

St Joseph's Middle School 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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	St Joseph's Middle School
Number of pupils in school	276 (September 2021)
Proportion (%) of pupil premium eligible pupils	80 (29%)
Academic year	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Paul Naughton, Headteacher
Pupil premium lead	Philip Rosier, KS3 lead
Governor / Trustee lead	Nicola Vaughan

Funding overview

Detail	Amount
Pupil premium allocation this academic year	£93220 Years 5 & 6 =£1,345 per pupil, Years 7 & 8 =£955 and PP+ = £2,345
Recovery premium funding allocation this academic year	£11600
Proportion of disadvantaged pupils	Year 5= 21 Year 6 =15 Year 7= 23 Year 8=21
Pupil premium funding carried forward	£0
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	£104820

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst 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 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 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

With regards to wider strategies we are aware that a happy pupil will have a more positive approach to their learning therefore our aim is to engage pupils through looking the pupil themselves as a whole and giving support when needed. Some of our keys focus points will be:

- To raise the attendance of all disadvantaged pupils
- Give all pp pupils access to sport in break and extracurricular activities
- Provide ELSA sessions to all pupils who are struggling emotionally

- Provide funding for school trips, music lessons and other relevant educational activities

Disadvantaged pupil progress scores most recent 2019

Measure	Score
Reading	-1.80
Writing	-1.46
Maths	-2.22

Strategy aims for disadvantaged pupils

Subject	Measure	Score
Reading	Meeting expected standard at Y6	73.3%
	Achieving high standard at Y6	26.7%
Writing	Meeting expected standard at Y6	80.0%
	Achieving high standard at Y6	20.0%
Mathematics	Meeting expected standard at Y6	73.3%
	Achieving high standard at Y6	20.0%
SPaG	Meeting expected standard at Y6	80.0%
	Achieving high standard at Y6	20.0%

Challenges

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

Challenge number	Detail of challenge
1	To raise the attendance of disadvantaged pupils. Due to missed schooling some lack of engagement with some pupil premium pupils our aim is to achieve an average of 96% by the end of the school year. Excluding lockdowns the pp average was 93.14%
2	To instil greater awareness and proactive approaches to first teaching with the staff.
3	Our assessments. Due to a lack of standardised assessments over the last academic year we aim to use more assessments throughout the school to identify pupils who need interventions particularly with KS2 with regards to maths which has been a historic school issue.
4	Although there are no national standardised test it was indicated at the national conference that disadvantaged pupils are approximately 2-3 months behind their peers in reading, writing and maths due to numerous lockdowns
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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
To raise the attendance of all disadvantaged pupils.	Due to the low school attendance of the previous year due to various factors we are aiming to achieve 96% by the end of the school year from %3 from last year.
Progress and attainment in maths	Smaller class sizes have been achieved Maths Coordinator working with White Rose to develop a quality maths scheme of work Third space learning program is implemented Maths CPD to improve subject knowledge of staff Targeted interventions and same day catch up for PP children is implemented Opportunities to prepare for SAT's is given The use of 'Maths Wizz' to identify gaps and consolidate knowledge
To increase staff awareness and improve first teaching	Regular pupil conferences to be held with identified pupils every two weeks to identify relevant strategies to help individual pupils SLT members to meet identified pupils every two weeks to interview pupils about concerns and what they consider to be barriers and strengths in their learning to help create pupil profiles All staff to mark disadvantaged pupil's books first Pupil premium board in the staff room with pictures of pupils on and relevant in school data displayed to give greater awareness with staff
All staff have high expectations about the progress and attainment of pupil premium children.	All staff to be made aware of PP pupils. Pupil premium learners receive high quality support. Staff stretch and challenge their pupil premium learners appropriately. Paper packs are offered to PP pupils who struggled with remote learning or homework. All teachers monitor progress carefully and take immediate action if pupil premium learners fall behind their peers, helping them to 'catch up and stay up'. Autumn baseline completed to use as a progress measure in the Summer. Staff mark pupil premium books first and give targeted feedback. Pupils are seated strategically in all lessons
To include an appraisal target for all staff to raise the	All teachers have an appraisal target to raise outcomes for pp and assess work to enable pupils to make at least expected progress

outcomes for pupil premium children	Subject leaders to regularly monitor the appraisal targets are being followed relating to PP and make effective interventions if not PP targets in all subject action plans
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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)

