



**ST. JOSEPH'S**  
CATHOLIC PRIMARY AND NURSERY SCHOOL  
'LEARNING TO LOVE, LOVING TO LEARN'

## Pupil premium strategy statement 2021-2022

### School overview

Metric	Data
School name	St Joseph's Catholic Primary School
Pupils in school	182
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£65,490
Recovery premium funding	£3,336
Total funding academic year 2021-2022	£68,826
Academic year or years covered by statement	2021-2022
Publish date	November 2021
Review date	April 2022 & July 2022
Statement authorised by	Miss Emma Cashier
Pupil premium lead	Mrs Doris Yohannes
Governor lead	Ms Johanna Jones

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 SDP: To continue to diminish any differences in the progress and attainment of disadvantaged pupils.	Increase staff awareness through CPD and further training in subject specific strategies/curriculum support in Reading and Maths.
Priority 2 SDP: Quality of teaching is highly effective (100% good or better) across school with precise professional development that encourages, challenges and supports.	Developing subject leaders through targeted CPD on teaching and learning within their subject. Ongoing work with SW Maths Hub. Collaboration in Local Authority and Catholic school cluster networks.
Priority 3 SDP: To develop, confident, articulate and resilient children	SLT leadership training to increase capacity for curriculum development.

who celebrate difference and are ready to engage successfully in their next stage of education.	
SDP: Priority 4 To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.	Enabling staff to access evidence –based interventions trained by a range of specialists such as Place 2 Be. Enabling access to extra curricular activities.
Barriers to learning these priorities address	Ensuring appropriate and targeted provision is in place as a result of effective staff CPD.
Projected spending	£97,000 (approx. £73,000 pp uptake)

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve within national average progress scores in KS2 Reading (0 or above)	July 2022
Progress in Writing	Achieve within national average progress scores in KS2 Writing (0 or above)	July 2022
Progress in Mathematics	Achieve within national average progress scores in KS2 Maths (0 or above)	July 2022
Greater depth attainment in Mathematics	Achieve in line with national average	July 2022
Phonics	Achieve above national average in Phonics screening.	July 2022

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Review SLT structure/intervention support impact termly. DHT now supporting Year 6 (focus PP pupils)</p> <p>Increase awareness of disadvantaged pupils for all staff; especially support staff.</p> <p>Disadvantaged pupils to remain a focus in progress meetings and effective support implemented through early identification (inclusion lead).</p> <p>Hertfordshire Reading intervention SW Maths Hub Beanstalk Pets as Therapy</p>
Priority 2	<p>All monitoring to have a pupil premium focus e.g book scrutiny, pupil voice, lesson observations</p> <p>Continue to have data driven targets as part of performance management.</p> <p>TA and CT planning time with PP focus TA pupil premium intervention after school Whole school leadership and professional development.</p>

	<p>CPD tailored to individual needs. Continued 'workshop' approach to staff meetings with chunked sessions for immediate effect. Whole school 'Dyslexia friendly' training Reading curriculum skill based approach developed</p>
Priority 3	<p>Behaviour policy updated to incorporate school ethos and values following a restorative approach. Celebrate diversity and equality; Black History Month, BLM links in curriculum MTP, SEN awareness through pupil voice Pupils to share and present their learning with a range of audiences as part of MUNGA, Week of Wonder, Wellbeing week EYFS transition 'stay and play' session. KS1-KS2 – Transition Day in school Year 6 - resilience sessions by Ninja Warrior's Year 6 Transition sessions by Place2Be/SENCo To provide enriching experiences such as, Cambridge University (through the Latin programme), School Journey</p>
Priority 4	<p>A wide range of therapeutic provision delivered in school as early identification/intervention External support identified for the most vulnerable pupils/families (including parent support). Introduce a sensory/ nurture room in EYFS and ks1/2 to support a range of needs including SEMH. All children have 'go to' adult of their choice. Recovery Curriculum – primary focus 'psychological safety' and further supported by implementation of PATHS programme Wandsworth Art Packs for pp pupils across the school. Wide range of extra –curricular clubs (pp chn prioritised)</p>
Barriers to learning these priorities address	Encouraging wider reading, mathematical conceptual understating and SEMH support
Projected spending	£75,583

