

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
St Joseph's Catholic Primary School, Gateshead	390/3317
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J G Hattam
Pupil premium lead	J G Hattam
Governor / Trustee lead	C Rodger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,735
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£94,015

Part A: Pupil premium strategy plan

Statement of intent

Here at St Joseph's Catholic Primary School 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. High quality teaching is proven to have the most benefit for pupils and is at the heart of our strategy.

The delivery of our 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.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills on entry to school. Vocabulary is limited and comprehension skills are poor. Early reading skills develop more slowly for disadvantaged pupils.
2	There is a lack of appropriate parental support mainly due to low levels of academic achievement in the community that our school serves. Data from Gateshead Local Authority shows some of the lowest levels of adult academic achievement in the wards surrounding our school. We have identified a particular weakness with Maths when talking about areas for improvement with parents.
3	Disadvantaged pupils with English as an additional language struggle to acquire key language skills quickly on entry to Reception Class and make slower progress in phonics. Parents struggle to support their children when they are still learning English themselves.
4	Poverty has a huge impact on attainment at our school. Disadvantaged pupils have significantly less access to resources at home to support additional home learning or curriculum support. Digital poverty continues to impact the attainment of disadvantaged pupils. Families do not have access to digital devices or broadband. 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 this country (11 out of 13 admissions outside the normal Reception Admissions in September had no English and were new to the country).
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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
Improvements in language skills in EYFS and KS1	Assessments and observations indicate language skills are improving among disadvantaged pupils.
Parents are able to engage more fully in the life of the school and their children's learning.	Parents attending Aspire Afternoons and engaging with learning and curriculum in order to support their children. Parents using online materials 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. Staff have provided additional work, and this has completed in school and at home. Disadvantaged pupils with English as an additional language are beginning to acquire language skills quickly.
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.
Improve outcomes in Maths.	Staff more confident with Maths teaching and pupils more able to use key maths vocab to explain learning.

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: £ 81364

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Assessment for learning refresher training'. Purchase additional resources.	Assessing and Monitoring Pupil Progress.	1,2.
Phonics training for staff new to Key Stage One. Fund training.	EEF Oral language interventions toolkit.	2,3
Pay for release of teachers to peer review quality teaching in Maths for disadvantaged pupils.	NCET materials and training	2
Maths Audit and training with School improvement Partner. Pay for time with SIP and release for all staff across school.	Maths NCET materials.	2,4

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

Budgeted cost: £ 1995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support sessions for pupils new to the country. Additional sessions of TA support for those disadvantaged pupils not meeting ARE in	Oral interventions toolkit EEF	4, 3

Reading and Maths at the end of July 2021	NCET Training	
Additional Maths support for targeted groups provided by Class Teachers.		2

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

Budgeted cost: £ 10056

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	4

Total budgeted cost: £ 94015

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 for 2020/21 suggest that the learning and performance of our most disadvantaged pupils was most severely impacted. Digital poverty played a significant part in this as pupils from digitally poor homes were less likely to be able to access online learning provided by school or additional materials signposted by school. Simply not having any access was a significant barrier to learning. Where access was possible it was often on poor quality shared devices with data limits.

Disadvantaged pupils missed out on essential support provided by teachers and teaching assistants and as a result the gap grew between them and their peers.

The wellbeing of our most disadvantaged pupils suffered most last year as access to wider life experiences was limited, we were unable to provide any additional access to trips and visits.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	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.