

# Pupil premium strategy statement 2021/22-2024/25

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 Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Hamilton
Pupil premium lead	Laura Forrester
Governor / Trustee lead	Jackie Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101 171
Recovery premium funding allocation this academic year	£ 11 165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
National Tutoring Programme	£ 10 800 (£8100 + school 25%)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 123 136

## Part A: Pupil premium strategy plan

### Statement of intent

#### THE NEWMAN CATHOLIC COLLEGIATE MISSION

#### “GROWING TOGETHER FOR LIFE”

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

***Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.***

***We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.***

***Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.***

***To achieve this, across our academies, we will know one another, offering each other encouragement and active support.***

Our vision for St Joseph’s is summed up as follows:

St Joseph’s Catholic Academy strives to provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum and wider school life in order that they achieve our curriculum drivers:

- Aspiration
- Resilience
- Compassion

We aim to do so by using and applying the most effective pedagogy informed by evidence based approaches and supported by use of additional, delegated funding.

We believe that to achieve this aim, it is essential to work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

We recognise the value of external partners and organisations in providing additional support for the social, emotional, health and well-being of all pupils with potential barriers to learning and achievement.

*What are your ultimate objectives for your disadvantaged pupils?*

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils’ needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.

- Excellent pastoral care for all disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Ensure consistent effective excellent teaching and evidence informed CPD to enhance retention of teachers and support staff.
2	Development of speaking and listening skills to raise the attainment and progress of disadvantaged pupils from their starting points across EYFS. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current assessment data in shows that there is a gap between disadvantaged and non-disadvantaged students at the end of EYFS.
3	Phonics Further development of attainment in Phonics in EYFS and the current Year 1 and current Year 2. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students in performance in the current year 1.
4	Addressing gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of EYFS, Phonics at KS1 and KS2 is at least in line with the government expectations 2022 with a focus on: Current Y2 Writing and Maths Current Y3 Phonics Current Y3 reading, writing, Maths at the expected standard and GDS Current Y4 reading, writing.
5	Difficulties with language development / comprehension need to be addressed in a structured way, in class teaching, across the whole curriculum in all year groups.
6	Difficulties with Metacognition, self-regulation and self-regulated learning need to be addressed in class teaching, across the curriculum, building levels of independence in disadvantaged children. Some children have become over reliant on adult support due to periods of lockdown over the past 18 months.
7	Engagement of parents in their children's learning by reviewing the aims and current approaches focussing on 3 areas:- <ul style="list-style-type: none"> <li>- supporting parents to have high academic expectations for their children both now and in the future;</li> <li>- developing and maintaining communication with parents about school activities and schoolwork;</li> <li>- promoting the development of reading habits;</li> <li>- developing parents understanding of the importance of good school attendance.</li> </ul>
8	Maintaining attendance so that after the impact of school closures and bubble closures attendance for PP children is at least in line with national attendance. Ensure persistent absence for disadvantaged pupils is below national attendance after the impact of school closures.  There is a gap between attendance of disadvantaged pupils at extra-curricular activities compared to their non- disadvantaged peers.

9	Difficulties with social and emotional learning which need to be addressed and strategies taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences. Increased number of families needing support via Early helps, CIN or CP plans. Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted by the pandemic.
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### 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
1. Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on improved teaching and attainment.	<p>Good effective quality first teaching across all classes and subjects evident through learning walks, work scrutinies and pupil progress data Data will reflect this with disadvantaged pupils in line with all pupils at the end of EYFS, key stage one and two.</p> <p>Learning environment ensures it is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p> <p>Evidence based CPD impacts positively on the retention of teachers and support staff.</p> <p>There is nothing less than high quality teaching across the school.</p>
2. Improved communication and language skills in EYFS impact positively on attainment in all areas of learning so that attainment at GLD is at least in line with national for all groups.	<p>Good, effective quality first teaching in all areas of Early Years focuses on the development of Communication and Language Home learning has been developed to provide opportunities for parents to support with Communication and Language Early Communication Screen is now used to identify children in need of additional support and evidence based Nuffield Language intervention delivered by well trained staff and this closes gaps for identified children At the end of EYFS attainment in CLL and reading is improved for disadvantaged children and is in line with national. Termly pupil progress data indicates that progress is on track for attainment at GLD to be at least in line with national for all groups.</p>
3. Attainment in Phonics in EYFS and the current Year 1 and current Year 2 is at least in line with national for disadvantaged as well as non disadvantaged pupils	Use of validated Phonics Scheme (Phonics Bug) ensures quality first teaching in Phonics and impacts on improving attainment.

