

St Joseph's Middle School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	239 (December 2022)
Proportion (%) of pupil premium eligible pupils	72 (30%)
Academic years (recommended 3 years)	2022/2023 - 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nick Wood, Headteacher
Pupil premium lead	Rob Hudson, Class Teacher
Governor / Trustee lead	Nicola Vaughan

Funding overview

Detail	Amount
	£93,990
Pupil premium allocation this academic year	
Recovery premium funding allocation this current year	£8,265
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	£102,255

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 academic progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and therefore improve their life chances. We will also consider the challenges faced by all 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 classed as 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support 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, rather than 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 at the pupil themselves as a whole and giving support when needed. Some of our key focus points will be:

- To raise the attendance of all disadvantaged pupils
- To raise the outcomes of all disadvantaged pupils in mathematics and reading at KS2
- Build closer relationships between home and school to identify more specific support for each disadvantaged pupil
- Provide ELSA sessions to all pupils who are struggling emotionally

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

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils has been identified as a barrier to curriculum engagement as a cycle of non-attendance widens the gap in their understanding with pupil less likely to attend if they feel the gap is insurmountable. The attendance of disadvantaged pupils was 91.2% in the 2021/2022 academic year. Our aspirational target is 96% by 2024/25.
2	To develop greater awareness and proactive approaches to quality first teaching with the staff. Many pupils lack the strategies needed to retain information and apply knowledge and skills to more challenging tasks.
3	Results from Y6 national standardised tests in 2021/22 show that girls who are disadvantaged achieved 18% below the national average for disadvantaged girls and 34% behind the national average for non-disadvantaged girls in reading.
4	Results from Y6 national standardised tests in 2021/22 in mathematics show that boys were 1.4% below the national average for disadvantaged boys and 23% below the national average for non-disadvantaged boys. Disadvantaged girls were 5% below the national average for disadvantaged girls and 27% below the national average for non-disadvantaged girls.
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 educational circumstances over the last 2 years. These challenges particularly affect disadvantaged pupils, including their attainment.

6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified a need for a more effective model to improve communication with parents regarding the funding the school receives for their pupils. This will allow us to identify specific individual needs and how the school can support pupils and families more effectively (E.g. equipment, uniform, trip subsidies, music tuition).
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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
To raise the attendance of all disadvantaged pupils.	Sustained high attendance by 2024/25. The overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% (currently 2.8%). (To be reviewed in March 2023 when national data figures for attendance are released)
Progress and attainment in maths	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
Progress and attainment in reading	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To increase staff awareness and improve quality first teaching to improve progress and attainment of disadvantaged pupils.	Assessments and observations indicate improved outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in negative interactions with other pupils • a significant reduction in negative behaviour events • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on planning high quality curriculum overviews.	<p>Teachers are given time to focus on their curriculum overviews to ensure quality, rich curriculums link with topic planning with assessment embedded.</p> <p>Y6 English given time to ensure that reading comprehension, writing and SPaG are planned to improve outcomes using new Literary Leaves curriculum.</p> <p>Curriculum research on intent, implementation and impact</p>	2,3,4,5
Development of class profiles for all pupils	<p>All staff to be made aware of PP pupils through sharing of class profiles.</p> <p>Teachers to identify disadvantaged pupils, track progress, link to seating plans and comment on best practice for pupils using class profiles.</p> <p>Pupils are seated strategically in all lessons and linked with class profiles with clear rationale behind the seating of disadvantaged pupils.</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>PP pupils to be identified as 'spotlight' pupils on a 2 week rolling rota. Pupils will be identified using school's data tracking system to ensure teaching staff make</p>	2,3,4,5,

	<p>those pupils a focus for the 2 week period. SLT members to meet identified pupils every two weeks to discuss with pupils their concerns and what they consider to be barriers and strengths in their learning to help create pupil profiles. Spotlight pupils to be discussed in weekly staff meetings.</p> <p>Pupil premium data tracker sent out after every data drop to identify disadvantaged pupils across subjects who need intervention.</p>	
Attendance officer and PP lead to monitor attendance	<p>PP and pastoral lead to check the attendance percentage of all pupil premium every two weeks to enable swift action is taken to address any behaviour concerns.</p> <p>Attendance officer to work with pp lead to use incentives and when relevant work with the education welfare officer.</p> <p>Pupil-absence-in-schools-in-England</p>	1,5,6
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 social and emotional development, can add an average of 4 months progress for pupils</p>	2,5,6

ELSA support	<p>ELSA support is offered to any pp pupil who is suffering emotional issues relating to friendships, home life or social aspects of life at or outside school.</p> <p>EEF_Social_and_Emotional_Learning.pdf</p>	5,6
Interventions	<p>PP pupils targeted for specialist maths intervention 3 pupils given a 30 minute session once a week on a 3 week rolling rota.</p> <p>3x45 min sessions a week for rapid intervention focusing on Y6 maths.</p> <p>Accelerated reading interventions (1:1 and small group) linked with a whole school focus in raising attainment in reading.</p>	2,3,4,5,6

