

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 Primary Catholic Voluntary Academy
Number of pupils in school	124 not including nursery
Proportion (%) of pupil premium eligible pupils	40.32% (50 pupils from Sept 2022) Funding based on 63.5
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs E McCullagh (Head Teacher)
Pupil premium lead	Mrs C McHugh
Governor / Trustee lead	Mrs J Begley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,790
Recovery premium funding allocation this academic year	£8,910 school led tutoring
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	£83,700

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop
- resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective high quality teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition, technology to support.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge – Academic Barriers
1	Low levels of Literacy – phonics, spelling, reading fluency and comprehension, writing composition
2	Poor language skills – through limited vocabulary and for some a second language
3	Low levels of Maths – lack of retention of knowledge and understanding of the basics within number
4	Poor knowledge and understanding of the wider community and world, lacking cultural capital
5	Limited home learning during lockdown
Challenge number	Detail of challenge – External Barriers
A	Home conditions – traumatic life experiences encountered regularly
B	Poor learning behaviours – struggling to self-regulate emotions and learning behaviours
C	Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders
D	Attendance – parents do not place importance on regular, punctual attendance.

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- Academic	Success criteria
Increase in pupils making expected progress in Phonics	<ul style="list-style-type: none"> • Narrowing the gap to reach expected National standard in Phonics screening
Increase in pupils making expected progress in fluency of reading and comprehension skills	<ul style="list-style-type: none"> • Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge.
Improved speech and language skills, with pupils having an increased vocabulary.	<ul style="list-style-type: none"> • Pupils improved comprehension skills. • Pupils able to be more creative with their use of language in their writing. • Pupils able to communicate more effectively between each other and adults.
Increase in pupils making expected progress in number skills in Maths	<ul style="list-style-type: none"> • Pupils narrowing the gap to reach expected National standard in number and place value in Maths (in each year group)
Pupils to be able to use calming and well-being strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours	<ul style="list-style-type: none"> • Fewer pupils accessing intensive daily support on a regular basis by family support worker, behaviour mentor and SLT. • Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress. • All staff to have accessed Trauma Informed practice training

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 £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching – consistent teaching approach and strategies across the school.</p> <ul style="list-style-type: none"> • Read Write Inc • Talk for Writing • TPC therapeutic training for new staff (refresher for others) • White Rose Maths • Blooms questioning to scaffold and support • Sufficient staffing for reading, writing and maths lessons to support the most vulnerable children further. • Ensuring that all relevant staff access training to deliver phonics, reading, writing and maths. • Read Write Inc phonics online package, sonar curriculum, white rose premium resources. 	<p>Due to the Covid 19 pandemic children have missed a large amount of school and this means opportunities to embed learning and access new learning have been hindered. In particular parents struggled to support with the delivery of phonics despite videos and weekly calls.</p> <p>The Read Write Inc system has been rigorously researched in relation to its benefits in the teaching of phonics through a systematic approach.</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_re_search_and_evidence_xbviibh.pdf</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7-year old's) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich</p>	<p>1, 2, 5</p>

<ul style="list-style-type: none"> Rosenshine's 12 effective principals for effective learning <p>CPD Opportunities to ensure that staff are constantly exposed to training and the latest updates.</p> <p>Research based staff CPD with subject leaders sharing expertise and strategies for the most vulnerable in all subject areas.</p> <p>Technology such as tablets, typing, talking postcards and clicker are used to allow all children to access all aspects of the curriculum.</p>	<p>literacy environment for early readers and are only one part of a successful literacy strategy.</p>	
---	--	--

	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reciprocal reading approach being used.</p> <p>Children have struggled to recall a large amount of their learning due to Covid19 and there is a need to ensure that they are supported in their learning through using methodologies that encourage retention and opportunity to re- view, repeat and recall learning whilst ensuring children who have less confidence have the scaffolding needed to access ARE curriculums despite the impact of the pandemic.</p> <p>The Rosenshine's 12 effective principals for effective learning is a researchedbased method that maximises cognitive capacity and aids the ability to retainand recall information that is taught through the use of structures.</p> <ol style="list-style-type: none">1. Daily review.2. Present new material using small steps.3. Ask questions.4. Provide models.5. Guide Student practice.6. Check for student understanding.7. Obtain a high success rate.8. Provide scaffolds for difficult tasks.9. Independent practice.	
--	---	--

10. Weekly and monthly review.




Rosenshine's principles have a solid evidence base to support their effectiveness. These strategies are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the children are expected to apply later. See the following document for evidence-based research information.

Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf

We use the Talk 4 Writing method for the teaching of writing across the school and this is a popular and well-regarded methodology which is researched based. Information around its impact can be read here: <https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf>

Talk for writing has a strong focus around oral work and the development of vocabulary whilst exposing children to exemplar texts that they can internalise and draw up to help them be successful in their independent writing. The collaborative structure approach of Talk for Writing is beneficial as children are able to support their partners to develop their learning further. Teachers will receive training so that they can design tasks and activities that promote effective and efficient collaborative tasks. The EEF research suggests that collaborative approaches in learning support staff to ensure additional 5 months progress on average when staff are trained effectively.

	<p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> <p>TPC therapeutic training We will ensure that all of the staff are trained in and utilise consistently trauma informed practice as these are best for the learners in our school. Through embedding these practices will be able to ensure that there is a reduction in the number of children who are in crisis or struggling to regulate effectively. The reduction of dysregulation has a positive impact on teaching and learning as children are more likely to thrive in a calm environment that allows for them to access learning.</p> <p>The TPC training package and award is recommended by the DFE and linksto medical/neurological research. https://www.tpctherapy.co.uk/our-work https://link.springer.com/article/10.1007/s12310-016-9184-1%23CR14</p> <p>Trauma informed practice is not necessarily a ‘behaviour intervention’ for individuals but a whole school approach for all children, the EEF suggests that this will have a 4-month improvement in progress. At St Joseph’s we believe that the introduction of trauma informed practice has been pivotal in how well our children engage in school life and learning.</p>	A, B, C, D 1,
--	--	------------------

Behaviour interventions

Moderate impact for low cost based on limited evidence

Cost 

Evidence 

Impact (months) 

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Interventions on same day, with pre-teaching. 	<p>White Rose Maths- Assessment for learning- Children gain additional support through the use of a fluid interventions. Small group maths teaching in KS2 to consolidate basics</p> <p>Pre and Post Learning opportunities based on accurate assessment(both summative and formative)</p> <p>Evidence of progress within books will show that children have had additional support as and when needed.</p> <p>Edukey intervention mapping shows targeted interventions which are short burst, measured research-based programs such as the plus one, power of two, precision teaching.</p>	3, 5
<ul style="list-style-type: none"> <i>Read Write Inc 1:1 coaching for children who struggle with early reading skills.</i> 	<p>The RWI programme recommends that children who are struggling to make expected progress access the 1:1 coaching materials in order for them to have further opportunity to practice their speed sounds.</p>	1, 2, 5

<ul style="list-style-type: none"> • <i>Increased capacity via Covid Catchup funding so that children are able to access more interventions across the school. These are able to meet individual needs of specific learners including SEND, EAL and LAC.</i> <p><i>Interventions to include regular CPD, extra hours paid training on targeted intervention strategies: Beat Dyslexia, Fresh Start, handwriting formation, Numicon support, small steps, one to one opportunities.</i></p>	<p>Working on individual targets will ensure these targets are met and therefore achieve accelerated progress.</p> <p>Staff supporting this work on a one to one basis.</p> <p>Academic mentor appointed to support in lessons so catch up and keep up but also to withdraw for focused targeted support on specific PLP targets.</p>	<p>1, 2, 3, 4, 5</p>
---	---	----------------------

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

Budgeted cost: £ 40,000

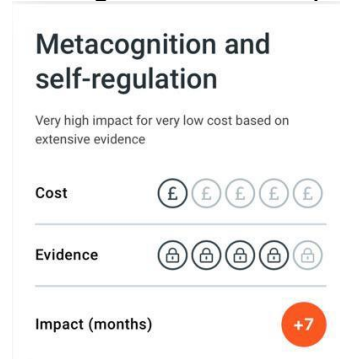
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide social and emotional support and wider opportunities</p> <ul style="list-style-type: none"> • Pupils to be able to use calming and therapeutic strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours. • Continue to embed trauma informed practice • Incredible 5 point scale introduced to key children • Research into zones of regulation • Breakfast for free for all pupil premium pupils. <p>A wide range of pastoral interventions including:</p> <ul style="list-style-type: none"> • Talk about intervention for specific pupils who need additional support in addition to the Therapeutic strategies already in place to understand social contexts and behaviour. 	<p>Pupils are having to cope with various traumas, as well as lack of warmclothing and meals at home. Providing food and warmth will help the pupils to engage more inschool. Evidence supporting this can be found below. https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=The%20findings%20demonstrated%20that%20habitual,%2Deconomic%20status%20(SES).</p> <p>We provide our children with breakfast every morning from a small portion of our pupil premium budget to ensure that our pupils basic needs are met. Breakfast club for all children mostly paid through funding from Greggs</p> <p>Many of our children have experienced childhood ACES have attachment issues meaning that they are already at disadvantage when they arrive at our setting. This means that there is a significant barrier to learning before children are ready to access learning. Many of our pupils need further nurturing to help to support their emotional well-being. Sadly, due to the Covid 19 pandemic more of our learners have been exposed to the childhood Ace's and our expenditure with PP will reflectthis.</p> <p>Overview of ACEs- Adverse Childhood Experiences</p> <ul style="list-style-type: none"> • domestic violence. • parental abandonment through separation or divorce. 	<p>A B C</p>