	<p>Phonics Policy reviewed in light of the use of Phonics Bug to ensure a consistent approach to Phonics teaching and Phonics Catch up</p> <p>Same day Phonics Catch up delivered to pupils who have not secured the days learning by well trained staff to ensure they keep up.</p> <p>Termly tracking enables pupils who are falling behind to be targeted in a timely manner and interventions impact on closing gaps.</p> <p>Reading books matched exactly to the sounds that children have been taught enable parents to effectively consolidate Phonics learning at home</p> <p>Parent Workshop educates parents so that they are able to effectively consolidate Phonics learning at home</p> <p>Online platform used to enable parents to effectively consolidate Phonics learning at home</p>
<p>4. Gaps in learning are closed and attainment in core subjects is at least in line with the national average for disadvantaged and non-disadvantaged pupils in all subjects with a focus on:</p> <p>Current Y2 Writing and Maths</p> <p>Current Y3 Phonics</p> <p>Current Y3 reading, writing, Maths at the expected standard and GDS</p> <p>Current Y4 reading, writing</p>	<p>Pupil progress data indicates that gaps in identified classes and subjects are closing as a result of good effective quality first teaching across all classes and subjects</p> <p>Recovery premium/ School Led tutoring grant used to provide daily, individual, evidence based intervention for targeted pupils by staff familiar to the children and this closes gaps.</p> <p>Rigorous assessment of pupils' individual needs carried out across the school and curriculum associated with inconsistent prior learning due to school closures.</p> <p>Effective remote learning is in place for if and when it is needed for individual pupils.</p> <p>Endowment Foundation (EEF) research and the effectiveness of remote teaching has many of the same factors as determine the effectiveness of live classroom teaching in all classes.</p> <p>Catch Up strategy explicitly addresses the identified needs of pupils and is used consistently across the school</p> <p>Strategies that help pupils to work independently with success are in place.</p> <p>Learning environment ensures it is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p> <p>Deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants programme as much as is possible.</p> <p>The deployment of support staff is rigorously evaluated so that it supplements rather than supplants high quality teaching.</p>

	<p>Subject leaders share a collective responsibility to ensure recovery learning is impacting on children's achievement.</p> <p>The impact on the gap between disadvantaged and others caused by lockdown is minimised after 3 years.</p> <p>Any issues with inconsistent attendance are addressed with high quality teaching.</p>
<p>Difficulties with language development / comprehension are addressed in a structured way, in class teaching, across the whole curriculum in all year groups resulting in improved outcomes in reading, writing and Maths.</p>	<p>A clear plan, with milestones is in place that is RAG rated and shared with key stakeholders so that leader and governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are being made.</p> <p>Robust assessment of children's needs in language is in place and ensures children are targeted appropriately</p> <p>Identified difficulties students have with language development/ comprehension are addressed across the school through Quality Teaching.</p> <p>The recommendations set out in the EEF implementation guidance are used.</p> <p>As a result of clear CPD expertise across the teaching staff with regards to language and needs of individual pupils is developed.</p> <p>Word Aware CPD for all teaching and support staff impacts upon classroom practice.</p> <p>All staff have the requisite level of language and articulation required for effective teaching.</p> <p>Evidence based language programmes continue to be used in EYFS and their impact is rigorously evaluated.</p> <p>Word Aware is consistently used in KS1 and KS2 (see implementation plan).</p> <p>Effectiveness of language programmes is rigorously evaluated.</p> <p>Language expectation for each year group is clear and staff understand the outcomes to be achieved.</p> <p>Language development is consistent throughout the school and threaded through all subjects.</p> <p>Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p>
<p>Difficulties with Metacognition, self-regulation and self-regulated learning are effectively addressed in class teaching and across the curriculum so that disadvantaged children have increased levels of independence</p>	<p>Whole staff training in metacognition within the classroom with a focus on the seven stages based on the EEF guidance</p> <p>Follow up training in small groups to focus on the seven stages and how to apply these to current classroom practice</p> <p>Write an implementation plan for the development of metacognitive skills within the classroom with a focus on the seven stages</p>

