



1. Summary information					
School	St Joseph's Catholic Primary School				
Academic Year	2021-2022	Total PP budget	£62,862 (financial year 2021-22)	Date of most recent PP Review	Spring 2021
Total number of pupils	274	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Spring 2022

2. Current attainment			
	Pupils eligible for PP (whole school) 2020/21	Pupils eligible for PP (national EoKS2) 2018/19	Pupils not eligible for PP (national EoKS2) 2018/19
% achieving in reading, writing and maths	56%	51%	71%
% making progress in reading	68%		
% making progress in writing	64%		
% making progress in maths	68%		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>As numbers of PP children in school are low, we have looked at individual barriers to learning in order to inform our actions.</i>	
Possible In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Teaching quality
B	Curriculum
C	Resources
D	Academic confidence and resilience
E	Behaviour
F	Lower levels of spoken communication skills
G	Gaps in basic skills development – reading, writing and mathematics
Possible External barriers (issues which also require action outside school, such as low attendance rates)	
H	Attendance / punctuality
I	Family disengagement in learning processes – reduced opportunities for home learning and curriculum enrichment
J	Low self- esteem and self-regulation, need to develop engagement and more positive attitudes to learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
C	To support pupils unable to access digital learning at home.	Improved engagement in home learning.
D	To raise self-esteem with regards to academic confidence and resilience. To be measured by engagement in challenging activities in class and school.	Increased involvement in challenging activities. Improved self-esteem when in conversation with teachers and PP lead.
E	To be able to make appropriate choices for behaviour in and out of class. To be able to engage fully in learning through appropriate behaviour for learning.	Improved behaviour in and out of class. Significantly less reports of poor behaviour via behaviour logs. An improved desire to engage appropriately in school life.
F	To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally. To be measured by national standardised test. Teacher observations and assessment.	To achieve at least expected levels of progress. To develop more articulate and confident speakers. To enable pupils to more fully access appropriate curriculum opportunities through improved language skills. Lower attaining pupils more willing to talk and articulate their thinking. School ethos promotes mutual respect and values all contributions irrespective of attainment group.
G	That pupils make greater than expected progress from identified lower levels of key skills assessments in reading, writing and mathematics That pupils progress above local and national averages for similar pupils To be measured by national standardised tests and the school's internal progress tracking measures.	That levels of progress are measured as above those for similar pupils locally and nationally. That pupils are observed as more engaged and confident independent learners. Quality and quantity of feedback enhanced. Intensive oral feedback on misconceptions to reduce attainment gap.
H	To improve attendance and punctuality.	Improved and sustained attendance and punctuality.
I	To increase parental engagement and involvement in their children's learning. To improve home learning opportunities.	Significant increase in parental attendance at all meetings and school events.

J	<p>To increase curriculum enrichment, access to music ,art, digital learning and wider cultural experiences</p> <p>These will be measured by progress against baseline measures of numbers involved in range of school events</p> <p>Enhanced experiences in school and after school to improve aspirations.</p> <p>Nurtured confident, resilient learners who enjoy pursuing their own path and demonstrate a genuine love of learning.</p> <p>Recognition of making learning a reality beyond academic studies.</p> <p>To significantly improve levels of pupil self-esteem, engagement and self-regulation.</p> <p>To be measured by pupil questionnaire and interview and teacher observations</p>	<p>Significant increase in number of pupils accessing enrichment opportunities.</p> <p>Evidence of increased pupil self-awareness and confidence.</p> <p>Greater levels of engagement and pupil progress.</p>
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5. Planned expenditure					
Academic year	2021-22				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise levels of progress in reading through improved phonics skills (Barrier G)	Implement and embed new Phonics teaching using <i>Little Wandle Letters and Sounds Revised</i>	Researched and DfE supported phonics development programme	<ul style="list-style-type: none">• Whole school (teachers and TAs) CPD and accreditation through <i>Little Wandle</i> online training.• Rigorous monitoring by Reading Leader	LB Reading Leader	Spring 2022
To improve levels of pupil progress in basic skills in Reading writing and Mathematics and to address gaps in knowledge and skills. (Barrier G)	Booster classes, targeted intervention work, led by teacher and TA support.	Quality first teaching. Evidence of previous years’ support. Analysis of progress data. Staff research and analysis.	<ul style="list-style-type: none">• Termly progress meetings Progress data analysis Reports from teacher and PP lead.	Class teacher, PP lead	Termly formal review