<ul style="list-style-type: none"> • Chatty bugs for children who need a small group pastoral time to talk whilst creating. • Emotional coaching on a 1:1 basis with the behaviour mentor to support children in recognising and managing their feelings and emotions over the TPC structure. • Sensory circuits to support children's access to learning but offering them a movement break to alert, organise and then calm them to support their learning in class. 	<ul style="list-style-type: none"> • a parent with a mental health condition. • being the victim of abuse (physical, sexual and/or emotional) • being the victim of neglect (physical and emotional) • a member of the household being in prison. • growing up in a household in which there are adults experiencing alcohol and drug use problems. • ACEs have been found to have lifelong impacts on health and behaviour and they are relevant to all sectors and involve all of us in society. An ACE survey with adults (2019) found that compared to people with no ACEs, those with 4 or more ACEs are more likely to <ul style="list-style-type: none"> • have been in prison • develop heart disease • frequently visit the GP • develop type 2 diabetes • have committed violence in the last 12 months • have health-harming behaviours (high-risk drinking, smoking, drug use). <p>When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.</p>	
---	--	--

At St Joseph's we believe that ensuring that we meet our learners SEMH needs is critical to support them in being able to access learning. WE have achieved the TPC award and will continue to embed this good practice. All new staff will be exposed to the training materials.

Pupil Premium monies will also be spent on developing our setting so that we have a low level of arousal in our environment. All classrooms follow a non-negotiable checklist which includes low level lighting, neutral and pastel colour themes. Staff ensure that wall displays do not have too much information on them to prevent cognitive overload. Our children have access to regulation resources which are sensory, and all classes have a box of these resources. A number of children who have a higher level of need have individual resources.

Ensuring that our learners have the ability to self-regulate and have a basic understanding of metacognition has on average 7 months of progress according to EEF research.



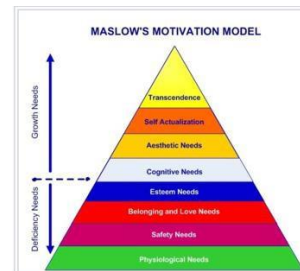
Timetabled and focused support for wellbeing is evident within the school and we have a range of wave 2 and 3 SEMH interventions to support the needs of our learners.

On average, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. This is measured LA SPOT tool.



Support to buy school uniform if necessary is available to our families. By doing this we make sure that our children's basic needs are met.

We are very aware that when children's basic needs aren't met, they are less likely to be able to access their learning. Maslow's hierarchy of needs (1943) clearly shows that we must ensure that our learners have their basic and emotional needs need to be met before we can access learning and cognition.



<p>Attendance meetings. Our family support worker and office team work with the EWO to identify children who have fallen below 98%. Families with children below 98% are sent a letter. Between 96-90% are asked to meet with our FSW if they wish or call to discuss, below 90% are asked to arrange an appointment with our FSW and EWO.</p>	<p>Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C <p>Pupils with persistent absence are less likely to stay in education. Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. 	<p>D</p>
--	---	----------

Total budgeted cost: £ 150 000

This is over the allocated costs and is supplemented via school budget as all children benefit from certain approaches.

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

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the attainment and progress of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated, particularly in Maths.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 0.62% higher than their peers in 2021/22 and persistent absence 3.01% higher. We recognise this gap and that our overall attendance (93.63%) is below what we aim for which is why we have employed a full time 'Family Support Worker' and raising the attendance of all of pupils, including our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour remained the same last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. In light of this we have employed a behaviour mentor.

