



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	The Federation of St Joseph's Junior, Infant and Nursery Schools
Number of pupils in school	159 – Infant school 193 – Junior school
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022

Statement authorised by Danielle Ashley Headteacher
Pupil premium lead Kim Mapp-Nwosu Assistant Headteacher
Governor / Trustee lead Zainab Zorokong

Funding overview

Detail Amount	
Pupil premium funding allocation this academic year	£162,745
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£87,591
Total budget for this academic year	£ 267,881
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan Statement of intent

Our intent is to provide equal opportunities for every child. All children achieve, regardless of their background or challenges faced. Consideration is given to all priority groups.

Leaders and all staff have a relentless focus on high quality teaching and learning, with a culture of high expectations for all children. The focus of the pupil premium strategy is to ensure that disadvantaged pupils receive the support they require, both individually and collectively within a class, to make accelerated progress and achieve their full potential

The intended outcomes below are linked to an inclusive provision that removes pupils' barriers to learning to ensure that disadvantaged pupils alongside non-disadvantaged pupils sustain good to outstanding levels of achievement and attainment. All pupils are to excel.

Working alongside the strategy is the National Tutoring Programme. The programme is for pupils, including non-disadvantaged pupils, whose education has been additionally impacted greatly as a result of lost learning owing to the pandemic . They are being supported by the wider education recovery plan.

The key principles of our strategy:

- An individualised approach to address barriers and specific interventions are based on need.
- Focused group work to address pupils with similar needs
- A strong focus on high quality teaching, rather than bolt-on strategies.
- Use of a robust monitoring system to focus on outcomes and effectively inform and evaluate interventions based on need.
- Staff at every level rigorously monitor outcomes
- Decisions and interventions are based on research and data.

Our ultimate objectives are:

- To narrow the attainment gap between Disadvantaged and non-disadvantaged students.
- To ensure students 'keep up' with their year group curriculum to reach or exceed age related expectations particularly as a result of lost learning owing to the pandemic
- For all disadvantaged students to make or exceed nationally expected progress
- For all PPM students to have attendance of at least 98%
- To provide wider curriculum opportunities
- To ensure that all disadvantaged students engage in the opportunities.
- Promote Primary Careers programme and other opportunities linked to the provision of a rich cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Learning – behaviour, enrichment activities
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception to Year 6.
3	Education and emotional wellbeing are impacted by partial and full school closures.

4 High percentage of pupils have English as an additional language

5 Parental engagement

6 To improve attendance of disadvantaged pupils

7 To further develop pupils' independence, resilience and confidence to access learning

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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
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Social and Emotional Learning	<p>Evident school-level approach to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Specialised programmes which use elements of S.E.L is targeted at students with particular social or emotional needs.</p>
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as book looks, pupil conferencing and school assessment.
<p>EAL</p> <p>High levels of parental engagement in all school events including parent evenings and learning support workshops</p>	<p>Assessments and observations indicate significantly improved progress among disadvantaged EAL pupils. This is evident when triangulated with other sources of evidence such as book looks, pupil conferencing and school assessment. Sustained high levels of parental engagement demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from pupil voice, pupil & parent surveys, and teacher observations - a significant increase in parent attendance at learning support workshops, safeguarding training events, parent evenings and wider community events. -
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> · The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. · The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more their peers.
Improved attainments in Maths, Reading and Writing for disadvantaged pupils at the end of KS2	KS2 outcomes show that more than 65% of disadvantaged pupils meet the expected standard in Reading, Writing and Maths.

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: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL training for all staff	English as an additional language (EAL) EEF (educationendowmentfoundation.org.uk)	4
<p>Metacognition and Self-regulation training for all staff</p> <p>Forest school - level 3 training for identified staff</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Continuing to develop independent, resilient, and resourceful learners through CPD for staff. Linking to teaching teams and peer support.</p> <p>The Benefits of Forest School (forestschoolltraining.co.uk)</p> <ul style="list-style-type: none"> ● Equal, unique and valuable competent to explore & discover ● Entitled to experience appropriate risk and challenge <ul style="list-style-type: none"> ● Entitled to choose, and to initiate and drive their own learning and development ● Entitled to experience regular success <ul style="list-style-type: none"> ● Entitled to develop positive relationships with themselves and other people ● Entitled to develop a strong, positive relationship with their natural world <p>This learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world, yet each session also shares a common set of principles, aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.</p>	<p>1,2,3,4 & 7</p> <p>3, 7</p>

ELSA training	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
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Accelerated Reader [Accelerated Reader | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF) whole-class reading management and monitoring programme that fosters independent reading 1,2,4,5 & 7

Accelerated Reader (AR) is a digital

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.