	Monitoring activities to include a focus on the progress in and impact of metacognition
<p>Parents are engaged in their children’s learning and have high academic expectations for their children both now and in the future</p> <p>Parents understand what their child is learning and how they can effectively support them in all areas of learning including reading</p> <p>Parents understand the importance of good school attendance and are proactive in facilitating this</p>	<p>All staff in school understand the messages of the EEF guidance report on parental engagement</p> <p>The approaches detailed in the EEF guidance are applied consistently in order to:</p> <ul style="list-style-type: none"> <li>- support parents to have high academic expectations for their children;</li> <li>- develop and maintaining communication with parents about school activities and schoolwork</li> <li>- promote the development of good reading habits.</li> </ul> <p>Positive relationships with parents support home engagement with children’s learning and dispel any potential unconscious bias.</p> <p>Parent workshops, curriculum leaflets, Meet the Teacher meetings, Parents evenings and informal events are used to build relationships with parents and support parental understanding of ways they can support their children</p>
<p>Attendance for disadvantaged children is at least in line with national attendance.</p> <p>Persistent absence for disadvantaged pupils is below national attendance after the impact of school closures.</p>	<p>Parents and children understand the importance of good school attendance as a result of assemblies, reminders on newsletters, visual prompts around school and attendance rewards</p> <p>The work of the Collegiate EWO and Safeguarding Officer, attendance clinics, phone calls and door knocks result in improved attendance</p> <p>Children who are required to isolate access remote learning with good attendance because the same expectations and monitoring procedures are in place as for face to face teaching</p>
<p>Difficulties with social and emotional learning are addressed and strategies taught by all teachers to address socio-economic disadvantage</p> <p>All pupils have access to the resources needed and Cultural Capital experiences.</p>	<p>Social and emotional aspects of learning are supported using recommendations set out in the EEF Social and Emotional Learning guidance i.e. five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills.</p> <p>All staff are supported to develop SEL approaches and these are rigorously evaluated for impact on children.</p> <p>Positive relationship with parents supports home engagement with children’s learning and dispels any potential unconscious bias.</p> <p>Families who need additional support via Early helps, CIN or CP plans, referral to the SENCO are able to access appropriate support in a timely manner</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: £ 15 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School establishes a culture whereby professional development is valued and prioritised</p> <p>Planning and use of researched CPD to implement the strategies planned for the academic year such as:</p> <p>Phonics Language Metacognition Subject Specific</p> <p>Middle Leadership Training and Senior Leadership Training available for all interested in progression</p>	<p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p> <p>EEF Guide to Supporting School Planning</p> <p>EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.</p>	<p>Challenge 1 (Staff mobility)</p>
<p>All new staff in EYFS receive Word Gap training</p> <p>Continue to screen all children using the ELCS on entry to Pre School, Nursery and Reception and mid-way through each year.</p> <p>Continue to use the ELCS results to inform groupings for whole class planning and provision and for the Nuffield intervention programme</p> <p>Complete Reception baseline for diagnostic assessment.</p> <p>Use the EEF guidance preparing for Early Literacy which builds on the recommendations in Improving Literacy in Key Stage One and Two reports, but is specific to the needs of three to five year old children</p>	<p>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the <b>Nuffield Early Language Intervention</b>. The programme is designed to improve the language skills of reception pupils (ages 4 – 5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner.</p> <p>EEF guide to Diagnostic Assessments</p> <p>EEF guidance preparing for Early Literacy</p>	<p>Challenge 2 (Early Years)</p>

<p>EYFS Leader develops a curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do</p> <p>Staff Training for all relevant staff on the new EYFS Curriculum</p> <p>Use of digital technology to further enhance learning and communication with parents.</p>	<p>EEF Early Years Guidance Report</p> <p>Early Years Framework</p> <p>Updated Development Matters</p> <p>Early years evaluation</p> <p>Early Year Interventions (+5)</p> <p>EEF Using Digital Technology to Improve Learning guidance</p>	
<p>Embed high quality teaching of Phonics across EYFS and KS1 and provide high quality same day Phonics Recovery for those children who did not achieve during the daily phonics session. Teacher- led targeted group teaching</p> <p>Targeted academic support of Phonics is embedded across the school, including structured interventions such as small tuition groups and 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons</p> <p>Staff training in the use of the new validated phonics programme and the use of phonics across the curriculum</p> <p>Monitoring of the quality of teaching and learning of phonics including teacher feedback</p> <p>Ensure reading books match the sounds the children know.</p> <p>Implement a system to ensure that pupils read widely and often, both in school and at home.</p>	<p>Validated Systematic Synthetic Phonics Programme</p> <p><b>Bug Club</b></p> <p>EEF Guidance Making the Most of Teaching Assistants. Effective deployment of Teaching Assistants.</p> <p>EEF Teacher feedback to improve Learning</p> <p>EEF Recommendations Improving Literacy in KS1</p>	<p>Challenge 3 (Phonics)</p>
<p>Support expert teaching by developing and sharing teaching strategies such as instruction, scaffolding, flexible grouping, cognitive and metacognition strategies</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality for teaching</p> <p>The Recovery funding explicitly addresses the identified needs of pupils and is used consistently across the school</p> <p>Strategies that help pupils to work independently with success are in place.</p> <p>Further develop teachers feedback to ensure it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Monitoring of feedback to ensure the focus is on moving learning forward, targeting the specific learning gaps that pupils exhibit.</p>	<p>EEF Covid support guide for schools</p> <p>EEF Covid recovery document</p> <p>Quality of Teaching for All (EEF small group tuition +4/ Mastery leaning +5)</p> <p>EEF Metacognition (7+)</p> <p>EEF Teacher feedback to improve learning (6+)</p>	<p>Challenge 4 (gaps)</p>