These results mean that we achieved some of our attended outcomes, but not all. We have reviewed our strategy plan and made changes to how we

intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	Barrier to overcome	What's the evidence and rationale for this choice?	Cost	Review of impact
QFT (now known as High quality teaching, HQT)- consistent teaching approach and strategies across the school	Increase in pupils making expected progress in phonics	1, 2, 5	Blooms questioning (EEF) Roseshine's principles (EEF& UNESCO publication)	£45,000	Y1 64.3% - school (14 pupils) 11.5% below LA (less than 2 children) 11.2% below national (less than 2 children) 1 child arrived from another school working considerably below 1 child dis-applied and in receipt of EHCP Boosters for 1:1 children planned and interventions on phonics Monitoring of phonics sessions CPD for staff planned RWI development day to be organised English Hub to support with further training Y2 100% - school (18 pupils) 42.4% above LA, 66.7% above national
Collaborative learning for reading comprehension strategies	Increase in pupils making expected progress in fluency of reading and comprehension skills	1, 2, 5	Reading comprehension strategies inc reciprocal reading (EEF)	8,500	Class texts were introduced and children were able to positively talk about their understanding of the literature. Chn not engaging in home reading as much as we would like There was a difference of 21% between PP and non PP achieving ARE in reading. 88% PP made at least expected progress in reading
Talk for writing (FS2-Y6) NELI (FS2 and Y1)	Improved speech and language skills, with pupils having an increased vocabulary	1, 2, 5	Talk for Writing (EEF) NELI (EEF)	£3,00 CPD £12,00 staffing	Small group support meant that those targeted children were able to make expected progress. Next steps- utilize language screen for a further measure of impact.

White Rose Maths	Increase in pupils making expected progress in number skills in Maths	1, 2, 5	White Rose Maths	£1000 CPD £8,500 staffing costs	0% of PP chn achieved ARE in maths at the end of Y6 Whole school 80% of PP chn made expected progress in maths.
TPC therapy	Pupils to be able to use calming and well-being strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours	A, B, C, D 1,	Govt recognised programme	£19000 pastoral staffing team	Chn with more complex SEMH needs responding to emotion coaching script. All classrooms follow a non- negotiable checklist which includes low level lighting, neutral and pastel colour themes. Staff ensure that wall displays do nothave too much information on them to prevent cognitive overload. Our children have access to regulation resources which are sensory, and all classes have a box of these resources. A number of children who have a higher level of need have individual resources. Mental health lead engaged in TPC MHL programme- led school to achieve therapeutic school status Next steps- look at connection and regulation policy to check it's suited to the majority of learners (adjustments made for those with SEND needs)
Total budgeted cost:				£97000	




Targeted support					
Action	Intended outcome	Barrier to overcome	What's the evidence and rationale for this choice?	Cost	Review
Interventions on same day, with pre-teaching, in	Additional maths activities used to make sure a targeted group keep up with their classmates. Specific gaps in learning are plugged.	3.5	EEF recommended. White Rose Maths- Assessment for learning- Children gain additional	£9500	Children responded positively and pupil voice showed that children were more confident in maths.

<p>Maths.</p>	<p>Children's mathematical confidence increases.</p>		<p>support through the use of a fluid interventions. Small group maths teaching in KS2 to consolidate basics</p> <p>Pre and Post Learning opportunities based on accurate assessment (both summative and formative)</p> <p>Evidence of progress within books will show that children have had additional support as and when needed.</p> <p>Edukey intervention mapping shows targeted interventions which are short burst, measured research-based programs such as the plus one, power of two, precision teaching.</p>		
<p><i>Read Write Inc 1:1 coaching for children who struggle with early reading skills</i></p>	<p>Fluency and ability to decode improves outcomes in all subjects including foundation subjects and maths as well as literacy.</p> <p>Children will improve their fluency in reading and phonic scores are improved from baseline scores.</p>	<p>1,2,5</p>	<p>EEF and DFE recommended.</p> <p>The RWI programme recommends that children who are struggling to make expected progress access the 1:1 coaching materials in order for them to have further opportunity to practice their speed sounds.</p>	<p>£8,500</p>	<p>All children who accessed 1-1 coaching made progress.</p> <p>Y1 64.3% - school (14 pupils) 11.5% below LA (less than 2 children) 11.2% below national (less than 2 children)</p> <p>1 child arrived from another school working considerably below 1 child dis-applied and in receipt of EHCP Boosters for 1:1 children planned and interventions on phonics Monitoring of phonics sessions CPD for staff planned RWI development day to be organised English Hub to support with further training</p> <p>Y2 100% - school (18 pupils) 42.4% above LA, 66.7% above national</p>

