

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 Joseph's Catholic Primary School Dinnington
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Atkinson (Head of School)
Pupil Premium lead	Dawn Hudson
Governor / Trustee lead	Martin McDonagh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,285
Recovery premium funding allocation this academic year	£7,685
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	£83,970

Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's Catholic Primary School we believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our pupil premium grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

It is important to understand the demographic of our Pupil Premium cohort. Analysis of Pupil Premium children shows that although only 9% of the general school population have Social Care involvement, this rises to 40% for Pupil Premium children. Similarly, 32% of the whole school are on the SEND register, but this increases to 39% of Pupil Premium children. Our aim is to ensure that all our pupils are able to access the educational opportunities available to them and to ensure that no child is disadvantaged by a deficit in cultural capital, speech and language or lack of parental support. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and Early Help intervention or those who are Young Carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We do this by ensuring that:

- All staff are aware of who our disadvantaged children are; not just within their class, but across the school.
- All disadvantaged children benefit from the funding, not just those who are underperforming academically.
- All interventions implemented in school are research based (Such as EEF Toolkit) to support us in determining the strategies that will be most effective. In order to ensure that the use of the pupil premium grant is used in the most effective way for our pupils

We use our expert knowledge of our individual pupils; our expert knowledge of pupil needs as a collective and attainment data from previous years.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

- Quality First Teaching is essential to ensure progress for ALL pupils
- All staff (Teaching and Support Staff) have access to and engage fully with high quality-research led CPD, linked to our priorities, to ensure systemic quality first teaching.
- Targeted Academic Support. When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes pre and post teaching same day interventions (SDI), small group tuition for targeted pupils, and, where necessary, one-to-one support.
- Wider Strategies. Every child will have the opportunity to access a full curriculum, including school visits, as well as having a range of enrichment activities beyond their

normal curriculum. The school aims to ensure that during an academic year, a wide range of opportunities are offered.

Staff will monitor closely the uptake of activities to ensure that key groups of children, such as SEND or disadvantaged, are benefitting from what we offer.

We are following a three-year approach to the review process of this strategy which allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the pupil premium grant, and their progress towards achieving these targets is analysed during termly pupil progress meetings. All relevant information is shared with subject leaders, the SENdCo and parents. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy and with regard to any new guidance and evidence of best practice that becomes available.

The Head of School and Pupil Premium Lead and Pupil Premium designated governor are responsible for ensuring a pupil premium strategy is always in effect.

Challenges

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

Challenge number	Detail of challenge
1 Reading Fluency / Reading for Pleasure	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency than their peers. This negatively impacts their development as readers.</p> <p>Lack of access in homes to high quality texts; role models for reading aloud or how to read with children 1:1</p> <p>Staff have limited knowledge of current Children’s RfP texts and need a wider repertoire to share with children in class to encourage good reading habits.</p>
2 Speech and Language inc vocabulary	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oracy and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Poor oral language and communication skills. Language acquisition deficits - Diagnostic screening and then interventions for those not attending appointments. Vocabulary – EEF guidance (Improving</p>

	Literacy KS1 and 2 and Preparing for Literacy) Activities are required daily for overlearning (pre-teaching) to extend vocabulary (Mastery and Ark Curriculum +, NELI Programme EYFS)
3 Mental Health and Wellbeing and Safeguarding	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 30 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (18 of whom are disadvantaged) receiving small group interventions.</p> <p>Many Pupil children are also on the SENd register and there is an increasing amount of children developing SEMH worries.</p>
4 Cultural Capital	<p>Cultural capital is low, there are children without books at home. Many children have limited experience of the world beyond Dinnington.</p> <p>On a recent visit to Rotherham Theatre (our local town theatre), the majority had never visited the theatre or town centre previously.</p> <p>Children's worldly knowledge is poor</p>
5 Low starting points of attainment	<p>Some children enter school with low levels of development and ability. This requires accelerated progress.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils was not impacted by partial school closures to a greater extent than for other pupils. These findings contradict national studies but are a reflection of our hybrid offer and school remaining open to the most disadvantaged pupils throughout the pandemic.</p> <p>However, we have noticed that in writing our disadvantaged pupils have fallen behind age-related expectations, especially in writing; with additional support with handwriting required across school from Y1 upwards.</p>
6 Attendance	<p>A high % of PAs are Pupil premium children. 50% of PP children have attendance of below 95%.</p> <p>Our attendance data over the last 2years indicates that attendance among disadvantaged pupils has been between 5.8% higher than for non-disadvantaged pupils. This is due to opening school for disadvantaged pupils during Lockdown 2 and attendance coding throughout the pandemic.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Quality teaching. Sutton Trust Report 2011 revealed effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.	All children receive high quality teaching and make good progress from their starting point
Improved reading attainment among disadvantaged pupils.	<p>To narrow the disadvantage gap for identified pupils so all pupils in 2024/2025 are at least meeting Age Related Expectations</p> <p>All children have access to high quality reading books at home and RfP increases across school</p> <p>Book Bag Books matched to SSP programme increase reading attainment in EYFs and KS1</p> <p>All children are off RWI programme by February in Y2 (2021/2022)</p> <p>Target for (2022/2023 is for December of Y2)</p>
Children are attending school more regularly	<p>Attendance improvement so that no PP children are classed as Persistent Absentees and are accessing their learning alongside their peers in class.</p> <p>All children have attendance at least in line with school target of 96%</p> <p>Anyone with attendance below 90% is referred and engaging with support from Early Help partners to improve attendance in line with LA attendance pathway guidance</p>
Speech and vocab Improved oral language skills and vocabulary among disadvantaged pupils.	Children no longer need to attend SaLT Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice

	<p>conversations, book scrutiny and ongoing formative assessment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - 90% participation in After School Clubs by Autumn 2023</p> <p>Fewer children referred to CAMHS. Or to Mental Health external partners for support.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>To raise attainment in writing across KS1 and KS2 in line with end of year expectations for each Year Group.</p> <p>Across school moderation shows significant progress in writing attainment and children working within Age Related Expectations for their year group.</p> <p>More children capable of Greater Depth due to impact of English Mastery and improvements in English teaching across school.</p>
<p>Cultural Capital of children is improved Knowledge and Understanding of World increased</p>	<p>All children have equal access to a rich and broad curriculum which provides a wealth of opportunities for all children participate in curriculum linked visits as part of wider curriculum in class.</p> <p>Opportunities for whole school experiences linked to British Values, Diversity, Mental Health and Well Being.</p> <p>Linked to our RfP agenda all children can see themselves represented in key texts across school be in linked to gender, cultural diversity, EAL, refugee status, accessing foodbanks- there is a book in school to reflect the growing diversity of our school community.</p> <p>All children given opportunity to access After School club throughout the year. Disadvantaged pupils are encouraged to attend and targeted for participation in festivals and events with external partners.</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

Budgeted cost: £ 51,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLE Support from LUTSA	Supporting teachers in pedagogy and specifically in Maths, English and Reading for Pleasure	1,2,5
Recruitment of Teacher for KS2 Catch Up	NTP funding 2020/2021 to be used to employ known teacher to work with small focus groups; whole classes to support Teaching and Learning.	1,2,5,
TAs to support teachers in classroom	EEF Making best use of Teaching Assistants	1,2,3,5
RWI Programme and support To continue to provide high quality daily phonics teaching across KS1 via RWI to secure stronger phonics teaching for all pupils.	Recommended SSP programme Continue as Partner School for 2021/2022 with St Wilfrid's English Hub (Phase 1 school). Ongoing Assessment of needs and targeted Support Programme fro English Specialist with termly support. Feedback from English Hub (2020/2021 evidenced this was highly effective in implementing RWI across school and raising standards)	2,5
TAs to deliver small group RWI work	RWI evidence Daily coaching for staff in RWI by Reading Lead to ensure consistency in approach and accountability of all staff Feedback from English Hub (2020/2021 evidenced this was highly effective in implementing RWI across school and raising stadnards)	2,5,

<p>TAs to deliver 1:1 interventions for RWI in KS1 and KS2</p> <p>KS2 Intervention Programme for daily catch up</p>	<p>RWI evidence (20%-2019 PSC 93% - 2021 PSC)</p>	<p>2,5</p>
<p>Purchase of standardized diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>-Pira, Puma, Gaps tests to be used in Y1, Y3, Y4, Y5 in Autumn, Spring Summer</p> <p>- Staff training on Access Arrangements and Maladministration to be led by SLT to ensure consistency across all year groups</p>	<p>5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Raising attainment of identified children through Maths Mastery interventions</p> <p>Staff CPD with MMSL and WRMH Specialists to ensure that quality first teaching is available across school and all staff deliver at least Good teaching with high expectations of all learners regardless of background or starting point.</p>	<p>1,2,4,5,</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>

Targeted academic support

Budgeted cost: £15,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff trained to implement NELI programme in EYFs and KS1	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:	2,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5

Wider strategies

Budgeted cost: £ 18,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Working in collaboration with RoSIS/ AfJ on Antibullying and Mental Health</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5,6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training for DSL and Attendance Officer</p> <p>Time for meetings with parents and attendance pathway monitoring</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5,6,3</p>
<p>Purchase of Birmingham Toolkit to support teaching staff in assessing and addressing SEND and SEMH needs of learners in their class</p>	<p>Birmingham Toolkit is widely recognised for it's accuracy and efficiency in supporting SENdCo and external agencies.</p>	<p>2,3,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 83,970

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher. This is largely due to the impact of leadership changes and School improvement initiatives in the past 18 months.

The previous PP strategy is not available for review but data outcomes show that across all subject areas PP children are now improving significantly better than previous years.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. At St Joseph's our pupils benefited from a remarkable hybrid offer and the school remained open to all disadvantaged pupils during the second lockdown so they were able to benefit almost fully from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Staff were very adaptable and accommodated online 1:1 sessions for RWI and small group interventions in class. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources so the offer for children at home mirrored that of those in the classroom.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. External providers continued with psychotherapy support and ELSA sessions continued remotely. A wellbeing phone line was set up for parents and children so that weekly check-ins occurred throughout the pandemic, which has only served to strengthen our school community.

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
Mastery English Maths Mastery	Ark Curriculum
Ark Curriculum + (History/Geography/Science)	Ark Curriculum
Charanga Music	Rotherham Music Service
Rocksteady Music	Rock Steady Music
Access Art	Access Art
TT Rockstars/Numbots	Maths Circle
PE	Qualitas PE