<p>Specifically developing high quality feedback that focuses on the task, subject, and self-regulation strategies</p> <p>Learning environments ensure it is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p> <p>Use the five evidence-based recommendations to support disadvantaged pupils with SEND, reviewing current approach and implementing practical ideas</p> <p>Monitoring, book trawls and pupil voice evidence that there is nothing less than high quality teaching across the school.</p> <p>Rigorously evaluated interventions are in place to close any gaps and to build on whole class teaching.</p> <p>Deployment and practice of support staff during remote learning maximises learning.</p> <p>Rigorously monitor and evaluate of the deployment of support staff ensures that they supplement rather than supplant high quality teaching.</p> <p>All children have access to appropriate devices to access remote teaching if and when necessary</p> <p>Monitoring and evaluation of the remote learning policy clearly ensures that children continue to use technology effectively to access learning opportunities in order to build on the skills that have been taught during lockdown.</p>	<p>EEF guidance report- Special Educational Needs in Mainstream</p> <p>EEF Covid support guide for schools</p> <p>EEF Guidance Making the Most of Teaching Assistants.</p> <p>EEF Making the most of Teaching Assistants.</p> <p>EEF Using Digital Technology to Improve Learning guidance</p>	
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<p>Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time for Word Aware</p> <p>Word Aware programme is consistently implemented across the school</p> <p>The implementation and impact of the Word Aware programme are monitored as part of the school's termly monitoring cycle.</p> <p>Implement the progressive vocabulary curriculum across all subject areas across the school.</p> <p>Embed assessment of vocabulary to support the development and acquisition of language across the school.</p> <p>Ensure that all staff are secure with the language expectations for each year group and understand the outcomes to be achieved.</p> <p>Reintroduce the Stoke '25 reads' (EYFS) and Stoke '100 reads.'</p> <p>Leaders monitor progress in vocabulary to ensure that all children, regardless of background and ability, have exposure to high quality language and vocabulary.</p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions carefully timetabled and staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> <li>- Small group tuition</li> <li>- One to one support</li> <li>- Effective deployment of Teaching Assistants in class</li> </ul> <p>Impact of interventions is rigorously monitored.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Word Aware is an evidence-based and curriculum-focused approach to vocabulary learning.</b></p> <p>EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language.</p> <p>EEF Preparing for Literacy Guidance Report. (+4)</p> <p>EEF KS1 Literacy Guidance Report</p> <p>Parental Engagement Guidance Report</p> <p>EEF Diagnostic guidance</p> <p>Communication and language provide the foundations for learning and thinking and underpin the development</p> <p>EEF Teacher feedback to improve Learning</p> <p>EEF Making the Most of Teaching Assistants.</p>	<p>Challenge 5 (Language Development)</p>
<p>Address metacognition needs across the curriculum through implementation planning.</p> <p>Provide whole staff training on EEF guidance on metacognition</p>	<p>EEF 'A schools guide to Implementation'</p> <p>Use the 6 recommendations set out in EEF 'A schools guide</p>	<p>Challenge 6 (Metacognition)</p>

