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 Anderton
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers	2021-22; 2022-23; 2023-24
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Spring 2022
Statement authorised by	F Brownsey D Butterworth (Chair of Gov's)
Pupil Premium lead	F Brownsey
Governor	D Butterworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29 550
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

All pupils should make good progress at our school. The purpose of our Pupil Premium strategy is to identify any barriers our disadvantaged pupils might face, irrespective of their ability, background or other challenges and to plan to overcome these barriers by providing support and guidance for them during their time at school.

Some pupils may not be listed as disadvantaged but might also face barriers to their learning and potential to succeed and are therefore very vulnerable. They might have a social worker, be a young carer or be consistently just below threshold for social care involvement. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategies include the tiered approach as recommended by the EEF guidance *'Using your Pupil Premium funding effectively':*

1. Quality first teaching with a particular focus on the areas which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
2. Targeted academic support/intervention for disadvantaged children in the areas which they require support.
3. Wider strategies to fill gaps that exist because of disadvantage such as extra-curricular support or support to access trips and residentials

Our strategy is also integral to wider school plans for education recovery, notable in its targeted support through the National Tutoring Programming NTP, for pupils whose education has been worse affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point the need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Key Principles which underpin our strategic plan are;

- That the plan links to all other school plans - curriculum planning, Sports Premium, CPD, TA development, SEND.
- That all staff are fully aware of the plan and their particular roles and responsibilities

- That governors are provide appropriate information to enable them to fulfil their responsibilities in relation to Pupil Premium accountability

Challenges

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

Challenge number	Detail of challenge
1	External data from 2019 end of KS2 assessments indicate that maths attainment and progress data among disadvantaged pupils was significantly below that of non-disadvantaged pupils. The percentage of disadvantaged pupils achieving the higher score in maths was significantly below their non-disadvantaged peers. On entry to Reception class in two of the last 3 years, between 67 - 75% of our disadvantaged pupils arrive below age-related expectations compared to 10 - 38% of other pupils. This gap remains steady to the end of KS2. NFER maths data from autumn 2020 shows that from Y2 – Y6, in four out of five classes, there were more of the disadvantaged children achieving standardised scores below 90 compared with their non-disadvantaged peers.
2	External data from 2019 end of KS2 assessments indicate that reading attainment and progress data among disadvantaged pupils was significantly below that of non-disadvantaged pupils. The percentage of disadvantaged pupils achieving the higher score in reading was significantly below their non-disadvantaged peers. On entry to Reception class in two of the last 3 years, between 50 - 83% of our disadvantaged pupils arrive below age-related expectations compared to 5 - 38% of other pupils. This gap remains steady to the end of KS2.
3	External data from 2019 end of KS2 assessments indicate that writing attainment and progress data among disadvantaged pupils was significantly below that of non-disadvantaged pupils. The percentage of disadvantaged pupils achieving greater depth in writing was significantly below their non-disadvantaged peers. On entry to Reception class in the last 3 years, between 75 - 100% of our disadvantaged pupils arrive below age-related expectations compared to 15 - 42% of other pupils. This gap remains steady to the end of KS2.
4	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The NELI Language screening baseline tool administered in Spring 2020-21 for Reception class saw the disadvantaged children achieve an average standardised score of 95 compared with an average standardised score of 113 for non-disadvantaged children.

5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
	The Year 1 Phonics screening check shows that in 3 of the last 5 years, the disadvantaged children did not achieve as well as their non-disadvantaged peers. The percentage of the disadvantaged children below the standard in those years ranges from 40 – 50% compared to 8 – 13% of the non-disadvantaged children. Our numbers of disadvantaged children are very low ranging from 1-5 in each year group.
6	Observations, contextual data and pupil voice suggest that after school clubs, trips and residentials are not as well attended by the disadvantaged pupils as in the non-disadvantaged pupils.
7	Observations, contextual data and pupil voice suggest that the behaviour and readiness for learning is not as strong in disadvantaged pupils as it is in non-disadvantaged pupils.

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
Improved oral language skills and vocabulary (including receptive and expressive) among disadvantaged pupils Measured by NELI assessments/language Screen	NELI language screening and observations will show significant improvements to the oral language among disadvantaged pupils.
Improved reading attainment and progress among disadvantaged pupils Measured by termly NFER standardised assessments	2021/22 KS2 reading outcomes show that 75% of disadvantaged children meet the expected standard and at least 25% achieve the higher level
Improved maths attainment and progress among disadvantaged pupils Measured by NFER standardised assessments	2021/22 KS2 maths outcomes show that 75% of disadvantaged children meet the expected standard and at least 50% achieve the higher level
Improved writing attainment and progress among disadvantaged pupils *Measured by moderated assessments*	2021/22 KS2 writing outcomes show that 50% of disadvantaged children meet the expected standard and at least 25% achieve greater depth
Improved culture capital, self-esteem and wellbeing of disadvantaged pupils Measured by pupil and parent questionnaire, attendance information and explicit curriculum links.	Disadvantaged children access extracurricular clubs, trips and residentials
Improved phonics screening data for disadvantaged pupils Measured by phonics assessments	2022 phonics screening data will show 67% of disadvantaged pupils will achieve the expected standard

Improved learning behaviours in disadvantaged pupils Measured by pupil, parents and staff feedback.	Disadvantaged pupils are ready for learning, have listening and concentration skills on a par with their non-disadvantaged peers.