<i>Increased capacity via Covid Catch up funding</i>	<i>Children are able to access more interventions across the school. These are able to meet individual needs of specific learners including SEND, EAL and LAC.</i>	1, 2, 3, 4, 5	Working on individual targets will ensure these targets are met and therefore achieve accelerated progress. Academic mentor appointed to support in lessons so catch up and keep up but also to withdraw for focused targeted support on specific PLP targets.	£19000	Majority of chn achieving PLP targets (covering 4 areas of need). 96.8 % of PP chn made at least expected progress in reading, writing and maths. This is compared to 80.8% of non PP chn.
Total budgeted cost:				£37000	

Other approaches					
Action	Intended outcome		What's the evidence and rationale for this choice?	Cost	Review
A wide range of pastoral interventions including, Talk about, Chatty bugs, Emotional coaching on a 1:1 basis with the behaviour mentor Academic mentor is completing friendship group work to support children who are	Pupils to be able to use calming and therapeutic strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours. Pupils to understand social contexts and behaviour. Pupils to recognise and manage their feelings and emotions.	A, B, C	Many of our children have experienced childhood ACES have attachment issues meaning that they are already at disadvantage when they arrive at our setting. This means that there is a significant barrier to learning before children are ready to access learning. Many of our pupils need further nurturing to help to support their emotional well-being. Sadly, due to the Covid 19 pandemic more of our learners have been exposed to the childhood Ace's and our expenditure with PP will reflect this.	£35000	SPOT tool showed impact in measured areas of emotional aspects, social awareness, independence and resilience and behaviour for learning for the majority of children that accessed pastoral intervention. Class teachers and pupil voice showed increased focus in class following sensory circuits.

<p>struggling on the return to school with peer relationships.</p> <p>Sensory circuits to support children's access to learning but offering them a movement break to alert, organise and then calm them to support their learning in class.</p>			<p>When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning. At St Joseph's we believe that ensuring that we meet our learners SEMH needs is critical to support them in being able to access learning.</p> <p>Ensuring that our learners have the ability to self-regulate and have a basic understanding of metacognition has on average 7 months of progress according to EEF research. On average, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. This is measured LA SPOT tool.</p>		
--	--	--	---	--	--

			<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p>		
Free breakfast club from 7.45 am for PP chn	Improve concentration and prevent children who are unable to access breakfast to support.	B,D	<p>https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R2_Kellogg_A_Lost_Education.pdf</p> <p>Improved concentration for pupils will lead to improved outcomes for children as they are able to concentrate and make greater progress in class. Children are unable to focus when they are hungry and this means that children are less likely to be able to make academic progress.</p>	£15000	<p>Improved levels of concentration and parents reported reduced stress regarding feeding children which in turn supports home life and means children are calmer or arrival.</p> <p>We currently provide our children with breakfast every morning from a small portion of our pupil premium budget to ensure that our pupils basic needs are met. Breakfast club for all children mostly paid through funding from Greggs</p>
Ukulele groups	Support children's access to music opportunities and small group support.		Children benefit from enrichment experience of individual or small group music lessons to raise self-esteem and aspirations	£15.96 per ukulele x3 £47.85 plus staffing costs	Children responded positively and pupil voice showed that children were engaged and were confident in trying new things not just music.
Attendance meetings. Our learning mentor and office team work with	Support families to improve their children's attendance		Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research in 2016 which found that:	£19000	<p>Whole school attendance (inc Nursery)</p> <p>2019-2020: 89.77% 2020-2021: 95.86% 2021-2022: 93.63%</p> <p>Following some regression in</p>

<p>the EWO to identify children who have fallen below 96% parents are sent a letter. Children between 90-95%</p>		<p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>There's a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that:</p> <p>Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</p> <p>73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</p> <p>Pupils with persistent absence are less likely to stay in education. Advice from the National Strategies (hosted on the National Archives) says that:</p> <p>The links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school</p>	<p>attendance, FSW employed in May 2022. Improved attendance following this from 93.36% to 94.35%.</p>
--	--	--	--

			and stay in education after the age of 16 years.		
			Total budgeted cost:	£19047.88	

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
NA	
NA	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information

The total budgeted figure exceeds our Pupil Premium income but this reflects the fact that non-Pupil Premium pupils also benefit from some of the above. The above does not represent an exhaustive list of provisions made which benefit PP pupils but is a reflection of the nature of our financial expenditure to ensure that all pupils thrive during their time in our school.