<p>Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/mentor team.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p>	<p>to Implementation’ to implement metacognition and is shared with all stakeholders.</p> <p>EEF guidance report on metacognition (+7)</p>	
<p>Follow recommendations EEF Guidance on Working with Parents to Support Children’s Learning</p> <ol style="list-style-type: none"> <li>1. Critically review how we work with parents</li> <li>2. Provide practical strategies to support learning at home</li> <li>3. Tailor school communications to encourage positive dialogue about learning</li> <li>4. Offer more sustained and intensive support where needed</li> </ol> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/mentor team.</p> <p>Provide training to all staff to deepen understanding of impact of social deprivation.</p>	<p>EEF Guidance on Working with Parents to Support Children’s Learning</p>	<p>Challenge 7 (Parents) Challenge 8 (SEL)</p>
<p>Follow recommendations set out in EEF Guidance Social and Emotional Learning</p> <p>Use the 6 recommendations set out in EEF ‘ A schools guide to Implementation’ are adopted to implement social and emotional learning and will shared with all stakeholders</p> <ol style="list-style-type: none"> <li>1) A RAG rated action plan ensures successful implementation over time</li> <li>2) Leaders of the school, including key stage leaders and subject leaders, actively support and manage the overall planning, resourcing, delivery, monitoring, and refinement of an implementation process</li> </ol> <p>High quality CPD ensures that metacognition is not to be an ‘extra’ task that adds to their workload but is intrinsic to their teaching activities.</p>	<p>EEF ‘ A schools guide to Implementation’</p> <p>EEF Guidance Social and Emotional Learning</p>	

<p>3) Through rigorous assessment and monitoring leaders explore and confidently identify priorities for SEL and metacognition</p> <p>CPD includes the development of teacher assessment of metacognition</p> <p>Strategies that help children to work independently with success are in place.</p> <p>4) Teachers have been supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated to ensure that staff are able to develop the new approach effectively</p> <p>5) Leaders support staff to effectively deliver SEL and metacognition and provide ongoing support to help embed new skills, knowledge and behaviours.</p> <p>6) An on-going action plan and consistent monitoring of SEL and metacognition is in place</p> <p>Social and Emotional Learning embedded through: Use of Healthy Mind, Happy Me scheme</p> <p>Designated Senior Leader Mental Health training Whole staff mental health training</p> <p>Forest Schools provision</p>	<p>EP intervention- research by Sandwell Local Authority. See research reports.</p> <p>Thrive Approach- Sandwell and Dudley. A DFE approved training programme.</p> <p>Intervention programme to build resilience.</p> <p>EEF Outdoor learning guidance.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £49 623

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish a timetabled programme of small group interventions for disadvantaged pupils falling behind expectations in English and Maths</p>	<p>EEF Pupil Premium Guidance</p>	<p>4</p>
<p>1:1 support</p> <p>Effectively deployment of teaching assistants to meet needs of identified children</p> <p>Use of small groups to increase reading for pleasure</p> <p>Small group Phonics interventions</p> <p>Monitor interventions</p> <p>CPD for identified staff who are delivering interventions</p>	<p>EEF Guidance – Effective use of Teaching Assistants</p> <p>EEF Diagnostic guidance</p>	<p>3, 4</p>

<p>Same day in-class interventions are used in all cohorts with sessions explicitly linked to daily lessons.</p> <p>Interventions are delivered to identified children.</p> <p>Effective feedback is in place to ensure progress of disadvantaged pupils</p>	<p>EEF Diagnostic guidance</p> <p>EEF Teacher feedback to improve learning (6+)</p>	<p>3, 4</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47 113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training and release time for staff to review and consider procedures in the good practice guide where they differ from school procedures</p> <p>Implement the principles of an effective whole school attendance strategy</p> <p>Through</p> <ul style="list-style-type: none"> <li>- Leadership and management</li> <li>- Relationships and Communication</li> <li>- Systems and data</li> <li>- Intervention</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The EEF Guide to School planning: A tiered approach to 2021</p> <p>EEF Guidance on Working with Parents to Support Children's Learning</p>	
<p>Systems are in place to encourage positive engagement of disadvantaged children in school life.</p> <p>Targeting and increasing uptake by disadvantaged students through invitations to identified pupils</p> <p>Enrichment activities developed using pupil voice to establish interests so they are not seen as optional extras.</p> <p>Staff plan some enrichment curriculum activities remotely so the children can access them remotely.</p> <p>A wide variety of activities are available including non-academic subjects</p> <p>Monitoring and analysis of the uptake of pupil premium children engaging in enrichment curriculum activities</p> <p>Free places offered at clubs, visits, music lessons</p> <p>Discussions with parents to raise the profile and help them to see the importance of extra-curricular activities</p>	<p>EEF Guidance on Working with Parents to Support Children's Learning</p> <p>EEF Use of Digital Technology guidance</p> <p>Ofsted grade descriptor outlines that The most disadvantaged pupils consistently benefit from extra-curricular opportunities.</p>	

Total budgeted cost: £ 112, 336

## 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.

Aim:

To ensure high quality, consistent leadership and teaching in EYFS for the whole academic year resulting in improved attainment at GLD for disadvantaged children

Desired outcome:

Disadvantaged children achieve in line with or closer to the national benchmark for GLD at the end of EYFS, particularly in Mathematics and Literacy.