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: £9057.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Staff time to carry out pupil progress meetings with SLT to plan for intervention and support	NFER tests will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they are identified and receive the correct additional support through interventions or teacher instruction **EEF-Guide-to-the-Pupil-Premium-Section 2 'Use strong evidence to support your strategy'**	1, 2, 3, 5
CPD to support quality first maths teaching in line with DfE and EEF guidance; NCETM guidance and Maths Hub support including teaching for mastery training and mastering number training (KS1 fluency) Teacher release time to allow Maths leads to support colleagues in the implementation of recommended approaches	NCETM recommended approaches on the effective teaching of Maths along with EEF guidance on improving Maths teaching Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) **EEF Toolkits – Mastery learning** **EEF Toolkits – Collaborative Learning Approaches** **EEF Toolkits – Peer Tutoring** **EEF Toolkits – Meta Cognition and Self Regulation**	1
Embedding the engagement of disadvantaged pupils in quality discussion in lessons so they are required to articulate ideas, clarify	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.	2, 3, 4, 5, 7

understanding and extend their vocabulary

We will fund ongoing teacher training and release time so that staff have the opportunity to observe one another and collaborate on effective approaches. | Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.

Oral language approaches might include:

targeted reading aloud and book discussion with young children;

explicitly extending pupils' spoken vocabulary NELI;

the use of structured questioning to develop reading comprehension; and

the use of purposeful, curriculum-focused, dialogue and interaction.

EEF Toolkits - Oral language Interventions

EEF Toolkits – Peer Tutoring

EEF Toolkits – Collaborative Learning Approaches

EEF Toolkits – Meta Cognition and Self Regulation | |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils | 5, 7 |
| CPD to improve phonics teaching and reading | Ensure all staff (including new staff) have received the EY2P training in the delivery of phonics.

Phonics books purchased and relabelled to match phonics phases

Children have access to a phonics reading book as well as a reading for pleasure book.

EEF Toolkits – Phonics

EEF Toolkits – Collaborative Learning Approaches | 2, 5, 7 |
| CPD to improve the teaching of guided reading | Ensure staff understand the key principles and the way reading is taught at school. CPD for subject leads regarding best practice.

Team teaching approaches to embed processes and t build confidence

EEF Toolkits – Collaborative Learning Approaches

EEF Toolkits – Peer Tutoring | 2, 4, 7 |

Improve the quality of social and emotional learning by making full use of KAGAN Cooperative Learning Structures in lessons, along with peer assessment strategies to support greater engagement in learning	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. **EEF Toolkits – Collaborative Learning Approaches** **EEF Toolkits – Peer Tutoring** **EEF Toolkits – Meta Cognition and Self Regulation**	1, 2, 3, 4, 5, 7
Improve the behaviour for learning of all disadvantaged pupils. Provide a mentor for those disadvantaged pupils who need some pastoral support.	Mentoring aims to build confidence and relationships, to develop resilience and character, and to raise aspirations. Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the pupil's management of their learning or self-regulation. **EEF Toolkits – Mentoring** **EEF Toolkits – Feedback** **EEF Toolkits – Behaviour Interventions**	1, 2, 3, 4, 5, 7

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

Budgeted cost: £18370.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI – Nuffield early Language Intervention	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. **EEF Toolkits - Oral language Interventions**	2, 3, 4, 7
Lancashire Reading Partnership reading intervention	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves **EEF Toolkits – Reading Comprehension Strategies**	2, 7
Tutoring	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. **EEF Toolkits – Small Group Tuition** **EEF Toolkits – One to One Tuition** **EEF Toolkits – Meta Cognition and Self-Regulation**	1, 2, 3, 7
Termly pupil progress meetings	Examining an array of evidence before making decisions about the interventions to use for specific pupils to make sure	1, 2, 3, 4, 5, 7

	that they provide appropriate and effective solutions is key. Additionally, thinking hard about the specific contextual factors of school, and any necessary 'intelligent adaptations', is essential when interpreting the evidence that informs strategy **EEF-Guide-to-the-Pupil-Premium-Section 2 'Use strong evidence to support your strategy'**	
Web based programmes to support learning at home, in class and during after school and intervention sessions	Individualised instruction involves providing different tasks for each learner and support at the individual level. Pupils can have individual sets of activities which they complete5, often largely independently. Digital technologies have been employed to facilitate individual activities and feedback. **EEF Toolkits – Individualised Instruction** **EEF Toolkits – Parental Engagement**	1, 2, 3, 5, 7

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

Budgeted cost: £5217.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips, clubs, instrumental music lessons and residentials are accessible for disadvantaged children.	Enrichment activities enhance the curriculum and help to develop culture capital. Learning is contextualised in concrete and language rich environments. Ofsted research places emphasis on improving culture capital particularly for disadvantaged pupils. Enrichment opportunities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data. Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, the benefits of physical	1, 2, 3, 4, 5, 6, 7

	activity for core academic attainment particularly literacy and mathematics is clear. EEF – describes the benefits to children in learning to play musical instruments. **EEF Toolkits – Arts Participation** **EEF Toolkits – Physical Activity**	

Total budgeted cost: £32740

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.

- Children have had access to effective comprehension resources, both at home and at school, that tracks their reading preferences and progress through book bands.
- Children's early language skills improved
- Children have daily opportunities to practise basic number skills, thereby embedding basic number facts
- Children have quality first teaching specifically in reasoning and problem solving using high quality resources that are used consistently across KS1 and KS2
- Children have small group teaching to close gaps
- The children are more able to practise their developing phonics knowledge and skills when reading their reading books at home and at school.
- Children have small group teaching to close gaps
- Improvements to pupils' sense of themselves as learners and their attitudes to learning Help to overcome barriers that may influence pupils' love and enthusiasm for learning

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
Nuffield early Language Programme	Nuffield

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?	Web based programmes to support learning at home, in class and during after school and intervention sessions
What was the impact of that spending on service pupil premium eligible pupils?	Reading age tracked and gains made

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.