of supply staff not all the planned interventions were able to take place. Interventions that did take place were reviewed by the teachers, SENDCo and SLT.

PP children expressed that they liked the academic interventions as they liked the small group or 1:1 support. They felt this then helped them to access their learning in class.

PP children expressed how having some time out of class to talk to someone pastorally enables them to concentrate and focus more easily in class. Teachers report that when PP children return to class from being out that the children are more engaged and positive helping them to make more progress academically. Academic interventions have taken place where possible and an increase in ARE and GD shows them to be effective.

There are pupils who still require additional support, which will continue this year.

PP Data July 2022:

Reading - 50% ARE, Writing - 44%, Maths 42%

Not split down further as due to low numbers could make pupils identifiable.

Other approaches:

The Headteacher had regular meetings with the EWO and wrote letters to PP parents where attendance has dropped below 95%. Primarily as a result of the absences above and other illness, attendance remained low. However, the school was comparable to others for attendance within the Local Authority and attendance was monitored closely throughout the year with the Education Welfare Officer. Attendance increased but not to above the target of 96%.

Following parental/carer pastoral concerns around family finances and mental health concerns, we used funding to provide support for families to support positive mental health, which we will continue with, as detailed in the plan.

The use of a professional counsellor has meant that many of our children have received 1:1 weekly support. A group for young carers has also been set up which has supported our pp children who are also young carers. The counsellor has also set up after school activities for the children and liaised with their transition to secondary reducing the absences in school due to them feeling safe and supported here. The counsellor has also worked with pp families to look at how the support they need and to help them with their own mental health.

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?	We observed children struggling when parents were deployed so we offered support from a counsellor and purchased books especially designed for service children.
What was the impact of that spending on service pupil premium eligible pupils?	The children and parents' feedback that the counselling was beneficial in giving the children time to discuss their feelings meaning they could then go back to learning without disruption. The children appraised the books as they felt they were 'special' to them and understood how they felt.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.