

St Joseph's Catholic Primary School, Gateshead

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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, Gateshead
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chair of Governors
Pupil premium lead	J Hattam
Governor / Trustee lead	C Rodger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96950
Recovery premium funding allocation this academic year	£10150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107100
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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

Here at St. Joseph's Catholic Primary School, Gateshead our Pupil Premium strategy is underpinned by our Mission Statement "Aim High". All decisions are intended to have positive outcomes for all our pupils and help them to be successful.

St Joseph's wish to reduce the academic gap between disadvantaged and non-disadvantaged pupils and increase the enrichment opportunities within our curriculum in order that pupils from any background access an ambitious, well planned, well-resourced and well-delivered curriculum which seeks to be broad, balanced and purposeful. We also aim to work in partnership with parents and carers to collectively ensure the success of pupils.

The delivery of the strategy is the responsibility of all staff and is based on individual needs. Classroom teachers and Teaching Assistants are best placed to identify specific needs and plan and tailor work to address those needs.

As a Catholic school, ensuring that the most vulnerable in our community are cared for is a key part of who we are, which means that our Pupil premium Strategy sits within and is supported by the context of our wider work around justice and equality.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

As a result of COVID-19 difficulties, the school has employed a number a of different strategies to help close the life chances gap among our FSM Ever 6 pupils and non-disadvantaged pupils.

The HLTA and TAs in school were able to offer a greater number of intervention programmes to identified pupils.

We utilised Google Classroom which pupils can use at home and to complete homework. This can be utilised as a tool for enriching the curriculum at home.

Pupils also have access to various teaching and learning support websites e.g. phonics books from Reading Eggs online subscription, Google Meet and Times Tables Rockstars. It is hoped that instant access to these learning tools will allow for the continuation of learning at home.

Furthermore, An HLTA in school is also a trained counsellor and as a result a number of pupil premium children received access to support because of anxiety or trauma.

By utilising the funds in this way, we have taken steps to support our disadvantaged pupils in an all-inclusive manner. We have enhanced the curriculum and implemented core and foundation intervention support programmes.

- *What are the key principles of your strategy plan?*

To reduce the deficit that both COVID-19 and FSM-Ever 6 has on our children in the core areas of reading, writing and mathematics.

To develop and further pupils' life experiences and enrichment activities linked to the school's curriculum so that authentic outcomes and memorability of teaching and learning are enhanced.

To ensure that pupils have access to the necessary resources to help reduce barriers to learning.

To ensure the highest quality of teaching and learning and intervention provision for those who require it.

To ensure pupils' holistic needs are met and that pupils have access to the vital mental health and wellbeing support, where required.

Challenges

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

Challenge number	Detail of challenge
1	Our School deprivation indicator (IDACI) shows 33.3% of our pupils in IDACI decile 1 (falls within the most deprived 10% nationally) with the next largest percentage of 22.2% of pupils falling into decile 3 where decile 10 is the least deprived 10% nationally. Our school context of deprivation means a large number of families face social and economic challenge.
2	Poor language skills on entry to school. Vocabulary is limited and comprehension skills are poor. Early reading skills develop more slowly for disadvantaged pupils.
3	Not all pupil premium pupils have access to the necessary resources to help reduce barriers to learning in the home.
4	There is a lack of appropriate parental support mainly due to low levels of academic achievement in the community or school serves. Data from Gateshead Local Authority shows some of the lowest levels of adult academic achievement in the wards surrounding our school.
5	Disadvantaged children with English as an additional language struggle to acquire key language skills quickly on entry into Reception class and make slower progress in phonics. Parents struggle to support their children when they are still learning English themselves.
6	Poverty has a huge impact on attainment at our school. Disadvantaged pupils have significantly less resources at home to support additional home learning. Digital poverty continues to impact the attainment of disadvantaged pupils. Families do not have access to digital devices or broadband.
7	Families find it difficult to access experiences and visits which help to enrich their understanding of the curriculum. Cultural poverty has a huge impact on our pupil's understanding of the world. This effect can be magnified for pupils who are new to the country.

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
Improvements in language skill in EYFS and KS1	Assessments and observations indicate language skills are improving among disadvantaged pupils.
To reduce the academic gap between the disadvantaged and non-disadvantaged pupils.	That the gap between the Pupil Premium and non-Pupil Premium is reduced as far as possible in all subjects.

To enable parents to engage more fully in the life of the school and their children's learning.	Parents attend Inspire Afternoons and opportunities to work alongside their children in school to engage with learning and the curriculum to be able to support home learning where possible.
Disadvantaged pupils with English as an additional language acquire language skills quickly.	Pupils have attended regular support sessions in school. Disadvantaged pupils with English as an additional language are beginning to acquire language skills quickly.
For the disadvantaged to overcome barriers to learning linked to social issues, mental health issues and wellbeing.	Pupils will demonstrate strategies to overcome barriers to their learning. They will demonstrate self-awareness and greater self-esteem as a consequence of the interventions they have received. Vulnerable pupils and families are supported effectively so that learning can take place.
To ensure pupils are able to access appropriate resources to support learning.	Disadvantaged pupils engage with open access policy to access digital hardware in schools out of hours.

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: £ 93177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attainment and progress in reading, writing and maths across the school for pupils eligible for Pupil Premium, including more able disadvantaged pupils	The Pupil Premium Strategy 2020-2021 couldn't be completed fully due to COVID 19, national lockdown and closure of schools. We want to continue to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	1,2 4 & 5

	Strategies to close the gap and intervention programmes to support EEF – Teaching Assistant Making Best Use of Teaching Assistants Education Endowment Foundation EEF	
Phonics training for staff in Key Stage 1	EEF oral language interventions toolkit.	1, 2 & 5

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

Budgeted cost: £2142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Support sessions for pupils new to the country	Oral interventions toolkit EEF	5 and 6
Additional sessions of HLTA/TA support for those disadvantaged pupils not meeting ARE in Reading and Maths.		5 & 6

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

Budgeted cost: £ 11781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address cultural poverty by providing a range of visits, experiences and visitors to support deeper curricular knowledge for disadvantaged pupils with limited life experience	Talking to pupils, Parents and Carers tells us that experiences beyond the classroom have a dramatic impact on pupils' ability to relate to the curriculum. Pupils are more engaged and are able to work at greater depth because there is a concrete relationship between what they are doing and what they have experienced.	7

Total budgeted cost: £107100

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments suggest that there has been much lost ground in the core areas.

Online subscriptions for the promotion of reading and maths outside of the classroom, and at home, were purchased.

It is too early to say if some strategies (such as following the Gateshead Recovery Curriculum) have made an impact on pupils' academic attainment; however, staff believe that the regular repetition and over-learning of core subject areas develops pupils' fluency in solving problems and recalling key facts, quickly.

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
Reading Eggs	3P Learning
Times Tables Rock Stars	Maths Circle Ltd

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
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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.