To improve pupils oral skills, and ability to participate more fully in all aspects of the curriculum (Barrier F)	Class presentations	Discussion with class teachers following settling in time. Reflection on pupil abilities to partake. Discussions with parents.	<ul style="list-style-type: none"> • Regular monitoring of progress from established baselines • Reports from middle and senior leaders • Pupil questionnaire and interview • Pupil progress meetings 	Class teacher, PP lead	Half termly monitoring leading to termly formal review and report.
To raise self-esteem with regards to academic confidence and resilience. (Barrier D)	PP children on Friends lists.	Previous data. Pupil voice PP lead/teacher reflection Staff research (PP Champions work with Ged Murphy)	<ul style="list-style-type: none"> • Pupil voice • Monitor engagement in school life 	Class teacher, PP lead, subject leads	Half termly monitoring leading to termly formal review and report.
Total budgeted cost					

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To increase curriculum enrichment, access to music, art, digital learning and wider cultural experiences. (Barrier J)</p>	<p>Using engaging activities. Personal invitation to PP children Residential and school trips (significantly reduced costs) Improving wellbeing opportunities and outdoor learning Dressing up days and visits</p>	<p>Pupil voice Staff research (EEF, The School Bus)</p>	<p>Monitor engagement in school life</p>	<p>Class teacher, PP lead, Afterschool leads</p>	<p>Half termly monitoring leading to termly formal review and report.</p>
<p>To raise self-esteem with regards to academic confidence and resilience. (Barriers D, J)</p>	<p>Nurture group</p>	<p>Research with small group PSHE activities</p>	<p>Monitor engagement and behaviour</p>	<p>Nurture lead</p>	<p>Half termly</p>
<p>To support enrichment in extracurricular activities (Barrier I)</p>	<p>Financially support school trips and musical engagement</p>	<p>PP children are less likely to engage in extracurricular activities due to costs</p>	<p>Class teachers, KS leads, subject leads will target PP children for support</p> <p>Music tuition School trips</p>		

To support home learning using digital platforms for home learning (Barrier C)	Financially support targeted families with access to digital platforms, via dongle, laptop or whatever access is required.	The principle of inclusion demands equal access for all pupils to opportunities for learning.	Engagement in home learning will evidence engagement.	SOM	Termly
To improve attendance and punctuality (Barrier H)	Closely monitor attendance and engage in meaningful dialogue with parents	Good relationships with parents is key to engagement. Good school systems support good attendance, including resorting to external support.	<ul style="list-style-type: none"> Office to monitor attendance and specifically identified pupils. LA support will be sought if attendance does not significantly improve 	SOM and HT	Ongoing
To increase access to the curriculum for specific pupils by way of resources	Specific resources for improved access	Need for resources to access the curriculum	<ul style="list-style-type: none"> Dialogue with parents Outcomes for children 		
Total budgeted cost					

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To be able to make appropriate choices for behaviour in and out of class. (Barrier E)	Support from class teacher, PP lead and nurture lead. Clear rewards and sanctions.	Research about self-regulation and decision making. (EEF and Paul Dix)	Consistent approaches by all staff to behaviour expectations	SLT and behaviour team	Termly reviews StaySafe reviews
To increase parental engagement and involvement in their children's learning. To improve home learning opportunities. (Barrier I)	EY stay & play Performances Parent workshops Involvement in trips, Parental support in whole school activities (eg PFA) Uniform support	Research Parental conversations Support for uniform costs	Level of take up, surveys and interviews. Development of positive engagement.	SLT	
Total budgeted cost				£	
Grand Total					