Outcome:

Percentage of Pupils making a good level of development at end of the early years foundation stage								
	All pupils	Male	Female	FSM	Non-FSM	SEN (EHCP)	SEN Support	No SEN
Cohort	25	12	13	12	13	0	5	20
School %	60%	33%	85%	50%	69%	-	20%	70%
National %	72	66	78	74	74	72	72	77

Aim:

To ensure high-quality leadership and focussed high-quality teaching is in place for the teaching of Phonics in EYFS and KS1

Desired outcome:

By the end of Reception, children use their knowledge of Phonics to read with increasing accuracy and speed.

Disadvantaged children achieve in line with national in the Phonics check in Years 1 (Summer term 2021) and Year 2 (Autumn term 2020)

Disadvantaged children in current Year 3, who failed to pass the Phonics check in Year 2 are targeted to achieve the standard

Outcome:

Year 1 Phonics Check Summer Term 2021

Phonics Year 1 attainment by pupil group					
	Cohort	Number achieving standard	% School	% National comparator	Average Mark School
All Pupils	30	23	77%	82	37
Male	11	7	64%	78	33

Female	19	16	84%	85	37
PP	9	6	66%	84	32
Non-PP	21	17	81%	84	38

Year Two Phonics Check

Phonics Year 2 attainment by pupil group				
	Cohort	Number achieving standard	% School	Average Mark School
All Pupils	29	24	83%	34
Male	17	14	82%	34
Female	12	10	83%	34
PP	10	6	60%	30
Non-PP	18	17	94%	39

Aim:

To ensure that high- quality, focussed teaching results in attainment and progress in Mathematics being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children

Desired outcome:

Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards

Disadvantaged children achieve national average progress scores or above in Mathematics

Pupil Premium children with SEND achieve the best possible outcomes

Outcome:

End KS1					End KS2				
	Expected Standard		Greater Depth			Expected Standard		Greater Depth	
Maths	St Joseph's	National	St Joseph's	National	Maths	St Joseph's	National	St Joseph's	National
All Pupils	66%		17%		All Pupils	78%	79	22%	27
Male	59%		12%		Male	73%	78	27%	29

Female	83%		25%		Female	81%	79	19%	24
PP	33%		0%		PP	79%	68	21%	16
Non-PP	88%		29%		Non-PP	67%	84	23%	32

Aim:

To ensure that high- quality, focussed teaching results in attainment and progress in Reading being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children

Desired outcome:

Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth

Disadvantaged children achieve national average progress scores or above in Reading

Pupil Premium children with SEND achieve the best possible outcomes

Outcome:

End KS1					End KS2				
	Expected Standard		Greater Depth			Expected Standard		Greater Depth	
Reading	St Joseph's	National	St Joseph's	National	Reading	St Joseph's	National	St Joseph's	National
All Pupils	62%		17%		All Pupils	74%	73	15%	27
Male	59%		12%		Male	55%	69	9%	22
Female	83%		25%		Female	88%	78	19%	32
PP	42%		0%		PP	57%	62	14%	17
Non-PP	88%		42%		Non-PP	80%	78	13%	31

Aim:

To ensure that high- quality, focussed teaching results in attainment and progress in Writing being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children

Desired outcome:

Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth

Disadvantaged children achieve national average progress scores or above in Writing

Pupil Premium children with SEND achieve the best possible outcomes

Outcome:

End KS1					End KS2				
	Expected Standard		Greater Depth			Expected Standard		Greater Depth	
Writing	St Joseph's	National	St Joseph's	National	Writing	St Joseph's	National	St Joseph's	National
All Pupils	62%		7%		All Pupils	74%	78	15%	20
Male	47%		6%		Male	64%	72	9%	15
Female	83%		8%		Female	81%	85	19%	25
PP	25%		0%		PP	64%	68	14%	11
Non-PP	82%		12%		Non-PP	73%	83	13%	24

The above KS1 teacher assessment is based on past Y2 SATs papers.

The above KS2 teacher assessment is based on standardised tests which were externally marked.

### 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
N/A	

### 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.*