	<p>Develop a model to include peer on peer mentoring between Y8 pupils and pupils who need support in KS2.</p> <p>Weaker readers and readers not reading at chronological age identified through Accelerated Reader (Star Reader Assessment) and receive guided reading x3 per week.</p> <p>One to one intervention - EEF</p> <p>EEF research says that small group targeted tuition can add an average of 4 months to a pupil's progress</p> <p>Small group tuition - EEF</p>	
School trips	<p>School trips will be subsidised so that finance is not a barrier to learning.</p> <p>Learning Away's survey also found that after a school trip 68 per cent of students felt that they knew more about the subject of the outing, while 69 per cent reported that the subject had become more interesting and important to them.</p>	2,5,6
Breakfast club	<p>Breakfast club is free to disadvantaged pupils. This will ensure they have had a good start to the day and give them the opportunity to reinforce their academic work.</p> <p>Breakfast club found to boost maths and English - EEF</p>	1,2,3,4,5,6
Raise teacher's expectations and pupil premium progress and attainment outcomes	<p>Guidance from an external pupil premium advisor.</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> <p>Teacher's given time to ensure that subject planning is robust and triangulates quality of curriculum planning, quality first teaching and assessment.</p> <p>Class profiles shared with all teaching staff which identify pupils from disadvantaged backgrounds. These to be linked to seating plans (with rationale) and are used by staff to note down information relating to best practice for those children and comments to support the child.</p>	2,3,4,5,

	All staff to mark disadvantaged pupil's books first.	
Continue to develop the intervention overview system that clearly shows what is in place and that can be easily monitored and evaluated by all teachers and teaching assistants.	Weaknesses identified quickly and acted upon by early intervention. Review progress of pupil premium pupils and ensure a range of appropriate interventions are implemented to accelerate progress.	2,3,4,5
To continue to develop the school's use of Accelerated Reader and ensure that the programme becomes engrained in the daily activities of all pupils.	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. Accelerated Reader - Grant Accelerated Reader - School based project	2,3,4,5

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium families given financial support	Develop a more effective model to ensure pupil premium families are aware of financial support and given the correct 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). Develop remote learning where necessary - some pupils have been given laptops enabling them to do homework and potential lockdown lessons.	1,5,6

	Parental engagement - EEF	
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. Parental engagement - EEF	1,2,3,4,5,6

Barriers to learning these priorities address	<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>Review into the impact of social and emotional aspects of learning - EEF</p> <p>Research into the impact of social and emotional aspects of learning - EEF</p>	1,2,3,4,5
Sports equipment provided for all pp pupils at break and lunchtime as well as extra sports clubs	Sports equipment provided for all classes at break and lunchtime as well as extra sports clubs	5,6

Total budgeted cost: £102,000

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 2021 to 2022 academic year.

Intended outcome 21/22	Review 22/23
To raise the attendance of all disadvantaged pupils.	<p>Disadvantaged pupils' attendance according to our records was 91.2%. Given that the average of non-disadvantaged pupils for the school was 94%, the aim of achieving 96% last year was unachievable given the current climate. Target this year is to close the gap of attendance between disadvantaged and non-disadvantaged to less than 2.8% and continue to strive for 96%.</p> <p>This continues to be a focus in school.</p>
Progress and attainment in maths	<p>Smaller class sizes continue to positively impact all pupils in the school but in particular, allows the teachers to identify disadvantaged pupils for early intervention and catch up. Disadvantaged pupils in particular have benefitted from better teacher pupil ratios.</p> <p>The use of booster classes in school were seen as useful but not always attended by PP pupils outside of school time. With the last SATs being in 2019 due to the pandemic, review of strategies will be easier in Autumn 2023.</p> <p>This remains a whole school focus.</p>
To increase staff awareness and improve first teaching	<p>Staff awareness of pupils has been raised and many strategies were found to impact quality first teaching particularly with regard to disadvantaged pupils.</p> <p>Conferences were seen as too time consuming for staff and therefore have evolved into shared class profiles. Conferences will be changed to segments in weekly staff meetings to discuss 'spotlit' pupils.</p> <p>Closer relationships between disadvantaged pupils and SLT were positive and a chance to reward successes. Pupils grew in confidence knowing that SLT members took time to meet with them.</p>

<p>All staff have high expectations about the progress and attainment of pupil premium children.</p>	<p>Expectations and aspirations of disadvantaged pupils has improved largely down to increasing staff awareness.</p> <p>Improved data tracking system has ensured that the right pupils have been identified and picked up for rapid intervention improving outcomes considerably.</p> <p>Breakfast club has continued to be a success allowing the right pupils to have somewhere structured to start the day and ensure they are ready and able to learn effectively.</p> <p>Homework club has supported those pupils who struggle with organisation and given a quiet and productive place for pupils to complete homework tasks supporting attainment and progress.</p>
<p>To include an appraisal target for all staff to raise the outcomes for pupil premium children</p>	<p>All teachers met their appraisal targets when reviewed Autumn term 2022.</p>