Additional release time for middle leaders, provided by SLT to ensure high quality first teaching, to provide support and guidance to staff including small group Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:

[One to one tuition | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF) And in small groups: [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://www.educationendowmentfoundation.org.uk/EEF)

[Teacher professional development | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/EEF) [Small group tuition | EEF](https://www.educationendowmentfoundation.org.uk/EEF)

2,3 & 4 2, 3 & 4

<p>interventions. To provide opportunities for monitoring of standards.</p>		
<p>Targeted school approach for oral language interventions, including the use of structured questioning to develop reading comprehension Use of bloom's taxonomy</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

Targeted Maths intervention teacher [Toolkit Strand | Education Endowment Foundation | EEF](#)
 KS2
 Tuition targeted at specific needs and [EEF](#)
 3
 knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: [Small group tuition |](#) Targeted assessment and monitoring
 Insight assessment and monitoring.
 2,3,4

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

Budgeted cost: £ 55,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice. significantly reduced levels of absence and persistent absence.

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.

The DfE guidance has been informed by engagement with schools that have

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5 & 6

External EWO support for school, and families	Additional support for the school and families around attendance provided by TEAM E.W.S.	5 & 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,5 & 7
<p>Primary careers programme</p> <p>Arts participation for pupils through the school curriculum and extracurricular clubs</p> <p>Contingency fund for acute issues.</p>	<p>Finding futures initiative - providing internal and external opportunities for all pupils to engage in the school's primary careers programme</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified relating to pastoral and learning support</p>	<p>All</p> <p>All</p> <p>All</p>

<p>Emotional support for pupils:</p> <ul style="list-style-type: none"> - School learning mentor, - Crystal Palace Foundation support - Family support worker - School counsellor 	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
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Total budgeted cost: £ £180,290

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.

Planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2019/2020 & 2020/21, our school assessments demonstrated that overall disadvantaged pupil performance was at least in line with non-disadvantaged pupils.

Standards in communication/ language and in reading and phonics are sustained for pupils eligible for PP across EYFS and KS1.

Through remote learning the school continued to provide phonics support for pupils across EYFS and KS1. This included daily live phonics sessions, recorded phonics clips for parents and personal phonics sessions where required. Targeted oracy support continued in school including Bucket time and the NELI programme was introduced into Reception. Additional staffing was provided to ensure that communication and language continued to remain a priority for PP children across EYFS and KS1.

Challenge for high ability PP children to ensure sustained rates of progress.

Maths, Reading and Writing CPD for all staff continued virtually and in person. School investment in a whole school writing scheme 'The Write Stuff'. Three times daily zoom lessons for all pupils followed up with targeted group learning sessions to ensure that challenge for all pupils was evident within the provision alongside resources provided by the National Oak Academy.

'Time to write' initiative was introduced during lockdown providing children with a weekly writing task. The topic was the same for the whole school, children were provided with exercise books and asked to complete tasks in the books. Additional support was provided where necessary.

School library developed so all pupils have access to high quality texts which they can take home and share with their families.

To embed the use of individualised tracking of disadvantaged pupils to ensure that gaps are closed and remain closed.

School assessment and monitoring continued through the 2020/2021 academic school year. Feedback and pupils' response remained a focus, including the use of online marking tools, via Google and Apps, to ensure that pupils received effective feedback during remote learning. Feedback policy was implemented and continues to be embedded – linking into DIRT time activities, pupil conferencing and pupil voice to ensure that tracking of pupils continues to remain impactful

To support pupils whose emotional and behavioural issues are a barrier to their learning

Emotional support continued through 2020/2021 academic year. Support included in school mentoring provided by Crystal Palace Foundation for Life Coach (small group and 1:2:1), weekly phone calls with families, learning mentor calling families and working with pupils via telephone and zoom. Individual phonics for sessions for pupils who required emotional support to access the remote learning provision. In school early help worker continued to support families, alongside additional provision from SLT.

Regular support and advice from the Educational Psychology Service and external agencies such as EWS throughout the year allowed for early interventions to be put in place and supported acute needs that arose during the pandemic.

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
Lexia	Lexia learning
Vipers reading	Literacy Shed Plus
Votes for schools	Votes for schools