Projected cost: £47000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning	<p>Third space learning is an online tutor program to help identified pupil with extra one to one teaching.</p> <p>https://thirdspacelearning.com/</p> <p>EEF research suggests that an average of 5 months can be added with one to one tuition</p>	2, 3, 4, 5
Additional staffing for settings in KS2 English and Maths and KS3 Maths	<p>Smaller classes and more individualised teaching</p> <p>EEF research suggests that reducing class sizes can add an additional 3 months progress to pupils.</p>	2,3,4,5,6
Data tracking	<p>More robust data tracking is taking place where all pupils at the end of a topic and end of a term are tracked to identify pupils needing early interventions</p> <p>Internal tracking system using SIMS</p>	2,3,4,5,6
Attendance officer and PP lead to monitor attendance	<p>PP lead to check the attendance percentage of all pupil premium every two weeks to enable swift action is taking to address any behaviour concerns. Attendance officer to work with pp lead to use incentives and when relevant work with the education welfare officer.</p> <p>2016 Dfe report on the links between attendance and achievement.</p>	1
Music tuition	<p>Music tuition and inclusion in ensembles will be subsidised so that finance is not a barrier to learning.</p> <p>EEF research suggests that working collaboratively, especially when looking at</p>	2, 5

	social and emotional development, can add an average of 4 months progress for pupils	
ELSA support	<p>ELSA support is offered to any pp pupil who is suffering emotional issues relating to friendships, home life or lockdowns.</p> <p>EEF research suggests that working collaboratively, especially when looking at social and emotional development, can add an average of 4 months progress for pupils</p>	5
Interventions	<p>11 groups 3x15 min and catch up 1x 60min</p> <p>EEF research says that small group targeted tuition can add an average of 4 months to a pupil's progress</p>	2,3,4,5
School trips	School trips will be subsidised so that finance is not a barrier to learning.	2,5
Breakfast club	Breakfast club is free to pp pupils. This will ensure they have had a good start to the day and give them the opportunity reinforce their academic work	1,2,3,4,5
Raise teacher's expectations and pupil premium progress and attainment outcomes	<p>Guidance from an external pupil premium advisors if partnership meetings are allowed to progress with the pandemic.</p> <p>CPD and INSET for teachers to ensure they feel confident about implementing appropriate strategies and support for disadvantaged pupils. HLTA provides cover for staff professional development.</p>	1,2,3,4,5
Develop an intervention overview system that clearly shows what is in place and that can be easily monitored and evaluated by all teachers and teaching assistants.	<p>Weaknesses identified quickly and acted upon by early intervention.</p> <p>Review progress of pupil premium pupils and ensure a range of appropriate interventions are implemented to accelerate progress.</p>	2,3,4,5
All pupils in Y5,6,7 and 8 to be offered 10 extra lesson of maths and English. These to be taught by their teacher after school.	Pupils have attended extra lessons and identified gaps in learning have been covered. Objectives have been identified as not taught or taught but not fully embedded. Those pupils unable to attend have had access to work covered online or paper copies	1,3,4

Reading support offered. TA to oversee the use of Reading Plus and reading comprehension (covid recovery fund)	Identified pupils show progress in reading comprehension and maths fluency	
To purchase the accelerated reader programme	Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress	1,3,4

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

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium families given financial support	Pupil premium families given financial support to enable their children to take part in curricular and extracurricular activities and with buying certain school resources (e.g. music lessons, school uniform, stationery) and develop remote learning where necessary. Some pupils have been given laptops enabling them to do homework and potential lockdown lessons	5,
Identifying Pupil Premium children who may have fallen behind	To identify Pupil Premium children who may have fallen behind due to the pandemic and enable them to make at least expected progress	1,2,3,4

<p>Barriers to learning these priorities address</p>	<p>Some pupil premium children have low self-esteem and/or mental health problems which ELSA sessions are given</p> <p>Some pupil premium children have poor attendance and this affects their progress in lessons.</p>	<p>1,2,3,4,5</p>
<p>Sports equipment provided for all pp pupils at break and lunchtime as well as extra sports clubs</p>	<p>Sports equipment provided for all classes at break and lunchtime as well as extra sports clubs</p>	<p>6</p>

Total budgeted cost: £

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 during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

The gap in maths was closing in the previous report but has widened over the past year according to our data.

One of our main concerns was the absence of some pupils in school due to the lockdowns. Regular phone calls were made to pp pupils and in some cases of none engagement house visits were made by the pp lead and attendance officer. This not only made measuring progress hard but also the coverage of work for individual pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

