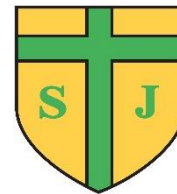


Pupil Premium Strategy Statement

St Joseph's Catholic Primary School, Otley



School overview

Detail	Data
School name	St Joseph's Otley CP VA
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	17 children 8.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathryn Choma
Pupil premium lead	Kathryn Choma
Governor / Trustee lead	Pauline Younts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,210.00
Recovery premium funding allocation this academic year	£2,465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£32,675.00

Part A: Pupil premium strategy plan

Statement of intent

Quality First Teaching will ensure disadvantaged children are supported to make accelerated progress in order to attain in-line with non-PP children.
Through early identification and additional adult support – interventions and small group activities will be swiftly put into place to address gaps and accelerate the progress of targeted children.
Higher staff ratio/access to CC/nurture will support children’s mental health and well-being.
Broad curriculum that builds cultural capital opportunities for disadvantaged children
All children have access to the broader curriculum by removing financial barriers to attending extra-curricular activities/residential etc
Barriers to learning these priorities address:
Learning gaps in reading, writing and maths.
Low oracy skills impact on progress in reading, writing and communication.
Poor SEMH and resilience
Financial barriers
Lack of opportunity to build cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Underachievement in writing in KS1/2
2	Underachievement in maths/reading KS/2
3	Lack of cultural capital opportunities.
4	Financial barriers limit opportunities – e.g. to access the broader curriculum – extra-curricular activities/residential/instrumental lessons/uniform/transport
5	SEMH needs/limited resilience and self- confidence

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
1. Disadvantaged children will make good or accelerated academic progress in writing in order to achieve EXS. Some children are targeted to achieve GDS.	Staff CPD to develop writing throughout school (Philip Webb) Interventions for targeted children are monitored and adapted to meet changing needs Robust monitoring of PP children in PPM Children are using punctuation increasingly accurately

	<p>Children complete extended pieces of writing, demonstrating an increasing use of key genre features</p> <p>Children demonstrate increased stamina when writing for longer while maintaining control of grammar, punctuation and coherence.</p> <p>At the end of KS1/2, PP children achieve their target grade.</p>
<p>2. Disadvantaged children will make good or accelerated academic progress in reading and maths in order to achieve EXS. Some children are targeted to achieve GDS.</p>	<p>Reading: PP children demonstrate improved ability to infer meaning</p> <p>PP children demonstrate increased fluency when reading</p> <p>PP children are able to locate information in texts to answer questions accurately and provide evidence for their opinions.</p> <p>At the end of KS1/2, PP children achieve their target grade.</p> <p>Maths</p> <p>PP children build confidence and resilience in maths.</p> <p>PP children demonstrate increased fluency in number and the four operations</p> <p>At the end of KS1/2, PP children achieve their target grade.</p>
<p>3. Broad curriculum that builds cultural capital opportunities for disadvantaged children</p>	<p>PP children to have accesses to the wider curriculum and enrichment activities to ensure they are given the best chances in life to become well rounded young people, ready for the next stage in life.</p>
<p>4. Disadvantaged children have access to the broader curriculum by removing financial barriers to attending extra-curricular activities/residential etc</p>	<p>PP children access all aspects of school life.</p>
<p>5. Identified children demonstrate increased ability to manage challenge in a range of subjects</p> <ul style="list-style-type: none"> • The impact of disadvantaged children's SEMH needs on learning reduces over time. • Disadvantaged children develop strategies, with and without support, to manage their SEMH needs over time. 	<p>PP children access a range of interventions to support their MH</p> <p>PP children are able to self-regulate and begin to manage their MH</p> <p>PP attainment improves through management of SEMH.</p>

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture/therapy</i>	EEF/ELSA	4, 5
<i>Catholic Care</i>		4, 5
<i>CPD for CT to improve writing</i>		2, 4
<i>Higher staff ratio to support within lessons</i>		1,2,4, 5

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

Budgeted cost: £2,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of interventions</i>	EEF Selecting Interventions	
<i>School led tutoring One-to-one support</i>	Gov guidance on School Lead Interventions EEF Pupil Premium and Catch-Up Strategies	1, 2, 5
<i>Intervention Programmes – Lexia, Dragon Hunters, Number Sense. First Class Number etc</i>	Gov guidance on School Lead Interventions EEF Pupil Premium and Catch-Up Strategies	1, 2, 5
<i>Assisted technology</i>	The use of assistive technologies for assessment	1, 2, 3, 4

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

Budgeted cost: £ 5210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to wider curriculum – extra-curricular/visits/residentials/instrumental lessons/equipment/wellbeing interventions (Donkey Sanctuary etc)</i>	True Education Partnerships – Cultural Capital French sociologist Pierre Bourdieu	3, 4, 5
<i>Cluster support – SEMH/Behaviour</i>	EEF Improving Behaviour in Schools	5
<i>Metacognitive Learning</i>	EEF METACOGNITION AND SELF-REGULATED LEARNING	1-5

Total budgeted cost: £ 32,675

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, 2020 to 2021 and 2022 to 2023 results will not be used to hold schools to account.

KS2 Y6 Progress (6 children) Teacher Assessment against individual targets

Reading PP EXS 100% (Non-PP 91%)

Writing PP 100% (Non-PP 87%)

Maths PP 100% (Non-PP 91%)

RWM PP 100% (Non-PP 78%)

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
N/A	