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Enjoyment for reading through staggered start Reading corners Electronic library system Parental engagement support</p>
Priority 2	Pupil premium intervention 'club'

	Catch up classes Technology loaned
Priority 3	Pupil voice opportunities MUNGA Growth Mindset whole school approach Therapeutic provisions
Priority 4	Gather & Grow Curriculum Enriching educational experiences School Travel Plan Wide range of sporting opportunities
Barriers to learning these priorities address	Improving parental engagement and pupils engagement in wider school activities.
Projected spending	£21,417

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to staff CPD esp. leadership development.	Use of INSET days and cover provided as well as bespoke leadership development programme.
Targeted support	Ensuring small group targeted intervention takes place consistently.	Intervention taught by SLT based out of class. Covid catch up intervention targeted pupil premium children.
Wider strategies	Engaging families to support learning at home.	Working closely with identified families for regular school support.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Due to Covid-19, there is no official data to make academic comparisons*

#### **Achievements:**

- Reduced class sizes in Year 5 and Year 6 with smaller groups of identified pp pupils receiving targeted support from DHT and AHT.
- CPD and increased awareness of pp staff amongst all members of staff; especially support staff. Support staff deployed primarily to pp pupils.
- Disadvantaged pupils were a focus in progress meetings and effective support implemented through early identification (inclusion lead).
- Training and implementation of Hertfordshire Reading intervention for pupils requiring additional support.
- Continued to be a member of the SW Maths Hub for ongoing CPD and support to improve quality first teaching; scaffolding to support pupils requiring additional support and stretching more able pupils.
- Beanstalk worked with children throughout the year to improve their reading and spoken language
- Pets as Therapy to support pupils with social and emotional needs.
- All monitoring had a pupil premium focus e.g book scrutiny, pupil voice, lesson observations to ensure rigorous tracking and early identification of support/next steps.
- Data driven targets linked specifically to pp pupils raised the awareness and monitoring of these pupils.
- Dedicated time with the class teacher and support staff members weekly to discuss the progress of pp pupils being supported.
- Whole school 'Dyslexia friendly' training to support identified pupils.

- Reading curriculum amended with a skill based approach developed to ensure basic skills are consistently taught to meet the needs of pupils.
- Behaviour policy updated focussing heavily on a restorative approach with clear expectations to support pupils with social and emotional needs.
- Whole school celebration in relation to diversity and equality e.g Black History Month, Curriculum development and pupils voice providing role models representative of pupils within the school to help raise aspirations.
- Pupils given the opportunity to develop their speaking skills by to sharing and presenting their learning with a range of audiences as part of MUNGA, Week of Wonder, Wellbeing week
- Additional EYFS transition 'stay and play' sessions to support pupils requiring additional opportunities to transition. Whole school transition day for all pupils to support pupils who struggle with change.
- Opportunities for pupils to prepare for change and challenging times through 'resilience workshops' held by Ninja Warriors; KS2 SATs and secondary school transition.
- A wide range of therapeutic provision delivered in school as early identification/intervention to support pupils with social and emotional needs.
- External support identified for the most vulnerable pupils/families (including parent support).
- Updated sensory/ nurture room KS2 to support a range of needs including SEMH.
- All children have 'go to' adult (including trained mental health first aiders) of their choice to support emotional needs.
- Recovery Curriculum – primary focus 'psychological safety' and further supported by implementation of PATHS programme (St Bernardo's)
- Wandsworth Art Packs to support pupils in their creative skills over the school holidays for pp pupils across the school.
- Wide range of extra –curricular clubs (pp chn prioritised and offered school clubs with no expense)

- Uniform provided for identified pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Pets as Therapy	Pets as Therapy
Beanstalk	Beanstalk
Reading Eggs	3P learning